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CHAPTER IX.

DIGEST OF THE LAWS REGULATING THE ADMINISTRATION, CHARACTER, AND FINANCES OF THE PUBLIC-SCHOOL SYSTEMS OF THE STATES OF THE UNION.[1]

The following epitome deals primarily with the pedagogical as distinguished from the political features of the school law of the several States. These States—outside the fact of the duty of the federated nation to guarantee a republican form of government to each and the consequent desirability of a system of public education to accomplish that and the homogeneity of national intellectual interests—are each, as should be well known, an autonomous government in matters pertaining to education.

This chapter is to be considered a continuation of that[2] on the educational provisions of the constitutions of the States appearing in the last report. Matters there appearing as broadly blocked out by the electors are here collected under certain pedagogical heads as elaborated by the several legislatures and published throughout the extent of some 4,000 pages, each State arranging and classifying its laws to suit its own convenience. The method of treating each State uniformly employed in this digest not only concentrates the facts, but at the same time, in a measure, indexes them. In the next report, in addition to the inevitable annual revision, it is hoped to lay the final chapter of this series before the public.

In considering the general character of the school laws of the States, one is impressed that there is a certain apparent if not real distinction between the varying emphasis that has been placed on the same subject. In the manufacturing East, northeast of Pennsylvania at least, there has lately been developed an intense desire to operate effectively upon the parent to cause him to educate his child; in other words, to cause him to avail himself for the good of the child of the advantages offered by the public schools at least for a short period during the year. In the South, the preoccupation seems to have been to provide competent teachers, while in the West there has been a tendency to regulate the politico-educational machinery.

It has been deemed inexpedient to attempt in this compilation to show clearly the condition of a very important and much agitated feature of the social side of school affairs called the township system. An examination of the claims for this system reveals that its merits are conditioned by the character of the environment amidst which it is to be operated. The question does not appear to derive its vitality from the extent of territory embraced by the "township," but rather from the amount of taxable property within a given territory, and perhaps at bottom upon the marked inequalities of taxable property between different portions of that territory. Thus in a rich country of many concentrations of inhabitants a plan might operate excellently within a portion of a county which, among a poorer, less dense, and comparatively more evenly distributed population, might not avail, even though the whole county were to be included. In the latter case a true township system would embrace perhaps the whole educational jurisdiction—in other words, the State. This sort of township system is in Massachu-

[1] By Mr. Wellford Addis, specialist in the Bureau.
[2] By Dr. Hinsdale, Part III, Chap. I.

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setts at a minimum, for the interest of the permanent and only fund which it distributes is "not intended to relieve the towns from the support of their schools," but by furnishing money to the towns not obtained from them by annual taxation it "enables the State to execute the school laws and to establish a uniform system of schools"[1] by withholding a subsidy from noncompliant school communities. It is hoped that the investigation of this and other characteristics of the local unit in school affairs is sufficiently advanced to enable it to appear in the next report of this Bureau.

It is to be remarked in passing, however, that there is a grave difference between local option in taxation, the point of view above, and enforced taxation, between allowing the smallest unit of civil government known to our political system to tax itself and causing it to be taxed to the township or "equable" limit by uniting it to its present neighbors by a State law, and thus possibly beyond what in the past either prudence or indifference caused it to fix.[2] The "district school meeting" is probably the only body of citizens that legislates directly, and where, to get the necessary amount of material to elevate a township system, it will be necessary to cover a civil unit, as a county, for instance, that legislature will cease to exist and its members will be "represented," thus getting school affairs away from the people, to which now it is so near, a fact dreaded by those who otherwise see in the State the proper "township" system. There would seem to be no cause for overgreat alarm at the lack of high schools, superintendents, and well-appointed schoolhouses in the agricultural districts. There are evidences that the legislature here and there has endeavored to limit the excessive desire of some school communities to hypothecate the property of its citizens by the force of numbers for the purpose of building schoolhouses, and districts are allowed to unite or to increase their boundaries for the purpose of bettering their facilities for instruction or for establishing high schools or securing a more local supervision than is given by the county superintendent. Such provisions as these have a natural outgrowth into a township system adapted to the local society among which it has been bred. So far as this question is an effort to coerce seemingly recalcitrant communities to tax themselves, or, on the other hand, to coerce richer school communities to "equably" distribute their greater revenues, though derived from a lower rate per cent, among their poorer neighbors (if the wealth of the "township" is unequally distributed), the question is political quite as much as pedagogical.[3] As to the purely administrative side of the question,

[1] Massachusetts school laws, 1892, remarks, page 25.

[2] Due consideration being given to what is said about "unequable" distribution of taxable property.

[3] *Value per capita of real and personal property as assessed for taxation, and density of population (number to the square mile).*

	Per capita value of real and personal property.	Population per square mile.
The United States	$4.07	
North Atlantic Division	6.27	107
South Atlantic Division	2.55	33
South Central Division	2.33	19
North Central Division	3.43	30
Western Division	6.87	3

In Maine, New Hampshire, and Vermont the number of persons to a square mile is, respectively, 22, 42, and 36; on the other hand, the very large negro population south of the Potomac and the Ohio may be considered as cutting down the square-mile population from one-third to over one-half, inasmuch as the races must be educated apart. The fact that there are numerous concentrations of population in cities and towns in the North Atlantic Division may make for or against the "township" system as one considers them as reducing the agricultural population in the townships or as increasing their wealth by propinquity.

such especially in regard to the exceeding multiplication of petty political officers, such as treasurer and secretary of a school board, and their fees, it is possible to think that though the district school meeting and board may remain, the numerous hands through which the district money passes may be made fewer.

[States following in order of geographical divisions as given in the statistical summaries of these volumes.]

MAINE.

1. Organization of the System.

State superintendent.—Town[ship] [1] *superintending school committees or a supervisor.—Truant officers.*

State superintendent.—The governor, with the advice and consent of the council, shall appoint a State superintendent of common schools, whose term of office is for three years or during the pleasure of the executive; vacancies to be filled by a new appointment for like term. His office is at the seat of government, where all reports, maps, plans of buildings, models, and other articles of interest to school officers and teachers as may be procured without expense to the State are to be preserved. His duties are:

I. To exercise a general supervision of all the public schools, and to advise and direct the town committees in the discharge of their duties, by circular, letters, and personal conference, devoting all his time to the duties of his office.

II. To obtain information as to the school systems of other States and countries and the condition and progress of common school education throughout the world, to disseminate this information, with such practical hints upon the conduct of schools and the true theory of education as observation and investigation convince him to be important, by public addresses, circulars, and articles prepared for the press, and to do all in his power to awaken and sustain an interest in education among the people, and to stimulate teachers to well-directed efforts in their work.

III. To take such measures as he deems necessary to secure the holding of a State educational convention once each year for consultation in reference to the interest of common schools and the most approved methods of instruction.

IV. If sufficient encouragement is afforded by citizens, to hold in each county once a year a public meeting or institute for teachers and educators.

V. To prepare and cause to be printed and distributed such portions of the proceedings of State institutes or teachers' conventions as he deems important in the furtherance of education.

VI. To prescribe the studies to be taught in the common schools, reserving to town committees the right to prescribe additional studies.

VII. Annually to report to the governor and council the result of his inquiries and investigations and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment would best promote the improvement of the common schools.

VIII. Biennially, as soon as practicable after the adjournment of the legislature, to compile and have printed in pamphlet form 3,000 copies of the amended school law of the State and distribute the same to the municipal and school officers of the several towns.

IX. To prepare and issue, biennially, such circulars of information and advice to school officers, relating to new school enactments, as he deems necessary for the intelligent and effectual enforcement of such enactments.

X. To prepare and have printed forms for all returns required by law or deemed by him necessary, and shall on the 1st day of each March forward to town clerks blanks for the annual school return and registers for the school year commencing on the 1st day of April following; and the town clerk shall forthwith deliver these blanks to the school committee of the town. In case he shall fail to receive during May the return from a town, he shall on the 1st day of June notify its school committee of the fact.

XI. To furnish the State treasurer on the 1st day of July the number of children between 4 and 21 years of age in the towns from which returns are received.

Superintending school committee (or supervisor).—Every town shall choose by ballot at its annual meeting a superintending school committee of three, as provided below, and shall fill vacancies arising therein at each subsequent annual meeting, or shall, in the same manner, choose a supervisor of schools who shall perform the duties of said committee; and his election shall terminate the office

[1] A New England "town" is not necessarily a collection of houses, but a well defined and represented political entity. It is not a mere municipal organization, nor yet a block of land containing 36 square miles, as the "Congressional township" of the West and the newer States of the South.

of all members of such committee. Women are eligible to these positions. School committeemen or the supervisor shall be sworn. At their first meeting school committees shall designate by lot one of their number to hold office three years and another two years, the remaining member retiring after one year's service, and each member elected to fill these vacancies as they occur shall hold office for three years. Vacancies caused by death, resignation, etc., are to be filled by the board, the appointee to hold until the next annual town meeting. Two members constitute a quorum, and if there is but one member he may fill vacancies: *Provided*, That if the one thus remaining in office declines or neglects to fill vacancies the municipal officers shall fill the same; and they shall fill all vacancies arising in the office of supervisor until the next annual election. The duties of the superintending school committees (and supervisor) shall be:

I. They shall appoint suitable times and places for the examination of candidates proposing to teach within their jurisdiction, and shall post notice of the same in two or more public places within the town at least three weeks before the date appointed, or publish the facts in one or more newspapers having the largest circulation in the county. They shall employ teachers for the several districts in the town.

II. On satisfactory evidence that a candidate possesses good moral character and a temper and disposition suitable to be an instructor of youth, they shall examine the person applying in reading, spelling, English grammar, geography, history, arithmetic, bookkeeping, physiology, the elements of the natural sciences, especially as applied to agriculture, and such other branches as they desire to introduce into public schools, and particularly into the school for which he is examined; also as to his capacity for the government thereof.

III. They shall give to each candidate found competent a certificate that he is qualified to govern a school and instruct in the branches required, or they may validify by indorsement any graded certificate issued to teachers by normal-school principals, county supervisors, or the State superintendent.

IV. They shall direct the general course of instruction and select a uniform system of text-books, of which due notice shall be given. No text-book may be changed during five years from the date of its adoption, unless by a vote of the town. Any person violating this provision shall forfeit not exceeding $500, to be recovered in an action of debt by any school officer or person aggrieved. When the committee make a selection of school books, they shall contract with the publishers for the purchase and delivery thereof, and make such rules as they deem effectual for their preservation and return. [See also under "Schools—Text-books."]

V. They shall examine the schools and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purpose one or more of the committee shall visit each school at least twice in summer and twice in winter, and use their influence to secure regular attendance of the youth of the town.

VI. After due notice and investigation they shall dismiss any teacher, although having the requisite certificate, who proves unfit to teach, or whose services they deem unprofitable to the school, and give to the person thus dismissed a certificate of dismissal and the reasons therefor, a copy of which they shall retain, which shall not deprive the recipient of compensation for past service.

VII. They shall expel any obstinately disobedient and disorderly scholar, after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school, and restore him on satisfactory evidence of his repentance and amendment.

VIII. They may exclude any person not vaccinated.

IX. They shall determine what description of scholars shall attend each school, classify them, and transfer them from school to school.

X. They shall make a written report of the condition of the schools for the past year, the proficiency of the methods of instruction and government, and shall transmit a copy of the same to the State superintendent. They shall also make a statement annually showing the amount of money raised and expended for the support of schools, designating what part is raised by taxation and what from other sources, showing how such other sources of income accrued, the number of children 4–21 within their town, the whole number corrected to April 1 preceding, and the average number of scholars attending the summer schools and the winter schools, also the total number of different scholars attending school two weeks or more of the preceding year as shall appear from the teachers' register, the average length of the summer schools and of the winter schools, in weeks (of five days each), and the average length of the schools for the year, the number of male and female teachers employed in the public schools during any part of the year, the wages of male teachers a month and of female teachers a week, exclusive of board.

Truant officers.—Cities and towns shall annually elect one or more persons, to be designated truant officers, who shall inquire into all cases of neglect of parents

to have their children attend school and report thereon to the superintending school committee. The truant officer shall, when so directed, prosecute in the name of the city or town any person liable to the penalty, as set forth under the heading, "Schools, age of attendance," below. It is his duty, when notified by the teacher that any pupil is irregular in attendance, to arrest and conduct the delinquent to school. He also is required to preserve the school property from defacement and the quiet of the session. Every city or town neglecting to elect truant officers, and truant officers neglecting to prosecute when directed, shall forfeit a sum not less than $10 nor more than $50 to the use of the local public schools. The compensation of the truant officers is fixed by the municipal officers.

2. Teachers.

Appointment and qualifications (see Organization, "Duties of superintending school committees").—Duties.—Meetings.—Preliminary training.

Duties.—Every teacher of a public school shall keep a register of the names of the pupils, their age, date of entering and leaving, days present, the length of school, the salary received, list of text-books used, and other facts required by the blank form furnished. This register is always open to the inspection of the school committee, and no teacher may receive pay for services until the register, properly filled, completed, and signed, is deposited with the school committee or a person designated by it. All professors and instructors of whatever grade in public or private institutions are enjoined to impress upon their pupils the principles of morality and justice, the love of truth, country, humanity, industry, and frugality as tending to preserve republican institutions and social and individual happiness, and public school teachers are required to consume not less than ten minutes each week in teaching to their pupils kindness to birds and other animals. Whoever teaches a public school without first obtaining a certificate from the school committee of the town forfeits an amount not exceeding the sum he contracted to receive for his service as well as his pay, but a town may, at a legal meeting, instruct its supervisor to teach and fix his compensation.

Meetings.—When not fewer than 30 of the teachers and school officers of a county shall have formed not more than two associations under rules of government approved by the State superintendent for the purpose of mutual improvement in the science and art of teaching and of creating popular interest in education by holding not more than two conventions every year under the supervision of the State superintendent, the State shall defray the necessary expenses, for which purpose the sum of $1,000 is set apart from the annual school fund of the State. Teachers of public schools are authorized, without loss of pay, to close their schools for not more than two days in the year during the session of such conventions within their counties.

Preliminary training of teachers.—The northern normal school at Farmington, the eastern normal school at Castine, and the western normal school at Gorham shall be conducted upon the principles herein set forth:

I. They shall be thoroughly devoted to the training of persons for teaching.

II. The course of study shall include the common English branches in thorough reviews and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils.

III. The art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercise of these schools.

IV. While teaching the fundamental truths of Christianity, the schools are nonsectarian.

V. The principals shall register the attendance, the age of the pupils, the date of their admission and departure, etc., to be returned to the State superintendent by the 1st day of each December, and the information so furnished shall appear in his annual report.

The course of study shall occupy two years, with suitable vacations, and the terms of admission shall be arranged by the State superintendent, subject to the approval of the governor and council. The trustees may arrange for a course of three years for such students as may elect to pursue it. Graduates receive a diploma. Applicants for admission, if women, must be 16 years of age; but if men, 17 years. They must signify their intention to become teachers and obligate themselves to teach for one year in the State, or, if receiving a diploma, two years. Under these conditions tuition is free. The schools are under the direction of a board of trustees, consisting of seven persons, five of whom shall be appointed by the governor, with the advice and consent of the council, for not

more than three years under one appointment, the governor and the State superintendent being ex officio members. Each of the appointed trustees receives a mileage (10 cents) for each mile traveled, and $2 a day when employed.

3. Schools.

Attendance.—Character of instruction.—Text books.—Buildings.

Attendance.—Every person having under his control a child between the ages of 8 and 15 years shall annually cause such child to attend for at least sixteen weeks some public school, which time shall be divided, so far as the arrangement of school terms will allow, into two terms, each of eight consecutive weeks, and for every neglect of such duty the person offending shall forfeit a sum not exceeding $25 to the treasurer of the city or town for the use of its public schools. But if a child has elsewhere been furnished for a like period of time with the means of education equal to that taught in the common schools of the State, or if his physical or mental condition is such as to prevent attendance at school or application to study, such penalty shall not be incurred. Children living remote from any public school in the town in which they reside may be allowed to attend a public school in an adjoining town, the town in which the child resides making compensation to the town maintaining the school he attends. Every boy between the ages of 10 and 15 years who refuses to attend school as required and who may be found wandering about the streets, etc., while the school of which he is legally a scholar is in session, shall, on complaint of the truant officer, be committed to the State reform school, provided that due warning be given by the officer to the truant and those having control of him. Police and municipal courts and trial justices have jurisdiction of these offenses. Towns may make such by-laws, not conflicting with the law, concerning habitual truants and children between 6 and 17 years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society, and may annex a suitable penalty, not exceeding $20, for any breach thereof. But such by-laws must first be approved by a judge of the supreme judicial court.

Character of instruction.—For the subjects taught in public schools see under duties of "Superintending school committee" above; also under "Teachers." The State superintendent prescribes the necessary studies, but the town committee may add others.

Any city or town may annually make provision for free instruction in industrial or mechanical drawing to persons over 15 years of age, either in day or evening schools.

Cities and towns may raise and appropriate money for the support of evening schools; such schools shall admit persons of any age, but must limit their instruction to the elementary branches.

Any town, or two or more adjoining towns, may establish and maintain not more than two high schools. The course of study in the free high schools shall embrace the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures, and agriculture; but the ancient or modern languages and music shall not be taught except by direction of the superintending school committee. Such schools shall be open to the youth of the town, or union of towns, having the requisite literary qualifications, and shall be subject to the laws governing the public schools. When two or more towns unite in establishing a free high school the two school committees shall form a board of management. Any town may from year to year authorize its school committee to contract with the trustees of any academy to instruct resident scholars in the town free of charge.

Text-books.—See also under "Duties of superintending school committees" above.

Towns shall provide schoolbooks for the use of the pupils in their public schools at the public expense. School committees shall make rules and regulations for the distribution and preservation of books and appliances furnished at the town's expense. When a pupil in the public school loses, destroys, or unnecessarily injures any schoolbook or appliance owned by the town, his parent or guardian shall be notified, and if the loss is not made good within a reasonable time the assessor shall include in the next town tax of the delinquent parent or guardian the value of the book or appliance so lost, destroyed, or injured.

Buildings and sites.—When a location for the erection or removal of a schoolhouse and requisite buildings has been legally designated but the owner refuses to sell, a schoolhouse lot not exceeding 100 square rods may be condemned, and damages appraised as provided for laying out town ways.

A plan for the erection or reconstruction of a schoolhouse voted by a town shall first be approved by the superintending school committee.

If a minor injures or aids in injuring any schoolhouse, outbuilding, utensils, or appurtenances belonging thereto, or defaces the wall, benches, seats, or other parts of said buildings by marks, cuts, or otherwise, or injures or destroys any public school property, the town, through the truant officer, may recover from parent or guardian in an action of debt double the damage occasioned thereby. Whoever defaces the walls, benches, etc., by obscene pictures, language, marks, or descriptions, shall be fined not exceeding $10 on complaint made within one year.

4. Finances.

Funds (of a permanent or special nature).—Taxation.

Funds.—The State treasurer shall keep a separate account of all moneys received from sales of lands appropriated for the support of schools or from notes taken therefor, and of any other moneys appropriated for the same purpose; and such sum shall constitute a permanent school fund, which may be put at interest as the legislature directs. A sum equal to 6 per cent of the amount of said fund, and all moneys received by the State from the tax on banks, together with one-half the amount of the annual tax paid by savings banks, shall be appropriated to the support of common schools and distributed early in July among the several towns according to the number of children therein between 4 and 21 years of age, as furnished by the State superintendent. The number of children 4 to 21 in towns not reporting the fact shall be taken to be the number returned for the last preceding apportionment, less the children set off to other towns or incorporated into a new town within the year, and one-tenth of the remaining number. The treasurer shall notify the delinquent town of the apportionment, which shall not be paid to any town until its return is made to the superintendent, nor until all State taxes due from such town have been paid.

Taxation.—A tax of 1 mill on a dollar shall annually be assessed upon all property in the State, and shall be known as the mill tax for the support of common schools. It shall be assessed and collected in the same manner as other State taxes, and be paid into the State treasury and designated as the school mill fund. This fund shall annually be distributed by the State treasurer on the 1st day of January to the several cities, towns, and plantations according to the number of children therein, as the same shall appear from the official return of the State superintendent made the previous year. All the school mill fund not distributed or expended during the financial year shall, at its close, be added to the permanent school fund.

Every town shall raise and expend annually for the support of schools therein, exclusive of the income of any corporate school fund or of any grant from the revenue or funds from the State, or of any voluntary donation, devise, bequest, or of any forfeiture accruing to the use of schools, not less than 80 cents for each inhabitant, according to the census by which representatives to the legislature were last apportioned, under penalty of forfeiting not less than twice nor more than four times the amount of the deficiency. The governor and council may cause the State treasurer to withhold from a town supposed to be evading the law its share both of the State school fund and the school mill fund until satisfied to the contrary.

Towns shall provide schoolbooks for the use of the pupils in their public schools at the expense of the town, and all moneys raised and appropriated for that purpose shall be assessed like other moneys.

The assessors or municipal officers of each town shall on or before the 1st day of each May make to the State superintendent of common schools a certificate, under oath, embracing the following items:

I. The amount voted by the town for common schools at the preceding annual meeting.

II. The amount of school moneys payable to the town from the State treasury during the year ending with the 1st day of the preceding April.

III. The amount of money actually expended for common schools during the last school year.

IV. The amount of school moneys unexpended.

V. Answers to other inquiries regarding school finances as called for on the blank furnished by the State superintendent.

No money appropriated by law for public schools shall be paid from the town treasury, except upon the written order of its municipal officers upon presentation of an avouched bill of items.

Any town or towns establishing and maintaining one or more free high schools for at least ten weeks in the year shall receive from the State one-half the amount actually expended for instruction in said school or schools, not, however, to exceed $250: *Provided*, That no town shall receive such State aid unless its appropriation and expenditure for such school has been exclusive of the amounts required by law for common-school purposes. Towns may raise money for establishing and maintaining free high schools, the buildings and appurtenances, in the same manner as for supporting common schools and erecting schoolhouses.

NEW HAMPSHIRE.

1. Organization of System.

State superintendent.—School board (each "town" constituting a "school district"[1]).—Truant officers.

State superintendent.—The governor, with the advice and consent of the council, shall appoint a superintendent of public instruction, who shall hold office for the term of two years, and shall have general supervision and control of the educational interests of the State. He shall prescribe the form of register to be kept in the schools and the form of blanks and inquiries to be filled out by the district school boards and forward them; preserve or distribute all State documents in regard to public schools or education; compile the reports and returns of school boards; investigate the condition and efficiency of the system; awaken and guide public sentiment in educational matters, and shall make an annual report containing a concise abstract of the returns of the school boards, a detailed report of his own doings, a statement of the condition and progress of popular education in the State, such suggestions and recommendations in regard to improving the same as his information and judgment may dictate, and the condition of the State normal school. He shall visit and lecture in towns, and organize, superintend, and conduct at least one teachers' institute each year in each county of the State, or appoint a suitable person to do so. He shall also forward to the chairman of every school board in the State a copy of his annual report.

School board.—The district school board consists of three persons, except when the district (town) maintains a high school, when the membership may be increased to six or nine. One-third of the members shall be chosen each year. Districts may elect or appoint a superintendent of schools, who shall hold office for such term, be vested with such of the powers and duties of the school board, and be entitled to such compensation as it may provide.

The duties of the district school board are to prescribe regulations for the attendance upon and for the management, studies, classification, and discipline of the schools. They shall hire as teachers persons holding certificates and dismiss those found unfit to teach or insubordinate, provide schools at such places within the district and at such times within the year as will best subserve the interests of education, and will give to all the scholars of the district as nearly equal advantages as may be practicable. They may use a portion of the school money, not exceeding 25 per cent, for the purpose of conveying scholars to and from the schools, and make the necessary repairs to schoolhouses and furniture, not exceeding in cost 5 per cent of the school money. They shall furnish to every teacher one of the blank registers provided by the superintendent of public instruction, and shall visit and examine each school in their district at least twice in each term, once near the beginning, once near the close. They shall make an annual report, to be filed with the selectmen of the town, stating the number of weeks of school in summer and winter, the number taught by each sex, the number of pupils in attendance and pursuing each study, the number of pupils not less than 5 years of age who have attended the public schools in their districts not less than two weeks during the year, and such suggestions as they may think useful. They shall also include in their reports a statement of the number of each sex reported by the selectmen or assessors, the number of each sex between the ages of 5 and 15 years who have not attended school, and the number of persons in each district between the ages of 14 and 21 who can not read or write. They shall report annually on the 1st day of April to the State superintendent on blanks furnished by him. Any member who shall refuse or neglect to perform his duties shall be fined not exceeding $50. By a law of 1895 towns may join in employing a superintendent, who shall perform in each town the duties incumbent upon the school board.

[1] But a part of one "town" may be annexed to another *for school purposes* by consent of the selectmen of the towns concerned. (Law of April 1, 1893.)

Truant officers.—School boards may appoint truant officers and fix their pay, which is to be paid by the town. Such officers are to hold office for one year, and are removable for cause. Their duties are to enforce the laws regarding truants and children 6 to 16 without any regular or lawful occupation, and, if required by the school board, shall enforce the laws regarding the illegal employment of children in manufacturing establishments. They shall also annually take the school census of persons 5–16 years of age, and collect such other facts as may be required.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The school board shall hire teachers holding certificates.

The superintendent of public instruction shall cause to be held at such convenient places and times public examination of candidates for the position of teacher in the public schools. Such examinations shall test the professional as well as the scholastic abilities of candidates and shall be conducted by such persons in such manner as the State superintendent may designate. A certificate of qualification shall be given to all candidates who pass satisfactory examinations in such branches as are required by law to be taught and who in other respects fulfill the requirements set by the State superintendent. Such certificate shall be either probationary or permanent, and shall indicate the grade of school which the holder is qualified to teach. These certificates may be accepted by school committees in lieu of the personal examination required by the following paragraph:

Candidates for teaching in the public schools shall be examined by the school board in the studies required by law, and those passing a satisfactory examination and presenting satisfactory evidence of good moral character and capacity for government shall receive certificates of qualification good for one year.

Every teacher shall make the entries in the register required by the superintendent of public instruction and at the close of the term shall return the register to the school board. Twenty dollars of the wages of every teacher shall be withheld until he has made such return.

Preliminary training.—The instruction in the New Hampshire State Normal School shall be confined to such branches as will specially prepare the pupils to teach in the public schools and to such other branches as are usually taught in normal schools. The school shall be in session at least twenty weeks in each year. Its management is a board of seven trustees, five appointed for two years by the governor, with the advice and consent of the council, and the governor and the State superintendent ex officio. They receive no compensation other than reasonable expenses while engaged in their duties. They appoint a principal, who, with themselves, fixes the course of study and the admission and graduation requirements. Tuition and graduation charges are remitted to those who agree to teach in the public schools for a period equal to their attendance on the exercises of the school.

Institutes.—See under *Organization*—State superintendent.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—No person shall attend school in a district in which he does not reside without permission. Every pupil must have been vaccinated before admission. Every person having the care and custody and control of a child between the ages of 8–16 years, residing in a school district having annually a public school, shall cause such child to attend the public school for at least twelve weeks in every year, at least six of which are to be consecutive, unless the school board shall excuse the delinquent because of physical or mental infirmity or because instructed in a private school, for at least twelve weeks during the year, in the common English branches, or, having acquired those branches, in other more advanced studies. The penalty for violation of this provision is $10 for the first and $20 for every subsequent offense, for the use of the school district, the offender having first been cautioned. The school board is to prosecute under penalty of $20, to be recovered by the selectmen of the town. No child under the age of 10 shall be employed in any manufacturing establishment, nor shall any child under the age of 16 years, who can not read and write, be employed in any manufacturing establishment during the time the public schools in the district in which he resides are in session. Children not included in the provision immediately preceding shall not be employed in a manufacturing establishment unless they shall first furnish to the person proposing to employ them a certificate of the school board of the

district in which they reside that they have attended some public or private day school in which the common English branches are taught during the preceding year, as follows: If under 16 and over 14 years of age, twelve weeks; if under 14 and over 12 years of age, six months, or such part thereof as the schools in the district in which they reside were in session; and if under 12 and over 10 years of age, the whole time the schools were open. Any person connected with a manufacturing establishment violating these provisions shall be fined not more than $50, at the motion of the school board and for the benefit of the school district.

Any scholar may be dismissed the school for gross misconduct. School districts may make by-laws regarding the attendance of children 6–16 if not contrary to the laws of State governing such attendance.

Character of instruction.—The sums raised by local taxation shall be appropriated to the sole purpose of maintaining public schools for teaching reading, writing, English grammar, arithmetic, geography, and such other branches as are adapted to the advancement of the schools.

The board shall prescribe in all mixed schools and in all graded schools above primary the study of physiology and hygiene, having special reference to the effects of alcoholic stimulants and of narcotics upon the human system, and may permit or interdict the study of algebra, geometry, surveying, bookkeeping, philosophy, chemistry, and natural history, or any of them, and other studies of the kind.

Any district, or two or more adjoining districts, may by vote or by-law establish and maintain a high school in which the higher English branches of education and the Latin, Greek, and modern languages may be taught. Any district may contract with an academy, seminary, or other literary institution located within its limits or immediate vicinity to furnish instruction to its own resident youth.

Text-books.—The school board shall purchase at the municipal expense the text-books and other required supplies for the public schools and shall loan the same to the pupils free of charge. Every schoolbook shall continue in use for five years, but no book shall be introduced to favor any particular religious sect or political party.

Buildings and sites.—The district may decide upon the location of its schoolhouses by vote or special committee, but no committee shall have power to bind the district beyond the amount of money voted by it. Failure on the part of the district or its special committee to select a site authorizes the school board, on petition of 10 or more voters, to determine where the school shall be placed, but 10 or more voters may carry an appeal to the county commissioners. If a district refuse or neglect to build, repair, remove, or fit up a schoolhouse, the selectmen, upon petition of 3 or more voters, may, after hearing of all parties, assess upon the district and collect the amounts necessary to perform the work. A school district or its board may grant the use of any schoolhouse in the district for a writing or singing school and for religious or other meetings whenever such use will not conflict with regular school exercises.

4. Finances.

Funds (permanent or special).—Taxation.

Literary fund.—All taxes collected by the State upon the deposits, stock, and attending accumulations of depositors and stockholders, of savings banks, trust companies, loan and trust companies, loan and banking companies, building and loan associations, and other similar corporations nonresident of the State shall be known as the literary fund. This fund shall be distributed in November of each year among the towns and places in proportion to the number of scholars not less than 5 years of age who shall by the last reports of the school boards returned to the State superintendent appear to have attended the public schools not less than two weeks within the year. The town shall assign the amount so received to the district, to be used by them in support of public schools, though one-fifth may be reserved by the school board for the purchase of blackboards, dictionaries, maps, charts, and school apparatus. Towns misapplying their portion of the literary fund shall refund to the State double the sum misapplied.

Dog and railroad taxes.—All money arising from the taxation and licensing of dogs remaining in the treasury of any town or city on the 1st day of April annually which is not due to holders of orders given for loss of or damage to domestic animals by dogs shall be applied to the support of the public schools and shall be assigned to the districts as is other school money. The State treasurer shall pay to each town its proportion of each railroad tax whenever the same shall have been paid to him. [The whole or a part may be applied to the support of public schools.]

Taxation.—School districts may raise money to procure sites, to build, rent, repair, remove, or purchase school buildings, to procure insurance, to plant and care for ornamental trees upon school grounds, to provide furniture, books, maps, charts, apparatus and conveniences for schools, and to pay off debts. They may hire money for building schoolhouses not exceeding four-fifths of their cost, payable in five years, with interest.

VERMONT.[1]

1. Organization of the System.

State superintendent.—Examiner of teachers.—School directors.—Town superintendent.—Truant officers.

State superintendent.—The general assembly shall elect at each biennial session a superintendent of education, who shall have general supervision of the public schools of the State, and shall devote his whole time to the duties of his office, which, in case of vacancy, is filled by the governor. His annual salary is $2,000 and traveling expenses to the amount of $600. His office shall be at the statehouse, and he may employ a clerk, at an annual compensation of $400. His disbursements for postage, expressage, and freightage are refunded him.

He shall hold a teachers' institute in each county during each biennial term, and may hold additional institutes, but not more than two in any one county during a biennial period, nor shall an institute continue more than four days. He may direct the examiner of teachers of a county to conduct the institute. He shall visit each county annually in addition to the occasion of holding an institute, and as many towns as possible, deliver lectures upon educational subjects, confer with and advise school officers and teachers, and investigate the condition of schools. He shall present to the general assembly on the first day of each biennial session a report covering the two years last past, containing an account of his official doings, of the condition of the schools, of the expenditure of school money, and suggestions. He shall file quarterly an itemized sworn statement of his expenses. Not more than 4,000 copies of his report shall be printed. Each examiner of teachers shall receive 20 copies, and members of the general assembly, town clerks, district clerks, and principals of graded union and high schools shall each receive one copy.

Examiner of teachers.—At each biennial session of the legislature, or as soon as possible thereafter, the State superintendent of education and the governor shall appoint one man in each county, who shall be a resident of the same, who shall be styled "examiner of teachers"; vacancies to be filled by the State superintendent and governor. The examiner shall, under the direction of the State superintendent, make all necessary arrangements for holding teachers' institutes, take measures to secure the attendance of teachers, assist at such institutes, and furnish statistical information.

The examiner of teachers, after consultation with the town superintendents of the county, shall, in the spring and autumn of each year, make arrangements for a public examination of applicants for teachers' certificates at such places and times as shall best accommodate the teachers of the county.

The examiner shall receive $4 a day for time actually spent in discharge of the duties of his office and his necessary expenses, not to exceed $2 a day, and expenditures for postage and stationery, and shall file every six months an itemized and sworn-to account of his expenses. He may be removed by the State superintendent and governor for unfitness, and shall biennially report to the former.

Board of school directors.—At the annual town meeting in March, 1893, there shall be elected a board of three or six school directors, citizens of the town, one-third of whom shall be elected for one year, one-third for two years, and one-third for three years. A vacancy in the board shall be filled by the selectmen, until the next annual town meeting. The board shall have the care of school property and the management of the public schools, determine their number and location, employ teachers and fix their compensation, examine and allow claims arising in school matters, draw orders on the town treasurer for the payment thereof, and may make regulations for carrying the powers granted it for carrying them into effect, and when authorized to do so by the town it may purchase or sell sites and erect buildings. It may provide for the instruction of advanced pupils. It shall report fully to the annual town meeting. The compensation of the directors shall be fixed annually by the town.

[1] "The special provisions relating to incorporated school districts and school districts in unorganized towns and gores" are not included in this digest.

Town superintendent.—The board of school directors shall, on or before the 1st day of April of each year, appoint a town superintendent of schools, whose compensation they shall fix. His duty shall be to visit the schools of the town at least once each term, and oftener if the school board so directs. He shall observe, when visiting a school, the condition of the buildings and grounds, the number of the scholastic appliances, maps, text-books, etc., and make suggestions to the board. He may dismiss any incompetent teacher. In towns having a graded school district under special act, the town and the special district may unite in the election of a town superintendent. Any two or more towns, the aggregate number of schools in all of which is not more than 60 nor fewer than 30, may, by vote of the school directors of the several towns, unite for the purpose of employing a superintendent of schools, the directors of the several towns forming a joint committee for the election of the superintendent and determining the proportion of his salary to be paid by each town.

Truant officers.—The selectmen of each town and the mayor of each city shall annually appoint two truant officers, or, in case of failure to appoint, the constables, sheriffs, deputy sheriffs, or policemen shall act as truant officers. The truant officer, or a member of the board of school directors, or other authorized person, may arrest, and upon the written application of three voters in the town shall arrest, a child who is illegally absent from school. Any person charged with the duty of arresting truants who shall refuse or neglect to perform the duty imposed by law shall be fined not exceeding $100. All persons acting as truant officers shall be paid $2 a day for time actually spent, unless otherwise provided. On complaint of a teacher to a school director the truant officer shall inquire into the cause of a pupil's absence, and if he have reason to believe that the pupil's parent, guardian, or master has violated the laws regarding attendance, the truant officer shall immediately make complaint to a justice of the peace or judge of the municipal court, who shall issue a warrant to have the parent, guardian, or master brought before him.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall teach a public school without having a certificate or a permit, and a contract for teaching shall be void if the teacher does not obtain a certificate before opening school. But this provision does not apply to the principal teacher of the highest department of a graded school. No certificate will be granted to a person not 17 years of age. A certificate of graduation from the lower course of a normal school in the State shall be a license to teach in the public schools of the State for five years from the date thereof, and a certificate of graduation from the higher course, for ten years. A graduate of the lower course, after one hundred weeks of successful teaching, may present himself for examination in the studies of the higher course. A person having a ten years' certificate and having taught two hundred weeks under it may, by the concurrent action of the State superintendent and the county examiner of teachers, be given a certificate entitling the recipient to teach until revoked by like concurrent action. The examiner may also grant certificates to the graduates of other normal schools which in his own county are of equal power with those granted graduates of the State normal school.

The State superintendent shall prepare printed questions for examination and blanks for teachers' certificates, and shall transmit the same to the examiners. He shall also fix the standard which shall be reached in the examinations. The examination shall be oral and written, and shall be conducted by the examiner or some competent person appointed by him, and should the examiner not be able to issue certificates seasonably the State superintendent is empowered to issue them. The certificates issued by the examiner are of three grades. A certificate of the first grade shall be given only to one who has taught forty weeks successfully, whose examination papers show the applicant to have reached the standard required by the State superintendent, whose oral examination has been satisfactory, and moral character and ability to govern good. Such certificate shall be a license to teach for five years from its date in any town in the State. A certificate of the second grade shall be granted to a candidate having taught twelve weeks, passed an examination in all the branches required by law to be taught in the common schools, proved in his papers that he has filled the requirements of the standard set by the State superintendent, and that he is of good character and capable of controlling a school. Such certificate shall be a license to teach two years. A certificate of the third grade shall be a license to teach for a specified time, not to exceed one year, and may, at the discretion of the examiner, be limited to the teaching of a particular school. One having twice taken a certificate of the third grade, and who has taught at

least twenty-four weeks, shall not afterwards be given a certificate of that grade. When the exigencies of the case may require it, the examiner may give an applicant a private examination.

Duties.—Every teacher shall register on the proper blanks the daily attendance, and enter therein correct answers to the interrogatories addressed to teachers, and shall return such register to the clerk of the board of directors, the final return to be made on or before the 20th day of March. If the register is properly filled out the clerk will certify the same and the teacher can obtain the compensation for the services rendered. When a pupil is not provided with the required text-books other than those furnished by the State the teacher shall notify the school directors, who will, if the legal guardian fail to supply them, furnish the necessary books. Each teacher shall promptly give notice to the school directors of cases of truancy on the part of any pupil in his school.

Preliminary training.—The manual schools at Randolph, Johnson, and Castleton are continued until August, A. D. 1900.

There shall be two courses of study in a normal school. Each course shall contain such branches as the trustees and the State superintendent shall decide, but no foreign language, ancient or modern, shall be included therein. No study or subject not included in the established courses shall be taught in a normal school, and if these provisions have not been complied with the State superintendent shall withhold the certificates upon which the auditor of accounts is authorized to draw his order for the payment of moneys to these schools. The examination for admission to a normal school shall be controlled by the trustees of such school and the State superintendent. The examination for graduation shall be conducted by a board consisting of the State superintendent, the principal of the normal school, and a practical teacher annually selected by the governor from the Congressional district in which the school is located, who shall receive $4 a day and his traveling expenses while in discharge of his duties. The board shall attend and assist at such examination and grant certificates of graduation to all who pass the required examination in the first course or both courses, but may revoke said certificate on cause shown.

Each town shall be entitled to one scholarship in a normal school, and a person appointed to a scholarship may attend any State normal school as he may elect. Each State normal school is entitled to 20 scholarships in addition to the scholarships it may have by reason of such town scholarships. The town superintendent may appoint to a scholarship, for the period required to complete the course of study, any person residing in the town of good character, 15 years of age or more, who declares it to be his purpose to complete at least one of the courses in a normal school and to teach in the common schools of the State for two years after graduation, and upon passing the examination for admission to the school such person shall be entitled to its privileges. The town superintendent shall notify the trustees of such appointment before the first day of the term in which the appointment is to take effect, and he may recommend other persons to the trustees, but no town shall have more than 10 scholarships during one term. A scholarship shall be reckoned at $12 a half term.

A graded school organized in accordance with a special act of the general assembly and situated in a county in which there is no normal school may establish a training-school department for preparing teachers. The State superintendent shall establish two courses of study in such schools similar to the courses in the normal schools.

Institutes.—See under "Organization of system,—State Superintendent and Examiner of Teachers."

The time, not exceeding four days, actually spent by the teacher of a common school in attendance upon a teachers' institute or State teachers' association during the time such teacher is engaged to teach shall be considered as spent in teaching, nor shall legal holidays be considered as days lost.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The term "legal pupils" shall include all persons between the ages of 5 to 21 years. No child under 5 years of age shall be received as a pupil, though school directors may establish a kindergarten for such. Every person having under his control a child of good health and sound mind between 8 and 14 years of age shall cause it to attend a public school at least twenty weeks in the 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 required by law to be taught in the public schools. No child under 14 years of age shall be

employed in a mill or factory unless such child shall have attended a public school twenty weeks during the preceding year, and shall deposit with the owner or person in charge of such mill or factory a certificate showing such attendance, signed by the teacher. No person shall employ children under 14 years of age who can not read and write, though capable of receiving instruction in those arts, during the time when the school such person should attend is in session. The penalty for violation of these provisions is not fewer than $5 nor more than $25, to be adjudged by any justice of the peace.

The board of school directors may use 25 per cent or less of the school money for the purpose of conveying pupils to and from school.

Character of instruction.—In every town there shall be kept for at least twenty-six weeks in each year, at the expense of the town, by a competent teacher or teachers of good morals, a sufficient number of schools for the instruction of all the children who may legally attend the public schools therein, and all pupils shall be thoroughly instructed in good behavior, reading, writing, spelling, English grammar, geography, arithmetic, free-hand drawing, the history and the Constitution of the United States, and in elementary physiology and hygiene, and shall receive special instruction in the geography, history, constitution, and principles of the government of Vermont. Said school shall be within the limits of the town supporting it and may be established at such places and held at such times as in the judgment of the board of directors will best subserve the interests of education and give all the children of the town as nearly equal advantages as may be. They may also provide for the instruction of advanced pupils in the higher branches of English study in one or more graded schools, if such there be, and may establish central schools in the town, and if instructed by vote of the town may provide for the education of advanced scholars in any graded or incorporated academy within the limits of the town and also establish evening schools and kindergartens. Vocal music may also be taught, if allowed by vote of town.

Text-books.—Any town may purchase and hold text-books for use in its schools if it so votes at a meeting warned for that purpose. [A series of text-books shall be selected every five years and none other shall be used in the public schools (unless supplied without expense to pupils) during the interval. The publisher shall be required to enter into a written agreement to furnish for sale in each town, at a predetermined price, as many books as may be required, the persons selling the books not to charge for them more than the cost of transportation and 10 per cent advance on publisher's contract price.] See also under Teachers; Duties.

Buildings.—Towns shall provide and maintain suitable schoolhouses, and the location, construction, and sale of the same shall be under the control of the board of school directors.

A person who willfully and maliciously injures or defaces a dwelling house or other building shall be fined not more than $20 and be liable to the owner in action at law. A person who carelessly and without malice injures or defaces any part of a building belonging to a town or county or the appurtenances thereof of any kind, including trees and shrubbery, or fastens a horse or other animal to any such appurtenance, or posts bills, etc., whereby any defacement results, shall forfeit $2 to the State.

No barbed-wire fence shall be used to inclose school grounds.

4. Finances.

Funds (permanent or special).—Taxation.

United States deposit money.—The treasurer of the State shall receive moneys belonging to the United States to be deposited with this State. Such moneys shall be apportioned to the several towns, organized or unorganized, and to the gores in proportion to the number of inhabitants in each, according to the last State or national census. The town trustees of the public money may loan the same for one year to the town or to private individuals at an annual interest of 6 per cent. When there are no town trustees of public funds the State treasurer acts. The treasurer of each town shall give credit in his account of the school fund for all sums received by him as income from the town share of the deposit money and this income shall be annually appropriated to the support of schools in the town; but if a town has other school funds the income of which is sufficient to support schools in such town for six months of the year, such town may appropriate the income received from its share of such money to any purpose. Failure to comply with the foregoing provisions makes the town liable to the county to a sum not exceeding double the interest on such moneys, and the grand jury shall inquire into the management and disposition of this fund.

Town school fund.—The selectmen of a town shall have charge of the real and personal estate in such town appropriated as a fund to the use of schools unless otherwise provided by law or the donor. They shall lease lands and loan moneys on annual or semiannual interest secured by real estate.

Taxation.—A tax of 5 cents on the dollar shall be annually assessed on the list[1] of polls and ratable estate of the inhabitants of this State for the support of common schools. The treasurer shall annually apportion to the several towns and cities and unorganized districts the proceeds of such tax according to the number of legal schools maintained during the preceding school year.

The school directors of each town shall annually, in writing, recommend to the selectment of their town the amount of money necessary for the use of schools, and said selectmen shall annually appropriate for such purpose a sum not exceeding one-half nor less than one-fifth of the grand list of such town, and shall assess a tax annually to defray such appropriations. Any town by special vote may raise a larger sum for school purposes.

MASSACHUSETTS.

1. Organization of the System.

State board of education.—Secretary of the State board of education.—Agents of the State board of education.—Commissioners of the State school fund.—Town school committee.—Town superintendent.—Truant officer.

State board of education.—The board of education shall consist of the governor and lieutenant governor, and eight persons appointed by the governor with the advice and consent of the council, each to hold office eight years from the time of his appointment, and one to retire each year in the order of appointment; and the governor, with the advice and consent of the council, shall fill all vacancies in the board. The board may take and hold, in trust for the Commonwealth, any grant or devise of lands, and any donation or bequest of money or other personal property, made to it for educational purposes; and shall forthwith pay over to the treasurer of the Commonwealth, for safe keeping and investment, all money and other personal property so received. It shall prescribe the form of registers and blanks to be used in the schools, shall annually report to the general court concerning the statistical information it has received with an abstract thereof, and its own doings, with observations and suggestions as experience and reflection may dictate. It has general management of the State normal schools and the boarding houses attached thereto.

Secretary of the board of education.—The board may appoint its own secretary, who, under its direction, shall make the abstract of school returns required by law; collect information respecting the condition and efficiency of the public schools and other means of education, including all incorporated institutions an institutions aided by the Commonwealth; diffuse throughout the Commonwealth information concerning the best system of studies and the best method of instruction for the young; suggest to the board and to the general court improvements in the present system of public schools; visit, as often as his other duties will permit, different parts of the Commonwealth for the purpose of arousing and guiding public sentiment in relation to the practical interests of education; collect in his office such schoolbooks, apparatus, maps, and charts as can be obtained without expense to the Commonwealth;[2] receive and arrange in his office the reports and returns of the school committees; receive, preserve, or distribute the State documents in relation to the public-school system; give sufficient notice of and attend such meetings of teachers of public schools, of members of the school committees of the several towns, and of friends of education generally in any county as may voluntarily assemble at the time and place designated by the board, devoting himself at such meetings to the object of collecting information with respect to the condition of the public schools of such county, the fulfillment of the duties of their office by members of the school committees of all the cities and towns, and the circumstances of the several school districts in regard to teachers, pupils,

[1] This "grand list" of Vermont is made up of the polls and one per cent of the assessed value of real and personal property. Five per cent of this "grand list" is taken as related in the text.

[2] By act of April 11, 1894, the board of education is authorized to establish an educational museum, for the care and maintenance of which $1,500 is annually granted.

books, apparatus, and methods of education, with a view to enabling him to furnish all information desired for the report of the board; and send the blank forms of inquiry, the school registers, the annual report of the board, and his own annual report, to the clerks of the several cities and towns as soon as may be after they are ready for distribution.

His salary shall be $3,000 per annum, with an allowance of $400 for traveling expenses, to be paid out of the school fund; the incidental and other necessary expenses shall be paid out of the treasury of the Commonwealth.

Agents of board of education.—The board may appoint one or more suitable agents to visit cities and towns to inquire into the condition of the schools, to confer with teachers and committees, to lecture upon subjects connected with education, and in general to give and receive information upon such subjects in the same manner as the secretary might do if he were present.

Commissioners of the fund.—See Finances, permanent or special funds.

Superintendent of public schools.—A city by ordinance, and a town by vote, may require the school committee annually to appoint a superintendent, who, under the direction and control of said committee, shall have the care and supervision of the public schools; or the school committee of any city without such ordinance may appoint a superintendent by a majority vote of the whole board; the compensation of the superintendent shall not be less than $1.50 for each day of actual service, and shall be determined by the school committee, and, in cities without such ordinance, by a majority vote of the whole board; in every city in which such ordinance is in force or in which a superintendent is appointed, and in every town in which a superintendent is appointed, and which does not provide otherwise by vote, the school committee shall receive no compensation.

Two or more towns may, by a vote of each, form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law. Such superintendent shall be annually appointed by a joint committee composed of the chairman and secretary of the school committee of each of the towns in said district, who shall determine the relative amount of service to be performed by him in each town, and shall fix his salary and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town. Said joint committee shall, for said purposes, be held to be the agents of each town composing such district.

Or any two or more towns the valuation of each of which does not exceed $2,500,000, and the aggregate number of schools in all of which is not more than 50 nor less than 25, may, by vote of the several towns, unite for the purpose of the employment of a superintendent of schools under the provisions of this act.

When such a union has been effected, the school committees of the towns comprising the union shall form a joint committee, and for the purposes of this act said joint committee shall be held to be the agents of each town comprising the union. Said committee shall meet annually in joint convention in the month of April at a day and place agreed upon by the chairman of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose by ballot a superintendent of schools; determine the relative amount of service to be performed by him in each town; fix his salary, and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town. When such a union has been effected, it shall not be dissolved because any one of the towns shall have increased its valuation so that it exceeds $2,500,000, nor because the number of schools shall have increased beyond the number of 50 or decreased below the number of 25, nor for any reason for the period of three years from the date of the formation of such union, except by vote of a majority of the towns constituting the union.

Whenever the chairman and secretary of such joint committee shall certify to the State auditor, under oath, that a union has been effected as herein provided, that the towns, in addition to an amount equal to the average of the total sum paid or to the sum paid per child by the several towns for schools during the three years next preceding, unitedly have raised by taxation and appropriated a sum not less than $750 for the support of a superintendent of schools, and that under the provisions of this act a superintendent of schools has been employed for one year, a warrant shall be drawn upon the treasurer of the Commonwealth for the payment of $1,250, $750 of which amount shall be paid for the salary of such superintendent, and the remaining $500 shall be apportioned and distributed on the basis of the amount appropriated and expended for a superintendent in the towns forming such district for the year next preceding, which amount shall be paid for the salaries of teachers employed in the public schools within such district.

Town school committee.—Every town shall, at its annual meeting, or at a meeting appointed and notified by the selectmen for the purpose and held in the

same month in which the annual meeting occurs, choose by written ballots a school committee, which shall have the general charge and superintendence of all the public schools in the town, and where there is no superintendent shall visit each school during the first week of its opening and once during the last two weeks of its session, and also, without notice to the teacher, once during each month. Said committee shall consist of any number of persons divisible by three which said town has decided to elect, one-third thereof to be elected annually, and to continue in office three years. No person shall be deemed to be ineligible to serve upon a school committee by reason of sex. Vacancies are filled by the committee and the selectmen of the town, or, in case of all the committeemen refusing to serve, by the selectmen alone. If a town fails or neglects to choose such committee, an election at a subsequent meeting shall be valid.

[By this section the school committee have general charge and superintendence of the schools, as the chief justice of the Commonwealth remarked from the bench upon a question regarding a sufficient number of schools: "There being no specific direction how schools shall be organized, how many schools kept, what shall be the qualifications for admission to the schools, the age at which children may enter, the age to which they may continue—these must all be regulated by the committee, under their power of general superintendence."]

Each member of the school committee in cities shall be paid $1 a day and in towns $2.50 a day for the time actually employed in discharging the duties of the office, together with such additional compensation as the city or town may allow, except that, unless otherwise provided, in cities and towns employing a superintendent, the school committee shall receive no compensation. Towns uniting in employing a superintendent under the act allowing two or more towns having each property valued at not more than $2,500,000, and having not more than 50 or fewer than 30 schools, to unite, are exempted from the provision regarding the pay of school committeemen.

Truant officers.—The school committee of each town shall appoint and fix the compensation of two or more suitable persons to be designated "truant officers," who shall, under the direction of the committee, inquire into all cases arising under the by-laws regarding truancy, and shall alone be authorized in case of violation thereof to make complaint and carry into execution the judgment thereon, and who may serve all legal processes issued by the courts in pursuance of such by-laws, but shall not be entitled to fees for serving such processes. They may apprehend and take to school without warrant all truants found wandering about in the streets or public places.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The school committee shall select and contract with the teachers of the public schools, shall require full and satisfactory evidence of the good moral character of all teachers who may be employed, and shall ascertain by personal examination their qualifications for teaching and their capacity to govern schools. The diplomas granted by the State normal schools may be accepted by the school committees in lieu of the examination.

The State board of education shall cause to be held, at such convenient times and places as it may from time to time designate, public examinations of candidates for the position of teacher in the public schools of the Commonwealth. Such examinations shall test the professional as well as the scholastic abilities of candidates, and shall be conducted by such persons and in such manner as the board may from time to time designate. Due notice of the time, place, and other conditions of the examinations shall be given in such public manner as the board may determine. A certificate of qualification shall be given to all candidates who pass satisfactory examinations in such branches as are required by law to be taught and who in other respects fulfill the requirements of the board, such certificate to be either probationary or permanent and to indicate the grade of school for which the person named in the certificate is qualified to teach. A list of approved candidates shall be kept in the office of the secretary of the board, and copies of the same, with such information as may be desired, shall be sent to school committees upon their request. The certificates issued under the provisions of this act may be accepted by school committees in lieu of the personal examination required by the public statutes. A sum not exceeding $500 may be annually expended for the necessary and contingent expenses of carrying out the provisions of this act.

Every teacher of a school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which he

shall deposit with the selectmen before he receives any portion of his pay. He shall faithfully keep the registers furnished and make due return thereof to the school committee, or to one designated by them, under penalty of having a portion of his pay withheld. [His authority over his pupils while upon the premises is the same as that of the parent ; but while the pupil is coming to school or departing thence homeward the teacher may or may not assume authority.]

Preliminary training.—[The board of education by vote May 6, 1880, stated the design of the normal schools to be as follows: The design of the normal schools is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth. To this end there must be the most thorough knowledge of the branches of learning required to be taught in the schools, of the best methods of teaching those branches, of right mental training. The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.]

Institutes and meetings.—When the board of education is satisfied that 50 teachers of public schools desire to unite in forming a teachers' institute, it shall, by a committee or by its secretary, or, in case of his inability, by such person as it may delegate, apppoint and give notice of a time and place for such meeting and make suitable arrangements therefor. To defray the necessary expenses and charges and to procure teachers and lecturers for such institutes, a sum not exceeding $3,000 may annually be paid out of that half of the income of the school fund not apportioned for distribution to cities and towns. The board may determine the length of time during which a teachers' institute shall remain in session and what portion, not exceeding $350, of the sum provided for in the preceding section shall be appropriated to meet the expenses of such institute.

When a county association of teachers and others holds an annual meeting of not less than one day for the express purpose of promoting the interests of public schools, it shall receive $25 from the Commonwealth upon filing with the governor a certificate, under oath, from its president and secretary that a meeting has been so held.

Subject to the approval of the board of education, there shall annually be allowed and paid, out of that half of the income of the school fund not apportioned for distribution to cities and towns, to the president or treasurer of the Massachusetts Teachers' Association $300, to be applied to the purposes of said association.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—For transportation of pupils see Finances, Taxation.

Every person having under his control a child between the ages of 8 and 14 years, and in every city and town where opportunity is furnished, in connection with the regular work of the public schools, for gratuitous instruction in the use of tools or in manual training, or for industrial education in any form, a child between the ages of 8 and 15 years, shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year, if the schools are kept open for that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee. Such period of attendance shall begin within the first month of the fall term of school, and for each five days' absence of any such child thereafter, in excess of the above allowance, before the completion of the required annual attendance of thirty weeks, the person having such child under his control shall, upon the complaint of the school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding $20, but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalties shall not be incurred.

For the purposes of the preceding section school committees shall approve a private school only when the teaching in all the studies required by law is in the English language, and when they are satisfied that such teaching equals in thoroughness and efficiency the teaching in the public schools in the same locality, and that

equal progress is made by the pupils therein, in the studies required by law, with that made during the same time in the public schools; but they shall not refuse to approve a private school on account of the religious teaching therein.

All children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law. The school committee shall determine the number and qualifications of the scholars to be admitted to the high school. Children living remote from any public school in the town in which they reside may be allowed to attend the public schools in any adjoining town under such regulations and on such terms as the school committee of the said towns agree upon and prescribe; and the school committee of the town in which such children reside shall pay the sum agreed upon out of the appropriations of money raised in said towns for the support of schools.

Any minor under guardianship, whose father has died, may attend the public schools of the city or town of which his guardian is an inhabitant.

Children may, the consent of the school committee being first obtained, attend schools in cities and towns other than those in which their parents or guardians reside; but when a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay such city or town for tuition a sum equal to the average expense per scholar for the period during which the child so attends.

The school committee shall not allow a child who has not been duly vaccinated, unless an unfit subject for inoculation, to be admitted to or connected with the public schools.

The school committees shall not allow any pupil to attend the public schools while any member of the household to which such pupil belongs is sick of smallpox, diphtheria, or scarlet fever, or during a period of two weeks after the death, recovery, or removal of such sick person; and any pupil coming from such household shall be required to present, to the teacher of the school the pupil desires to attend, a certificate, from the attending physician or board of health, of the facts necessary to entitle him to admission in accordance with the above regulation.

No person shall be excluded from a public school on account of the race, color, or religious opinion of the applicant or scholar.

Every member of the school committee under whose direction a child is excluded from the public school, and every teacher of such school from which a child is excluded, shall, on application by the parent or guardian of such child, state in writing the grounds and reason of the exclusion.

A child unlawfully excluded from a public school may recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend, against the city or town by which such school is supported.

The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town, as if he were a party to the suit.

Whenever a truant school has been established for any county it shall be the place of confinement, discipline, and instruction for all truants within the cities or towns of said county, unless said cities or towns have made other provision therefor; and police, district, or municipal courts, trial justices, and probate courts shall have jurisdiction within their respective counties of the offenses described in this act; and may commit truants to such truant school or union truant school as may be established for their respective counties under the provisions of this act.

If three or more towns in any county so require, the county commissioners shall establish at the expense of the county, at a convenient place therein other than the jail or house of correction, a truant school for the confinement, discipline, and instruction of minor children convicted under the provisions of sections 19 and 21 of this act and all acts in amendment thereof and in addition thereto; and shall make suitable provisions for the government and control, and for the appointment of proper teachers and officers thereof. But the county commissioners of two, three, or four contiguous counties may, and if three or more cities or towns in each of such counties require, shall, at the expense of said counties, establish for said counties at a convenient place therein a union truant school, to be organized and controlled by the chairman of the county commissioners of said counties, in the manner provided for the government and control of county truant schools by county commissioners; and any county so uniting with another county or counties in the support of a union truant school shall not be required to support a truant school of its own.

A town may assign any such truant school, or, with the assent of the State

board of lunacy and charity, the State primary school, as the place of confinement, discipline, and instruction of children so convicted; and shall pay for their support such sum, not exceeding $2 a week for each child, as the county commissioners or the trustees of the State primary and reform schools respectively shall determine.

Children so committed may, upon satisfactory proof of amendment or other sufficient cause, be discharged from the State primary school by said State board, and from other places of confinement by the judge or justice who committed them.

Each town shall make all needful provisions and arrangements concerning habitual truants, and children between 7 and 15 years of age who may be found wandering about in the streets or public places therein, having no lawful occupation or business, not attending school and growing up in ignorance, and such children as persistently violate the reasonable rules and regulations of the public schools; and shall make such by-laws as shall be most conducive to the welfare of such children and to the good order of such town; and shall provide suitable places for the confinement, discipline, and instruction of such children.

Any minor convicted, under a by-law made under a provision of this act, of being an habitual truant, or of wandering about in the streets or public places of a city or town, having no lawful employment or business, not attending school and growing up in ignorance, or of persistently violating the rules and regulations of the public schools, shall be committed to any institution of instruction or suitable situation provided for the purpose, under the authority of said section or by-law, for a term not exceeding two years.

Whoever, after notice from a truant officer to refrain from so doing, offers a reward for services to any child, in consequence of which reward such child is induced unlawfully to absent himself from school, or whoever, after notice as aforesaid, in any manner entices or induces any child to truancy, or whoever knowingly employs or harbors any truant or unlawful absentee from school, shall forfeit not less than $20 nor more than $50 to the use of the public schools of the city or town in which said offense occurs, to be recovered by complaint.

The school committee of any city or town in any county or counties where a union or county truant school has been or shall hereafter be established may, with the approval of the court making the original commitment and with the consent of the county commissioners of the county in which such truant school is established, cause all persons confined in the truant or farm school in such city or town, when such farm school is a truant school, to be removed to such union or county truant school to complete the term for which they were originally committed, subject, however, to the provisions of law as to release before the expiration of such term.

The school committees of the several towns shall annually report to the secretary of the board of education whether their respective towns have made the provisions required by law relating to truants and absentees from school.

Each town may, and every town containing 5,000 or more inhabitants shall, make all needful provisions and arrangements concerning children under 16 years of age who by reason of orphanage or of neglect, crime, drunkenness, or other vice of parents are suffered to grow up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and to the good order of the town.

The selectmen of towns containing 5,000 or more inhabitants, and of other towns accepting the provisions of sections 25 to 28, inclusive, of this act, shall appoint suitable persons to make complaints of violations of by-laws adopted under the preceding section; and the person so appointed and the officers and duly appointed agents of the Massachusetts Society for the Prevention of Cruelty to Children shall alone be authorized to make such complaints and to carry into execution the judgments thereon; and the persons so appointed shall alone be authorized to make complaints under the following section.

A judge of the superior court, or of a police, district, or municipal court, or a trial justice, upon proof that any child under 16 years of age, by reason of orphanage, or of the neglect, crime, drunkenness, or other vice of parents, is growing up without salutary parental control and education, or in circumstances exposing such child to lead an idle and dissolute life, may order such child to such institution of instruction or other place assigned for the purpose as may be provided under this act by the town in which such child resides, to be there kept, educated, and cared for for a term not extending beyond the age of 21 years for boys or 18 years for girls.

When the parents of a child committed under the preceding section have reformed and are leading orderly and industrious lives, and are in a condition to

exercise salutary parental control over such child and to provide him with proper education and employment, or when, said parents being dead, any person offers to make such suitable provision for the care, nurture, and education of such child as will conduce to the public welfare, and will give security for the performance of the same satisfactory to the directors, trustees, overseers, or other board having charge of the institution to which such child is committed, they may discharge him to the parents or such other person.

No child under 13 years of age shall be employed at any time in any factory, workshop, or mercantile establishment. No such child shall be employed in any indoor work performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the city or town in which he resides are in session, or shall be employed in any manner during such hours unless during the year next preceding such employment he has attended school for at least thirty weeks, as required by law.

No child under 14 years of age shall be employed in any manner before the hour of 6 o'clock in the morning or after the hour of 7 o'clock in the evening. No such child shall be employed in any factory, workshop, or mercantile establishment, except during the vacation of the public schools in the city or town in which he resides, unless the person or corporation employing him procures and keeps on file a certificate and employment ticket for such child, as prescribed by a section of this act; and no such child shall be employed in any indoor work performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of such city or town are in session, unless as aforesaid, or shall be employed in any manner during such hours unless during the year next preceding such employment he attended school for at least thirty weeks as required by law: *Provided*, The public schools are in session that number of weeks, which time may be divided, so far as the arrangements of school terms will allow, into three terms of ten consecutive weeks each; and such employment shall not continue in any case beyond the time when such certificate expires.

No child under 16 years of age shall be employed in any factory, workshop, or mercantile establishment unless the person or corporation employing him procures and keeps on file the certificate required in the case of such child by the following section, and also keeps on file a full and complete list of such children employed therein.

The certificate of a child under 14 years of age shall not be signed until he presents to the person authorized to sign the same an employment ticket as hereinafter prescribed, duly filled out and signed. The certificate and the employment ticket shall be separately printed, and shall be in the following forms, respectively, and the blanks therein shall be filled out and signed as indicated by the words in brackets:

EMPLOYMENT TICKET, LAWS OF 1894.

When [name of child], height [feet and inches], complexion [fair or dark], hair [color], presents a certificate duly signed, I intend to employ [him or her].

[Signature of intending employer or agent.]

[Town or city and date.]

AGE AND SCHOOLING CERTIFICATE, LAWS OF 1894.

This certifies that I am the [father, mother, or guardian] of [name of child], and that [he or she] was born at [name of town or city], in the county of [name of county, if known], and State [or country] of [name], on the [day and year of birth], and is now [number of years and months] old.

[Signature of father, mother, or guardian.]

[Town or city and date.]

Then personally appeared before me the above named [name of person signing] and made oath that the foregoing certificate by [him or her] signed is true to the best of [his or her] knowledge and belief. I hereby approve the foregoing certificate of [name of child], height [feet and inches], complexion [fair or dark], hair [color], having no sufficient reason to doubt that [he or she] is of the age therein certified.

[Signature of person authorized to sign, with official character or authority.]

[Town or city and date.]

In case the age of the child is under 14 the certificate shall continue as follows, after the word "certified":

And I hereby certify that [he or she] can read at sight and can write legibly simple sentences in the English language, and that [he or she] has attended the

[name] public [or private] day school according to law for [number of weeks, which must be at least thirty] weeks during the year next preceding this date, and that the last thirty weeks of such attendance began [date]. This certificate expires [date one year later than the above date].

[Signature of the person authorized to sign, with official character or authority.]

If the attendance has been at a private school, there must be added also the signature of a teacher of such school, followed by words certifying to school attendance. [Town or city and date.]

In case a child can not read and write, as above stated, the following may be substituted for the clause beginning "and I hereby certify" through to and including the word "language": "And I hereby certify that [he or she] is a regular attendant at the [name] public evening school"; but in such case the certificate shall only continue in force for as long a time as attendance of such child at such evening school is indorsed weekly during the session of such evening school, not exceeding the length of the public school year minus twenty weeks, in place of attendance at day school as now provided by law, with a statement from a teacher thereof certifying that his attendance continues regular. If attendance has been at a half-time school, forty weeks of such attendance must be certified to instead of thirty. The foregoing certificate must be filled out in duplicate and one copy thereof shall be kept on file by the school committee. Any explanatory matter may be printed with such certificate in the discretion of the school committee or superintendent of schools.

The following words shall appear on all age and schooling certificates after the name of the town or city and date: "This certificate belongs to the person in whose behalf it is drawn, and it shall be surrendered to [him or her] whenever [he or she] leaves the service of the corporation or employer holding the same."

In cities and towns having a superintendent of schools, said certificate shall be signed only by such superintendent or by some person authorized by him in writing; in other cities and towns it shall be signed by some member or members of the school committee authorized by vote thereof: *Provided, however*, that no member of a school committee, or other person authorized as aforesaid, shall have authority to sign such certificate for any child then in or about to enter his own employment, or the employment of a firm of which he is a member, or of a corporation of which he is an officer or employee. The person signing the certificate shall have authority to administer the oath provided for therein, but no fee shall be charged therefor; such oath may also be administered by any justice of the peace.

The certificate as to the birthplace and age of the child shall be signed by his father, if living and a resident of the same city or town; if not, by his mother; or if his mother is not living, or if living is not a resident of the same city or town, by his guardian; if a child has no father, mother, or guardian living in the same city or town his own signature to the certificate may be accepted by the person authorized to approve the same.

No child who has been continuously a resident of a city or town since reaching the age of 13 years shall be entitled to receive a certificate that he has reached the age of 14 unless or until he has attended school according to law in such city or town for at least thirty weeks since reaching the age of 13, unless such child can read at sight and write legibly simple sentences in the English language, or is exempt by law from such attendance. Before signing the approval of the certificate of age of a child the person authorized to sign the same shall refer to the last school census taken under the provisions of section 3 of chapter 46 of the public statutes, and if the name of such child is found therein and there is a material difference between his age as given therein and as given by his parent or guardian in the certificate, allowing for lapse of time, or if such child plainly appears to be of materially less age than that so given, then such certificate shall not be signed until a copy of the certificate of birth or of baptism of such child, or a copy of the register of its birth with a town or city clerk, has been produced, or other satisfactory evidence furnished that such child is of the age stated in the certificate.

Any corporation or employer holding any age or schooling certificate shall deliver the same to the person in whose behalf it has been drawn when such person shall leave the employ of such corporation or employer.

The truant officers may, when so authorized and required by a vote of the school committee, visit the factories, workshops, and mercantile establishments in their several cities and towns and ascertain whether any children under the age of 14 are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police or the inspector of factories for the district. The inspectors of factories and the truant officers, when authorized as aforesaid, may demand the names of all children under 16 years of age employed in such factories, workshops, and

mercantile establishments, and may require that the certificates and lists of such children provided for in this act shall be produced for their inspection. Such truant officers shall inquire into the employment, otherwise than in such factories, workshops, and mercantile establishments, of children under the age of 14 years, during the hours when the public schools are in session, and may require that the aforesaid certificates of all children under 16 shall be produced for their inspection, and any such officer or any inspector of factories may bring a prosecution against a person or corporation employing any such child, otherwise than as aforesaid, during the hours when the public schools are in session, contrary to the provisions of this act, if such employment still continues for one week after written notice from such officer or inspector that such prosecution will be brought, or if more than one such written notice, whether relating to the same child or to any other child, has been given to such employer by a truant officer or inspector of factories at any time within one year.

No person shall employ or permit to be employed a minor under 14 years of age, or over, who can not read and write in the English language, and who resides in a city or town in this Commonwealth wherein public evening schools are maintained, and is not a regular attendant of a day school, or has not attained an attendance of 70 per cent or more of the yearly session of the evening school.

Whenever it appears that the labor of any minor who would be debarred from employment under a section of this act is necessary for the support of the family to which said minor belongs, or for his own support, the school committee of said city or town may, in the exercise of their discretion, issue a permit authorizing the employment of such minor within such time or times as they may fix: *Provided*, That such minor makes application to said school committee, or some person duly authorized by said committee, for such a permit before the opening of the yearly session of the evening school of said city or town; and the provisions of said section shall not apply to such minor so long as said permit is in force: *Provided also*, That if such minor has been prevented by sickness or injury from attending said evening school, as provided in said section, the school committee shall issue to such minor the permit provided for in this section, upon the presentation of the following blank properly filled and signed:

To the School Committee of the ——:

I hereby certify that I have attended —— from —— to ——; that said —— was sick or injured with ——; and that said —— was not in suitable physical condition to attend evening school for the term of —— days.

(Signed) —— ——.

(Dated) —— ——.

The school committee of every city and town in this Commonwealth wherein public evening schools are maintained shall furnish blanks in the above form upon application.

Every public building and every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with a sufficient number of proper water-closets, earth closets, or privies for the reasonable use of the persons admitted to such public building or of the pupils attending such schoolhouse.

Every public building and every schoolhouse shall be ventilated in such a proper manner that the air shall not become so exhausted as to be injurious to the health of the persons present therein. The provisions of this section and the preceding section shall be enforced by the inspection department of the district police.

Whenever it appears to an inspector of factories and public buildings that further or different sanitary provisions or means of ventilation are required in any public building or schoolhouse in order to conform to the requirements of this act, and that the same can be provided without incurring unreasonable expense, such inspector may issue a written order to the proper person or authority, directing such sanitary provisions or means of ventilation to be provided, and they shall thereupon be provided, in accordance with such order, by the public authority, corporation, or person having charge of, owning, or leasing such public building or schoolhouse.

Any school committee, public officer, corporation, or person shall within four weeks after the receipt of an order from an inspector, as provided in the preceding section, provide the sanitary provisions or means of ventilation required thereby.

No person shall employ or exhibit, or sell, apprentice, or give away for the purpose of employing or exhibiting, a child under 15 years of age, in dancing, playing on musical instruments, singing, walking on a wire or rope, or riding or performing as a gymnast, contortionist, or acrobat in any circus or theatrical exhibition,

or in any public place whatsoever, or cause, procure, or encourage any such child to engage therein: *Provided*, That nothing in this section shall be construed to prevent the education of children in vocal and instrumental music, or their employment as musicians in any church, chapel, or school, or school exhibition, or to prevent their taking part in any concert or musical exhibition on the special written permission of the mayor and aldermen of a city or of the selectmen of a town.

No license shall be granted for a theatrical exhibition or public show in which children under 15 years of age are employed as acrobats, contortionists, or in any feats of gymnastics or equestrianism, or in which such children belonging to the public schools are employed or allowed to take part as performers on the stage in any capacity, or where in the opinion of the board authorized to grant licenses such children are employed in such a manner as to corrupt their morals or impair their physical health; but nothing herein contained shall prevent the giving of special permission as provided by the preceding section.

The following expressions used in this act shall have the following meanings: The expression "person" means any individual, corporation, partnership, company, or association. The expression "child" means a person under the age of 14 years. The expression "young person" means a person of the age of 14 years and under the age of 18 years. The expression "public building" means any building or premises used as a place of public entertainment, instruction, resort, or assemblage. The expression "schoolhouse" means any building or premises in which public or private instruction is afforded to not less than ten pupils at one time. The aforesaid expressions shall have the meanings above defined for them respectively in all laws of this Commonwealth relating to the employment of labor, whether heretofore or hereafter enacted, unless a different meaning is plainly required by the context.

A certificate of the age of a minor made and sworn to by him and by his parent or guardian at the time of his employment in a mercantile establishment shall be prima facie evidence of his age in any prosecution under the preceding section.

Every parent, guardian, or person authorized to sign the certificates prescribed by the sections of this act who certifies to any materially false statement therein shall be punished by fine not exceeding $50 or by imprisonment not exceeding thirty days, or by both.

Any person violating the provisions of this act, forbidding the employment of children in any circus or public place, shall be punished by fine not exceeding $200 or by imprisonment in the county jail not exceeding six months.

Every parent or guardian of a child under 14 years of age who permits any employment of such child contrary to the provisions of this act, and every owner, superintendent, or overseer of any factory, workshop, or mercantile establishment who employs or permits to be employed therein any child contrary to the provisions of this act, and any other person who employs any child contrary to the provisions of this act, shall for every such offense forfeit not less than $20 nor more than $50 for the use of the public schools of the city or town. A failure to produce to a truant officer or inspector of factories the certificate required by the provisions of this act shall be prima facie evidence of the illegal employment of the child whose certificate is not produced.

Any corporation or employer retaining any age or schooling certificate in violation of this act shall be punished by fine of $10.

Any person who employs or permits to be employed a minor in violation of the provisions of this act shall for each offense forfeit not less than $50 nor more than $100 for the use of the evening schools of such city or town.

Any school committee, public officer, corporation, or person neglecting for four weeks to obey an order from an inspector under this act shall be punished by fine not exceeding $100.

Any person violating any provision of this act where no special provision as to the penalty for such violation is made shall be punished by fine not exceeding $100.

Within one month after the passage of this act the chief of the district police shall cause a printed copy thereof to be transmitted to the school committee of every city and town in the Commonwealth.

Character of the instruction.—A school committee may approve a private school only when the teaching of the studies required by law is in the English language. (Section 2, act of June 21, 1894, regarding attendance.)

In every town there shall be kept, for at least six months and in towns of 4,000 or more inhabitants at least eight months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, and good behavior.

Algebra, vocal music, agriculture, sewing, physiology, hygiene, physical and industrial training, and the elementary use of hand tools shall be taught, by lectures or otherwise, in all the public schools in which the school committee deem it expedient. The Bible shall be read in the schools without comment.

Every town may, and every town containing 500 families or householders, according to the latest public census taken by the authority either of the Commonwealth or of the United States, shall, besides the schools prescribed above, maintain a high school, to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such high school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place or alternately at such places in the town as the legal voters at their annual meeting determine. And in every town containing 4,000 inhabitants the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

After the first day of September, 1895, every city of 20,000 or more inhabitants shall maintain as a part of its high school system the teaching of manual training. The course to be pursued in such instruction shall be subject to the approval of the State board of education.

Two adjacent towns, having each less than 500 families or householders, may form one high school district for establishing such a school, when a majority of the legal voters of each town, in meetings called for that purpose, so determine. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committees and prudential committees. The committee thus formed shall determine the location of the schoolhouse authorized to be built by the towns forming the district, or if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns. In the erection of a schoolhouse for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

Evening schools shall be maintained by towns having 10,000 inhabitants for the instruction of persons over 12 years of age in orthography, reading, writing, geography, arithmetic, drawing, history of the United States, good behavior, and such other branches as the school committee may deem expedient, and any town may establish such a school. Every town of 50,000 inhabitants must maintain an evening high school.

Any town may, and every city and town having more than 10,000 inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over 15 years of age, in either day or evening schools, under the direction of the school committee.

Any town may establish and maintain one or more industrial (including nautical) schools, which shall be under the superintendence of the school committee, who shall employ the teachers, prescribe the arts, trades, and occupations to be taught therein, and have the general control and management thereof, but attendance upon such schools shall not take the place of the attendance upon public schools required by law.

The school committees of cities and towns maintaining free evening schools are hereby authorized to employ competent persons to deliver lectures on the natural sciences, history, and kindred subjects in such places as said committees may provide. Said committees are hereby authorized to provide cards or pamphlets giving the titles and names of authors of books of reference contained in the local public libraries on the subject-matter of said lectures.

Text-books.—The school committee shall direct what text-books shall be used in the public schools, but a change in those in use may be made by a vote of two-thirds of the whole committee at a meeting of the committee, notice of the intended change having been given at a previous meeting. The school committee shall purchase, at the expense of the city or town, the necessary text-books and other supplies and loan them to the pupils.

Buildings.—Every town shall provide and maintain a sufficient number of schoolhouses, properly furnished, hygienically arranged, and conveniently located for the accommodation of all the children therein entitled to attend the public schools;

and the school committee, unless the town otherwise directs, shall keep such houses in good order, and shall procure a suitable place for the schools where there is no schoolhouse, and provide fuel and all other things necessary for the comfort of the scholars therein at the expense of the town. A town which refuses or neglects for one year to comply with the requirements of this section shall forfeit not less than $500 nor more than $1,000. Any school committee neglecting for four weeks after the receipt of an order from an inspector of buildings to provide the sanitary provisions required by law shall be fined $100. [See also under Schools; attendance, where the hygienic requirements are set forth in the compulsory school law.]

Whoever willfully and maliciously or wantonly and without cause destroys, defaces, mars, or injures a schoolhouse or any of its appurtenances shall be fined $500 or imprisoned in the jail not exceeding one year.

Finances.

Funds (permanent or special).—Taxation.—The Massachusetts school fund.

The present school fund of the Commonwealth, together with such additions as may be made thereto, shall constitute a permanent fund to be called "the Massachusetts school fund," the principal of which shall not be diminished, and the income, including the interest on notes and bonds taken for sale of Maine lands and belonging to said fund, shall be appropriated as follows [The fund is now nearly $4,000,000, and is increased annually by $100,000 from the State treasury until it shall be $5,000,000]:

One-half of the annual income of the school fund of the Commonwealth shall be apportioned and distributed, without a specific appropriation, for the support of public schools, and in the manner following, to wit: Every town complying with all laws in force relating to the distribution of said income and whose valuation of real and personal estate, as shown by the last preceding assessors' valuation thereof, does not exceed $500,000, shall annually receive $300; every such town whose valuation is more than $500,000 and does not exceed $1,000,000 shall receive $250, provided that any such town for any year for which its rate of taxation shall be $18 or more on $1,000 shall receive $50 additional; and every such town whose valuation is more than $1,000,000 and does not exceed $2,000,000 shall receive $100; and every such town whose valuation is more than $2,000,000 and does not exceed $3,000,000 shall receive $50. The remainder of said half shall be distributed to all towns whose valuation does not exceed $3,000,000 and whose annual tax rate for the support of public schools is not less than one-sixth of their whole tax rate for the year, as follows: Every town whose public school tax is not less than one-third of its whole tax shall receive a proportion of said remainder expressed by one-third; every such town whose school tax is not less than one-fourth of its whole tax shall receive a proportion expressed by one-fourth; every such town whose school tax is not less than one-fifth of its whole tax shall receive a proportion expressed by one-fifth, and every such town whose school tax is not less than one-sixth of its whole tax shall receive a proportion expressed by one-sixth. All money appropriated for other educational purposes, unless otherwise specially provided, shall be paid from the other half of said income. If the income in any year exceeds such appropriations the surplus shall be added to the principal of said fund.

The income of said fund, appropriated to the support of public schools, shall be apportioned by the secretary and treasurer (who, as Commissioners of the School Fund, manage and invest it) in the manner provided, and paid over by the treasurer to the treasurers of the several cities and towns.

No such apportionment and distribution shall be made to a city or town which has not maintained a school as required by law; or which, if containing the number of families or householders named in the law, has not maintained, for at least thirty-six weeks during the year, exclusive of vacations, a high school such as is mentioned therein; or which has not made the returns required and complied with the laws relating to truancy; or which has not raised by taxation for the wages and board of teachers, fuel for the schools, and care of fires and schoolrooms during the school year embraced in the last annual returns a sum not less than $3 for each person between the ages of 5 and 15 years belonging to such city or town on the 1st day of May of said school year.

The income of said funds received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein; but said committees may, if they see fit, appropriate therefrom any sum, not exceeding

25 per cent of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

The income of the Todd fund shall be paid to the treasurer of the board of education, to be applied by said board to specific objects in connection with the normal schools, not provided for by legislative appropriation.

Moneys received by a county treasurer under the provisions relating to dogs and not paid out for damages shall in the month of January be paid back to the treasurers of the cities and towns in proportion to the amounts received from such cities and towns; and the money so refunded shall be expended for the support of public libraries or schools. In Suffolk County moneys so received by the treasurer of a city or town, and not so paid out, shall be expended by the school committee for the support of public schools.

Taxation.—The several towns shall at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

Any town may raise by taxation or otherwise a sufficient sum of money to be expended by the school committee, in their discretion, for the conveyance of pupils to and from the public schools. Any town not maintaining a school of academic grade, but which arranges for such instruction in the school of another town, may pay the necessary transportation expenses of the pupil.

RHODE ISLAND.

1. Organization of the System.

State board of education.—Commissioner of public schools.—Town school committee.—Town superintendent.—District trustees.—Truant officers.

State board of education.—The general supervision and control of the public schools of the State and the enforcement of all rules and regulations necessary for carrying into effect the laws in relation thereto, with such high schools, normal schools, and normal institutes as are or may be established and maintained wholly or in part by the State, shall be vested in a State board of education, which shall consist of the governor and lieutenant-governor ex officio, and of six other members, one from each of the counties of the State, with the exception of Providence County, which shall have two members. Two members of the board of education shall be elected annually at the May session of the general assembly from each county, the term of whose member has expired, who shall hold office three years. Vacancies are filled in the same manner. The governor shall be president and the commissioner of public schools secretary of the board, which shall hold quarterly meetings, unless specially convoked by its president or secretary. The board may grant for the purchase of books in any free public library the sum of $50 for the first 500 volumes it obtains, and $25 for every additional 500 volumes therein, provided that the annual payment shall not exceed the sum of $500. It shall prescribe the character of books which shall constitute such library and regulate its management so as to secure the free use of the same to the people of the town and neighborhood.

The board shall make an annual report to the general assembly. The members shall receive no compensation, but the expenses necessitated by the performance of their duties shall be paid after approval by the general assembly.

Commissioner of public schools.—The State board shall annually elect a commissioner of public schools, who shall devote his time exclusively to the duties of his office, and while unable to perform, the governor shall appoint a person to act as commissioner during the continuance of the disability. He may appoint a clerk to assist in the duties of his office, at an annual compensation not exceeding $750.

He shall visit, as often as practicable, every school district in the State for the purpose of inspecting schools and of diffusing as widely as possible by public addresses and personal communication to school officers, teachers, and parents a knowledge of the defects and of any advisable improvements in the administration of the system and the government and instruction of the schools. He shall endeavor to secure uniformity in text-books and promote the establishment of school libraries, and shall report annually to the board of education upon the condition of education in the State schools, with suggestions for their improvement.

Town school committee.—The school committee of each town shall consist of three residents of the town or of the same number as previous to the taking effect

of this act, divided as equally as may be into three groups, one group retiring from office annually. In a town abolishing all the school districts within its limits, the town school committee shall not be composed of more than seven persons. Vacancies are filled by the town council until the next annual election. The school committee shall meet at least four times in every year. A majority shall constitute a quorum unless the committee consist of more than six, when four shall be a quorum.

The committee may alter and discontinue districts, locate all school houses, examine applicants for teachers, shall visit by one or more of its number every public school in the town at least twice during each term, once within two weeks of its opening and once within two weeks of its close, examining the register, schoolhouse, library, studies, books, discipline, modes of teaching and of improving the school. It shall make rules and regulations for the attendance and classification of the pupils, for the introduction and use of text-books and works of reference, and for the instruction, government, and discipline of the public schools, and shall prescribe the studies to be pursued therein, under the direction of the commissioner of public schools, and it may suspend incorrigible children.

Where a town is not divided into districts, or shall vote to provide schools without reference to such division, the school committee shall manage and regulate such schools and draw orders for the payment of their expenses. Whenever the public schools are maintained by district organization, the committee shall apportion among the districts the town's proportion of the sum of $120,000 received from the State, and in addition at least one-fourth as much more from the town appropriation for the support of public schools; the remainder of the town appropriation and the moneys received from registry and dog taxes, from school funds, and other sources, shall be divided into two equal parts, one to be apportioned to the several districts according to the average attendance at the schools during the preceding year, the other to be apportioned at the discretion of the committee; provided always, that the total apportionment shall not be less than $180, and the district shall have reported in legal manner and form that one or more schools have been taught by a competent teacher in an approved building, that the "teachers' money" of the preceding year has been wholly used in paying teachers, and that the register has been properly kept and deposited. The committee shall make a report annually to the State commissioner and may reserve not more than $40 to defray the expenses of printing it.

Superintendent of town schools.—The school committee of each town shall elect a superintendent of the public schools of the town to perform, under the advice and direction of the committee, such duties and to exercise such powers as the committee shall assign him, and to receive such compensation as the town may vote.

District school trustees.—Each district shall annually elect a moderator, a clerk, a treasurer, a collector, and either one or three trustees. The trustees shall provide and have the custody of the schoolhouse and other property, and shall employ one or more qualified teachers for every fifty scholars in average daily attendance; shall see that the pupils are supplied with books, and shall provide the same at the expense of the district on failure of parent or guardian to furnish them. Whatever compensation is received by the trustees must be paid by tax levied on the district, and may not be taken out of State or town appropriations.

Truant officers.—The town council of each town and the board of aldermen of each city shall annually appoint one or more special constables and fix their compensation, who shall be truant officers, and who shall, under the direction of the school committee, inquire into all cases arising under the provisions of the compulsory attendance act or any ordinances made by the town or city appointing such officers, and shall alone be authorized, in case of violation of any of the provisions of this act or of any such ordinances, to make complaint therefor; they shall also serve all legal processes issued in pursuance of this act or of any such ordinances, but shall not be entitled to receive any fees for such service: *Provided, however,* That in case of the commitment of any person under the provisions of any section of this act or of any ordinance made in pursuance thereof, or for default of payment of any fine and costs imposed thereunder, such officer shall be entitled to the regular fees allowed by law for similar service. The truant officers and the school committees of the several towns and cities shall inquire into all cases of neglect of the duty prescribed by this act within their respective towns and cities, and ascertain the reasons, if any, therefor; and such truant officers or any of them shall, when so directed by the school committee, prosecute any person liable to the penalty provided above.

2. Teachers.

Appointment and qualifications.—Duties.—Preliminary training.—Meetings.

Appointment and qualifications.—No person shall be employed by any trustee to teach, as principal or assistant, in any school supported entirely or in part by the public money, unless he shall have a certificate of qualification signed either by the school committee of the town or by some person appointed by said committee or by the trustees of the normal school, the certificate to be valid for one year, if not otherwise specified, and may be revoked for cause. But no superintendent or school committeeman or trustee may teach in the schools of his town or district. The teacher must be of good moral character and aim to implant in the minds of children committed to his care the principles of morality and virtue. He shall keep a register of the scholars, their names, sex, names of parents or guardians, time of entry and withdrawal, daily attendance, and note by date the visit of a school officer. He shall also prepare the return of the district to the school committee of the town.

Preliminary training.—The normal school shall be under the management of the board of education and commissioner of public schools as a board of trustees. Tuition is free to State pupils having passed the required examination and given satisfactory assurances of their intention to teach in the State public schools at least one year after leaving the school. Graduates in the regular course shall, on recommendation of the principal, receive a diploma. Pupils having attended regularly one term, but living 5 miles distant from the school, may be allowed a sum not exceeding $10 for each quarter year for traveling expenses. The fund for such purpose, however, shall be limited to $1,500.

Meetings.—A sum not exceeding $500 shall be annually allowed to defray the necessary expenses and charges for teachers and lecturers and for teachers' institutes; and a sum not exceeding $300 shall be annually allowed, under the direction of the board of education, for publishing and distributing among the several towns educational publications, providing lectures on educational topics, and otherwise promoting the interests of education in the State.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Schools must be taught for at least six months by a qualified teacher in an approved schoolhouse.

Every person having under his control a child between the ages of 7 and 15 years shall annually cause such child to attend for at least eighty full school days some public day school in the town or city in which such child resides; and while such child is not lawfully employed to labor at home or elsewhere said person shall cause such child to attend a public day school regularly during the days and hours that the public schools are in session in the city, town, or district where such child resides; and for every neglect of such duty the person so offending shall be fined not exceeding $20; provided, that if the person so charged shall prove or shall present a certificate made by or under the direction of the school committee, setting forth that the child has attended for the required period of time a private day school, approved by the school committee of such town or city, or that the child has been otherwise furnished for a like period of time with the means of education, or has already acquired the elementary branches of learning taught in the public schools, or that his physical or mental condition was such as to render such attendance inexpedient or impracticable, or that the child was destitute of clothing suitable for attending school, and that the person in charge of said child was unable to provide such clothing, or that the child has been excused by the school committee of the town in which such child resides, then such penalty shall not be incurred.

For the purposes of this act the school committee shall approve a private school only when the teaching therein is in the English language and when the persons in charge of such school shall keep the record of attendance of the pupils thereof upon the blanks provided by the State, and shall render to the school committee a detailed report of the attendance of every pupil for any specified time; provided, that the request for such report is made in writing and sets forth that a pupil is suspected of irregular attendance or truancy, and when they are satisfied that such teaching is thorough and efficient; but they shall not refuse to approve a private school on account of the religious teaching therein.

No child under 10 years of age shall be employed in any manufacturing, mechanical, or mercantile establishment, or by any telegraph or telephone company in this State, during the time that the public schools of the town or city in which said child may reside are in session, and any parent or guardian who permits such employments shall for every such offense be fined not exceeding $20.

No child between the ages of 10 and 15 years shall be so employed except during the vacations of the public schools of the city, town, or district in which such child resides, unless during the twelve months next preceding such employment he shall have attended school as provided by this act, or shall have already acquired the elementary branches of learning taught in the public schools, or shall have been excused by the school committee of the town or city in which such child resides; nor shall such employment continue unless such child shall have attended school as above provided each year, or until he shall have acquired the elementary branches of learning taught in the public schools.

No child between the ages of 10 and 15 years shall be so employed who does not present a certificate made by or under the direction of the school committee of the city or town of his compliance with the requirements of the preceding paragraph; and said certificate shall also give the place and date of birth of the child as nearly as may be, and every owner or overseer of any establishment or company shall keep such certificate on file so long as the child is employed. The form of said certificate shall be furnished by the secretary of the State board of education.

Every owner, superintendent, or overseer of any such establishment or company who employs or permits to be employed any child in violation of either of the two next preceding duties, and every parent or guardian who permits such employment, shall be fined not exceeding $20.

The truant officers shall, at least once in every school term, and as often as the school committee require, visit the establishments described in this act, in their respective towns and cities, and ascertain whether its provisions are duly observed, and report all violations thereof to the school committee.

The truant officers shall demand the names of the children under 15 years of age employed in such establishments or company in their respective towns and cities, and shall require the certificates of age and school attendance prescribed in this act to be produced for their inspection, and a refusal to produce such certificates shall be punished by a fine not exceeding $10.

Every owner, superintendent, or overseer of any such establishment or company who employs or permits to be employed therein a child under 15 years of age who can not write his name, age, and place of residence legibly, while the public schools in the town or city where such child lives are in session, shall for every such offense be fined not exceeding $20.

The town council of each town and city council of each city shall make all needful provisions and arrangements concerning habitual truants and children who may be found wandering about in the streets or public places therein, having no lawful occupation or business, not attending school and growing up in ignorance, and shall make such ordinances as will be most conducive to the welfare of such children and to the good order of such town or city, and shall designate or provide suitable places for the confinement, discipline, and instruction of such children.

Every minor convicted under an ordinance made under the provisions of this act of being an habitual truant or of wandering about the streets and public places of a town or city, or of having no lawful employment or business, or of not attending school and of growing up in ignorance, shall be committed to any institution of instruction or suitable place designated or provided for the purpose under the authority of said act for a period not exceeding two years.

Children so committed may, on satisfactory proof of amendment or for other sufficient cause, be discharged from such institution or place by the court which committed them.

The school committee of the several towns and cities shall annually report to the State board of education whether their towns or cities have made the provisions required by this act; and in case the town council of any town or the board of aldermen and city council of any city shall in any year refuse or neglect to comply with any of the provisions of this act as relates to them, after having been duly notified by the commission of public schools, 50 per cent of the money apportioned to such city or town from the State for school purposes shall be withheld until they have fulfilled the duties imposed by this act.

All fines under the provisions of this act shall inure and be applied to the support of public schools in the town or city where the offense was committed.

The district courts of the State shall have jurisdiction in their respective districts of all cases arising under this act and all ordinances passed in conformity with this act.

No officer making complaint under any of the provisions of this act, or under the provisions of any ordinance that may be passed in pursuance thereof, shall be required to give surety for costs; and such officer shall in no way become liable for any costs that may accrue on such complaint.

Character of instruction.—The school committee shall prescribe the studies to be pursued in the public schools, and shall include instruction in the injurious effects of stimulants and narcotics upon the human system. Any two or more adjoining school districts may by concurrent vote establish a school for the older and more advanced children of such districts. Evening schools must be maintained by the towns under the general supervision of the State board. [Instruction must be carried on in English.]

Text-books.—The school committee of every city and town shall purchase, at the expense of such city or town, text-books and other school supplies used in the public schools, and said text-books and supplies shall be loaned to the pupils free of charge, subject to rules and regulations prescribed by the committee.

In towns divided into districts, the district trustees shall provide, at the expense of the district, a suitable bookcase in each schoolroom for the books and supplies furnished by the school committee.

A change may be made in the schoolbooks in the public schools of any town by a vote of two-thirds of the whole committee, provided that no change be made in any text-book in a town oftener than once in three years, unless by the consent of the State board of education.

The sum of $3,000 shall be annually appropriated for the purchase of dictionaries, encyclopedias, and other works of reference; maps, globes, and other apparatus, to be distributed to towns or districts making an appropriation for the same purpose, each town to receive not more than $200 if not divided into districts, districts to receive not more than $20, provided they have raised at least double such sums.

Buildings.—All schoolhouses shall be located by the town school committee, established by the districts, when the town has not assumed control of schools, and be approved by the town school committee. No one shall maintain a nuisance. as swine in a pen, within 100 feet of the inclosure of a schoolhouse.

Finances.

Funds (permanent or special).—Taxation.

Permanent school fund.—The general treasurer, with the advice of the governor, shall have power to regulate the custody and safe-keeping of the fund for the support of public schools, and shall keep the same securely invested in the capital of some safe and responsible bank or banks or in bonds of towns or cities within this State. The money that shall be paid into the State treasury by auctioneers for duties accruing to the use of the State is appropriated annually to the permanent increase of the school fund. All money for the support of public schools appropriated to towns and by them forfeited shall be added to the permanent fund. [The registry and dog taxes are mentioned, and in general see Organization; Town school committee.]

Taxation.—The sum of $120,000, to be denominated "teachers' money," shall be annually paid out of the income of the permanent school fund and from other money in the treasury for the support of public schools to be apportioned among the several towns by the commissioner of public schools as follows: The sum of $100 shall be apportioned for each school not to exceed 15 in number in any one town, the remainder to be apportioned in proportion to the number of children from 5 to 15 years of age, inclusive, in the several towns according to the school census then last preceding. No town shall receive any part of this appropriation unless it raise by tax for the support of public schools a sum equal to the amount it may receive from the State treasury, and neglect or refusal to levy this tax by the 1st day of July forfeits the delinquent town's share of the State appropriation. There shall be an annual appropriation for the support and maintenance of evening schools in the several towns under the general supervision of the State board of education, who shall apportion said appropriation among them.

Every town shall establish and maintain, with or without forming districts, a sufficient number of public schools, and towns may at any legal meeting grant and vote such sums of money as they shall judge necessary for the support of schools, purchase of sites for and the erection and repair of schoolhouses, and for the establishment and maintenance of school libraries.

CONNECTICUT.

1. Organization of the System.

State board of education.—Secretary of the State board.—Agents of the State board.—Town school visitors.—Acting school visitor or superintendent.—District committee.—Board of education.—Town school committee.—Town high school committee.—Truant officers.

State board of education.—There shall be a State board of education, composed of the governor, lieutenant-governor, its secretary, and four persons to be appointed by the general assembly for four years. Three members shall constitute a quorum at the meetings of the board. The term of one member shall expire every year. Vacancies not filled by the general assembly shall be filled by the governor and lieutenant-governor for the unexpired term of office.

The board shall have general supervision and control of the educational interests of the State; may direct what books shall be used in all its schools, but shall not direct any book to be changed oftener than once in five years; shall prescribe the form of registers to be kept in said schools and the form of blanks and inquiries for the returns to be made by the various school boards and committees; shall keep itself informed as to and ascertain the condition and progress of the public schools in the State, and shall seek to improve the methods and promote the efficiency of teaching therein, by holding, at various convenient places in the State, meetings of teachers and school officers, for the purpose of instructing in the best modes of administering, governing, and teaching public schools, and by such other means as they shall deem appropriate; but the expenses incurred in such meetings shall not exceed the sum of $3,000 in any year. It shall, on or before the Monday after the first Wednesday in January in each year, submit to the governor a report containing a printed abstract of said returns, a detailed statement of the doings of the board, and an account of the condition of the public schools, of the amount and quality of instruction therein, and such other information as will apprise the general assembly of the true condition, progress, and needs of public education. But not more than 6,000 copies of the report shall be printed.

The board shall appoint a secretary and shall have the power to appoint agents to secure the due observance of the laws relating to the instruction of children, and to grant, upon public examination, a certificate to teach.

It shall have power to expend the sums of money necessary to execute the powers conferred upon it, and shall semiannually file with the comptroller a certified account of all State moneys received or disbursed by it. All orders for drawing State money shall be signed by the secretary and countersigned by a committee of the board. It shall maintain and have general superintendence of the normal schools.

Secretary of the State board of education.—The State board of education shall appoint a secretary who shall under its direction and control perform such services in the execution of its duties and powers as the board may prescribe, and who shall be paid such salary as the board may determine. The board may also engage such clerks as are necessary to assist the secretary in performing his duties.

Agents of the State board of education.—The board shall have power to appoint an agent to secure the due observance of the laws relating to the instruction of children, and such agent shall make written report of his work to the secretary semiannually.

The state board of education may appoint agents, under its supervision and control, for terms of not more than one year, who shall enforce the law regarding the employment of children under 13 years of age. These agents shall be paid not to exceed $5 per day for time actually employed and necessary expenses, and their accounts shall be approved by the board and audited by the comptroller. The agents so appointed may be directed by the board to enforce the provisions of the law requiring the attendance of children in school and to perform any duties necessary or proper for the due execution of the duties and powers of the board.

School visitors of towns.—There shall be in every town a board of school visitors, composed of three, six, or nine members, as such town may determine, divided into three equal classes. The first class shall hold office until the next annual town meeting, the second class until the second annual town meeting, and the third class until the third annual town meeting following, and until others are elected in their places; provided that when said board is composed of only three members they shall not be so divided into classes, and shall be elected for three years. Should any vacancy occur, the remaining members of the board may fill it till the next annual town meeting, when all vacancies shall be filled in the manner prescribed

in the succeeding section, and the ballots shall distinctly specify the vacancy to be filled.

School visitors shall be chosen by ballot. If the number to be chosen be two, four, six, or eight, no person shall vote for more than half of such number. If the number to be chosen be three, no person shall vote for more than two; if five, not more than three; if seven, not more than four; if nine, not more than five. That number of persons sufficient to fill the board who have the highest number of votes shall be elected. In case of a tie, that person whose name stands first or highest on the greatest number of ballots shall be elected.

Each board of school visitors shall annually choose from themselves a chairman and a secretary. They shall prescribe rules for the management, studies, classification, and discipline of the public schools, and, subject to the control of the State board of education, the text-books to be used; shall, as a board, or by a committee by them appointed, examine all persons desiring to teach in the public schools, and give to those with whose moral character and ability to teach they are satisfied, if found qualified to teach reading, writing, arithmetic, and grammar thoroughly, the influence of alcohol and narcotics upon the human system, and the rudiments of geography and history, and, if required by the board, of drawing, a certificate either authorizing the holder to teach in any district in the town so long as desired, without further examination, unless specially ordered, or to teach in any such district during the ensuing term only, or to teach only in a district therein named during such term; and if a person is examined in and found qualified to teach other branches besides those required in all cases, such branches shall be named in his certificate. They shall revoke the certificates of such teachers as shall at any time be found incompetent to teach or to manage a school, or fail to conform to the requirements of the board; shall, if the town so direct, employ the teachers for all its public schools, after consulting with the several district committees; shall make proper rules for the arrangement, use, and safe-keeping of the district and high school libraries provided in part by the State, and approve the books selected therefor; shall fill vacancies in district offices, fix sites and approve plans for schoolhouses, and superintend any high or graded public school and evening schools; shall make returns of the number of persons over 4 and under 16 years of age, of the number 4 to 16 attending public or private schools, how many nonattendants were under 5, how many over 5 and under 8, how many over 8 and under 14, and how many over 14 and under 16 years of age. Unless these returns are duly made no money may be obtained by the school visitors from the State treasury. At the close of each term the school visitors shall certify to the selectmen that each school had been kept in all respects according to law, and shall submit a report to the town at its annual meeting, all reports and returns being duly sworn to or affirmed.

Acting school visitor.—The board of school visitors shall annually assign the duty of visiting the schools of the town to one or more of their number. If only one is assigned, he shall be called the acting school visitor or superintendent, who shall visit such schools at least twice during each term, once within four weeks after the opening, and again during the four weeks preceding the close, at which visit the schoolhouse and outbuildings, school register, and library shall be examined, and the studies, discipline, mode of teaching, and general condition of the school investigated. Half a day shall be spent in each school so visited, unless he is otherwise directed by the board. He shall, one week at least before the annual town meeting, submit to the board a full written report of his proceedings, and of the condition of the several schools during the year preceding, with plans and suggestions for their improvement, which will be presented to the town with the board's report.

Boards of education, town committees, and boards of school visitors may appoint a person, not one of their own number, to be acting school visitor or superintendent of schools, who shall have all the powers, perform all the duties, and receive the pay prescribed by law for acting school visitors, and any town at its annual town meeting may fix the compensation of the acting school visitor or superintendent.

Acting school visitors shall receive $2 a day, or pro rata for a fraction of a day, each, for the time actually employed in the performance of their duties, and such further compensation as the town may fix at an annual meeting.

District committee and board of education.—Each town shall have power to form, unite, alter, and dissolve and completely abolish school districts and parts of districts within its limits, but no new district shall be formed having fewer than 40 persons 4 to 16 years of age. In the absence of any special appointment the committee of any school district shall be its ex officio agent. Every district shall be a body corporate, and have power to erect schoolhouses and fur-

nish them, to establish schools (if failing to do so the town is empowered to act), to establish and maintain a library, to employ teachers (except when the town directs its school visitors to perform that duty), and pay the wages of the teachers it employs, to levy taxes and borrow money for the forementioned purposes, to make all lawful agreements and regulations for education, and to elect its directors, as follows:

Each school district shall choose, by ballot, at the annual meeting, a committee of not more than three persons, a clerk, who shall be sworn, and a treasurer and collector, who shall hold their respective offices for the period of one year and until others are chosen and qualified; and any resident of the district so chosen, who shall refuse or neglect to perform the duties of the office, shall pay $5 to said district. The members of the district committee shall be residents of the district, but the other offices may be filled by any inhabitants of the town to which said district belongs.

Any school district having by its last enumeration not less than 200 children between 4 and 16 years of age may, at any annual meeting, due notice being inserted in the call therefor, order that its committee shall consist of three persons chosen by ballot, divided into three classes holding office for one, two, and three years, and that annually thereafter one member shall be chosen by ballot, to hold office for three years. Should any vacancy occur, the remaining members of the committee may fill it until the next annual district meeting, when all vacancies shall be filled. Whenever any district has appointed its committee as herein provided, such district may, at any special meeting called for the purpose, vote that it will no longer so appoint its committee, and thereupon the terms of office of all the members of its committee shall end at its next annual meeting, and thereafter its committee shall be appointed according to the provisions of the general law.

In all elections of officers of school districts, a majority of the votes cast shall be required to elect, unless otherwise expressly provided.

School societies organized under the act of 1855 which are not coextensive with the towns in which they are situated (i. e., are cities?) shall be and remain school districts of the towns, but without the jurisdiction of its school visitors.

Except that each shall annually choose, on the third Monday of September, instead of a district committee, a board of education consisting of six or nine persons, who shall be chosen by ballot, one-third to be chosen each year, to serve for three years and until others are elected in their places. That number of persons sufficient to fill the board who have the highest number of votes shall be elected. Said board shall have all the powers and be subject to all the duties of district committees, and shall also have the general superintendence of the public schools in the district and the management of its property; shall lodge all bonds, leases, notes, and other securities with the treasurer of said district, unless the same have been intrusted to others by the grantors or the general assembly; pay into the treasury of the district all moneys which they may receive for the support of schools; determine the number and qualifications of the scholars to be admitted into each school; supply the requisite number of qualified teachers; ascertain annually during the first two weeks of September the expense of maintaining the schools under their superintendence during the year ending the 31st day of the previous August, and report the same, with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday of September in each year; shall at the same time make a full report of their doings and the condition of such schools and all important matters concerning the same, and shall perform all lawful acts required of them by the district or necessary to carry into effect the powers and duties herein defined. In general, shall possess all the powers and be subject to all the duties granted and imposed on the school visitors of the town.

Town school committee.—Any town may abolish all the school districts and parts of school districts within its limits and assume and maintain control of the public schools therein, subject to such requirements and restrictions as are or may be imposed by the general assembly, and for this purpose every such town shall constitute one school district, having all the powers and duties of a school district, with the exceptions hereinafter stated.

All business relating to public schools in such towns shall be transacted at town meetings.

It shall also be the duty of the selectmen to call a special meeting of the town for the purpose of electing by ballot a school committee of the number determined upon at a special meeting held for that purpose, or, if such town shall at such meeting have failed to fix such number, of the number of six, nine, or twelve, as said selectmen may determine.

If the number of the committee to be elected shall be six or twelve, no per-

son shall vote for more than half that number; if the number shall be nine, no person shall vote for more than five; and the six, nine, or twelve persons, as the case may be, receiving at such election the highest number of votes shall be the school committee of said town for the respective terms as hereinafter provided.

The members of such committee so elected shall divide themselves into three equal classes, holding office, respectively, until the second, third, and fourth subsequent annual town elections of said town, at which elections, and every annual election subsequent to the last thereof, two, three, or four members, as the case may be, shall be elected by ballot for a term of three years, in the manner prescribed for the election of school visitors.

The school committee in such town shall have in general the powers and duties of district committees and boards of school visitors (*q. v.*).

Town high school committee.—Any town may choose, by ballot, a committee of not more than five residents of the town, who shall have all such powers and duties in relation to public high schools as are by law imposed upon district committees in relation to district schools.

Truant officers.—Every town and the mayor and aldermen of every city having truancy regulations shall annually appoint three or more persons, who alone shall be authorized to prosecute for violations thereof. The selectmen of a town may appoint committees of school districts and janitors of school buildings and other persons special truant officers. The police in the cities, and bailiffs, constables, sheriffs, etc., in their jurisdictions shall arrest all boys between 8 and 16 years of age who habitually wander about the streets or public places during school time, and may stop any boy under 16 years of age during such hours and ascertain whether he be a truant from school, and if he be shall send him to such school. [See also under Organization—State board.]

2. Teachers.

Appointment and qualifications.—Duties.—Preliminary training.—Meetings.

Appointment and qualifications.—See under Organization—School visitors.

No person elected to the office of school visitor or town committee shall be employed as teacher within his town.

No teacher of a public school shall be employed by school visitors, boards of education, district committees, town committees, or high school committees until he has received a certificate of approbation, signed by a majority of the board of school visitors, or by all the committee by them appointed;[1] nor shall any teacher be entitled to any wages, so far as the same are paid out of any public money appropriated to schools, unless he can produce such certificate, dated previous to the opening of his school.

The teacher of every public school shall keep and fill out the school register provided by the State, in the manner and form required, and deliver it at the close of each term to the school visitors; and no teacher shall be entitled to receive any pay unless such register shall have been so kept and filled out during the time for which any payment may be made.

The State board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this State, and such sum as the State board of education may in each year deem necessary for their support, not exceeding in any year $80,000, shall be annually paid therefor from the treasury of the State on the order of said board. But the board shall not expend any money for any normal school hereafter established until the town, city, or city school district in which it is located shall have agreed in writing with the board to furnish, and shall have furnished, schools in suitable and sufficient buildings in connection with the training department of the normal school. [The board may establish and maintain "model schools" in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.]

The number of pupils in each school shall be determined by the State board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to [any ?] normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this State.

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[1] May be examined by (*a*) State Board of Education, (*b*) school visitors, (*c*) boards of education, and (*d*) town committee.

The school visitors in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments to be received as pupils in said school. The State board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of them, and shall annually make to the governor a report, for transmission to the general assembly, of their condition.

Meetings.—See under Organization—State board of education.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—All parents and those who have the care of children shall bring them up in some honest and lawful calling or employment and instruct them or cause them to be instructed in reading, spelling, writing, English grammar, geography, and arithmetic, and every parent or other person having control of any child over 8 and under 16 years of age whose physical or mental condition is not such as to render its instruction inexpedient or impracticable, shall cause such child to attend a public day school regularly during the hours and terms while the public schools in the district wherein such child resides are in session or to elsewhere receive thorough instruction during said hours and terms in studies taught in public schools. But children over 14 years of age shall not be subject to the requirements of this section while lawfully employed to labor at home or elsewhere. But this section shall not be construed to exempt any child who is enrolled as a member of a school from any rule concerning regularity of attendance which has been enacted by the town school committee, board of visitors, or board of education having control of school.

Each week's failure on the part of any person to comply with the provisions of the preceding section shall be a distinct offense, punishable with a fine not exceeding $5. But said penalty shall not be incurred when it appears that the child is destitute of clothing suitable for attending school and the parent or person having control of such child is unable to provide such clothing, or its mental or physical condition is such as to render its instruction inexpedient or impracticable. All offenses concerning the same child shall be charged in separate counts, joined in one complaint. When a complaint contains more than one count, the court may give sentence on one or more counts and suspend sentence on the remaining counts. If at the end of twelve weeks from the date of the sentence it shall appear that the child concerned has attended school regularly during that time, then judgment on such remaining counts shall not be executed.

Attendance of children at a school other than public shall not be regarded as compliance with the provisions of the laws of the State requiring parents and other persons having control of children to cause them to attend school, unless the teachers or persons having control of such school shall keep a register of attendance in form and manner prescribed by the State board of education for the public schools, which register shall at all times during school hours be open to the inspection of the secretary and agents of the State board of education, and shall make such reports and returns concerning the school under their charge to the secretary of the State board of education as are required from the school visitors concerning the public schools, except that no report concerning expenses shall be required; and it shall be the duty of the secretary of the State board of education to furnish to the teachers or persons having charge of any school, on their request, such registers and blanks for returns as may be necessary for compliance with the provisions of this section.

No child under 14 years of age shall be employed in any mechanical, mercantile, or manufacturing establishment. Any person acting for himself or as agent in any way whatever of any mechanical, mercantile, or manufacturing establishment who shall employ or authorize or permit to be employed in such establishment any child in violation of the preceding section shall be fined not more than $60, and every week of such illegal employment shall be a distinct offense, provided that no person shall be punished under this section for the employment of any child when at the time of such employment the employer shall demand and thereafter during such employment keep on file the certificate of any town clerk, or of the teacher of the school where such child last attended, stating that such child is more than 13 years of age, or a like certificate of the parent or guardian of such child in such cases only where there is no record of the child's age in the

office of the town clerk and such child has not attended school in this State. Any parent or guardian who shall sign any certificate that his child or ward is more than 14 years of age when in fact such child or ward is under 14 years of age shall be fined not more than $60.

No child under 14 years of age who has resided in the United States nine months shall be employed to labor unless such child shall have attended a day school in which instruction has been regularly and thoroughly given in the branches of education required in the public schools during at least twelve weeks or sixty full school days of the twelve months next preceding any month in which such child shall be so employed nor unless six weeks at least of this attendance have been consecutive. Any person who shall employ a child contrary to the provisions of this section shall be fined not more than $60.

No person over 14 and under 16 years of age who can not read and write shall be employed in any town where evening schools are established unless he can produce, every school month of twenty days, a certificate from the teacher of an evening school showing that he has attended such school twenty consecutive evenings in current school year, and is a regular attendant. Any person who shall employ a child contrary to the provisions of this act shall be fined not more than $50.

It shall be the duty of every parent, or other person having control of a child under 14 years of age, to furnish the employer of such child a certificate signed by the teacher, school visitor, or committee of the school which the child attended, showing that the child has attended school as required by the preceding section. The employer of any such child shall require such certificate, shall keep it at his place of business during the time the child is in his employment, and shall show the same when demanded, during the usual business hours, to any school visitor of the town where the child is employed, or to the secretary or agent of the State board of education. Said certificate shall be evidence that the child has attended school as the law requires.

Any parent, or any person having control of a child, who, with intent to evade the provisions of this chapter, shall make any false statement concerning the age of such child, or the time such child has resided in the United States, or shall instruct such child to make any such false statement, shall be fined not more than $7 or be imprisoned not more than thirty days.

The school visitors in every town shall, once or more in every year, examine into the situation of the children employed in all its manufacturing establishments. and ascertain whether all the provisions of this chapter are duly observed, and report all violations thereof to one of the grand jurors of the town.

The selectmen, in every town, shall inspect the conduct of the heads of families, and if they find any who neglect the education of the children under their care, may admonish them to attend to their duty; and if they continue negligent, whereby the children grow rude, stubborn, and unruly, they shall, with the advice of a justice of the peace, take such children from those who have the charge of them, and bind them out to some proper master or to some charitable institution or society incorporated in this State for the care and instruction of such children, males till 21, and females till 18 years of age, that they may be properly educated and brought up in some lawful calling.

Each city and town may make regulations concerning habitual truants from school, and children between the ages of 7 and 16 years wandering about its streets or public places, having no lawful occupation, nor attending school, and growing up in ignorance; and such by-laws, also, respecting such children, as shall conduce to their welfare and to public order, imposing suitable penalties, not exceeeding $20 for any one breach thereof; but no such town by-laws shall be valid until approved by the superior court in any county.

Any boy arrested thrice for truancy, if not immediately returned to school, shall be taken before a judge of the criminal or police court or any justice of the peace, and if it appear that the boy is idle, vicious, and truant, he may be committed to a reformatory institution. Upon the request of the parent or guardian of any girl between 8 to 16 years of age a warrant may be issued for her arrest, and the facts appearing against her, she may be sent to a reformatory institution for girls.

Public schools shall be maintained for at least thirty-six weeks in every school district, and no town shall receive any money from the State treasury for any district unless the school therein has been kept during the time herein required, but no school need be maintained in any district in which the average attendance of persons at the school in said district during the preceding year, ending the 31st day of August, was less than eight. And said schools shall be open to all children over 4 years of age in the respective districts, without discrimination on account of race or color.

Character of instruction.—In the public schools shall be taught, by teachers found duly qualified by the school visitors or other legally qualified body, reading,

spelling, writing, English grammar, geography, and arithmetic, and such other studies, including training in manual arts and the principles of vocal and instrumental music, as may be prescribed by the board of school visitors.

In addition to the schools required by law in every town, any town may establish and maintain schools of a higher grade within its limits, and for such purpose purchase, receive, hold, and convey any property; build and repair schoolhouses; lay taxes, and make contracts and adopt regulations for the management of such schools.

Any town or school district may establish and maintain a kindergarten school, which any child over 3 and under 7 years of age, residing in such town or school district, may attend.

Every town may, and towns of 10,000 or more shall establish and maintain, in addition to the schools required by law, public evening schools for the instruction of persons over 14 years of age in such studies as may be prescribed by the board of school authorities of such town. Any town of fewer than 10,000 may establish such evening schools. [The pecuniary assistance given by State to evening schools is given under Finance.]

Text-books.—Any town, at its annual meeting, may direct its school visitors, or board of education, or town committee, to purchase at the expense of said town the text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as the school visitors or the board of education or town committee may prescribe.

Buildings.—No district shall be entitled to receive any money from the State or town unless it has a schoolhouse and outbuildings satisfactory to the board of school visitors.

No new schoolhouse shall be built except according to a plan approved by the board of school visitors and by the building committee of such district, nor at an expense exceeding the sum which the district may appropriate therefor.

The vote of two-thirds of those present and voting at a meeting of the district shall be necessary to fix or change the site of a schoolhouse; but if such two-thirds vote can not be obtained in favor of any site, the school visitors of any town adjoining the town or either of the towns in which such district is, on application of the district, shall, after conferring with the school visitors of the town or towns in which such district is situated, fix the site, and make return to the town clerk of the town in which such site is to be, and shall receive a reasonable compensation for their services from said district.

Any school district may take land which has been fixed upon as a site, or addition to a site, of a schoolhouse for a public school, and which is necessary for such purposes, and for necessary out buildings and convenient accommodations for its schools, upon paying to the owner just compensation.

Any person willfully injuring a schoolhouse or its appurtenances shall be fined $20 or imprisoned ninety days, or both. Any person who shall enter a place of instruction with criminal intent shall be imprisoned not more than four years.

No schoolhouse premises may be inclosed with barbed wire, nor, under penalty of $25–$100, display the flag or emblem of any foreign nation.

4. Finances.

Funds (permanent and special).—Taxation.

School fund of Connecticut.—The fund called the school fund shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the State, and for the equal benefit of all the people thereof. The value and amount of the fund shall, as soon as practicable, be ascertained in such manner as the general assembly may prescribe, be published, and recorded in the comptroller's office; and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools among the several school societies as justice and equity shall require. (Constitution of Connecticut.)

The income of the school fund which, after deducting all expenses attending its management, shall remain in the treasury on the 28th day of February in each year, and also $1.50 for every person between 4 and 16 years of age belonging to any school district, as ascertained from the last returns of the school visitors, shall annually, as soon as may be after said day, be divided and distributed by the comptroller among the several towns in proportion to the number of persons in each between the ages of 4 and 16 years, as ascertained from said returns; and he shall transmit the amount distributed to each town to its treasurer, on the application of its school visitors or of its school committee, if such town constitute but one

school district; but no such money shall be transmitted to any town until the comptroller shall have received from its school visitors or committee a certificate signed by them or their chairman and secretary, and substantially in the following form:

We, the school visitors of the town of ———, certify that the schools in said town have been kept for the period required by law during the year ending the 31st day of August last, by teachers duly examined and approved, and have been visited according to law; and that all moneys drawn from the public treasury by said town for said year appropriated to schooling have been faithfully applied and expended in paying for teachers' wages, and for no other purpose whatever.

Dated at ———, this —— day of ———, A. D. ——.

———— ————,
———— ————,
School Visitors.

To the COMPTROLLER.

Whenever it shall be found that the amount of income from the school fund is not sufficient to make a distribution of 75 cents for each enumerated child 4 to 16 years of age, it shall be the duty of the comptroller, upon the written request of the commissioner of the school fund, to draw upon the treasurer to an amount sufficient to make good the deficiency in the income of the school fund to meet the distribution of not less than 75 cents per capita required by law.

Town deposit fund.—The money received from the United States in pursuance of the act of Congress of 1836 shall be or remain deposited with the several towns which have received or shall agree to receive it, on the terms hereinafter specified, in the proportion established by law; and the treasurer shall deliver it to the agents of such towns as have not received it, on receiving receipts therefor signed by such agents and a certified copy of the vote of the town to receive its proportion of said money on the terms and conditions herein specified and appointing an agent to receive the same.

The condition on which any town shall receive its share of the said money shall be that it shall keep the money as a deposit in trust for the State, and account for the same when called for; and that until called for it shall appropriate the entire income thereof annually for the support of public schools therein.

Taxation.—The school visitors and selectmen in each town shall meet as a joint board in June annually and prepare a statement of the estimated cost of maintaining the public schools in the town, and shall immediately notify the committees of the several school districts of the amounts so fixed. They, as a joint board, shall also report the same fact to the town in annual meeting, and in October shall fix the amounts necessary to pay the teachers, for fuel and other incidental expenses of the schools in the town, and shall notify the districts of the several amounts so fixed. All taxes imposed by any school district shall be levied on the real estate situated therein and the ratable personal property of those persons who belong to said district at the time of laying such tax, and upon any manufacturing or mechanical business subject to taxation. This paragraph shall not apply to towns which have consolidated their school districts the estimates of school expenses of which are prepared by the town school committee and reported to the town meeting.

Local school authorities of places maintaining evening schools shall certify to the comptroller the average number of evening scholars, and the comptroller shall draw his order on the State treasurer to the sum of $2.25 for each scholar certified, provided the school has had sessions and the authorities have reported progress and condition to State board.

NEW YORK.

1. ORGANIZATION OF THE SYSTEM.

State superintendent of public instruction.—Deputy superintendent of public instruction.—Assistant superintendent of public instruction.—School commissioners.—District trustees and board of education.—Superintendent.—Attendance (truant) officers.

State superintendent of public instruction.—The State superintendent shall be elected by joint ballot of the senate and assembly on the second Wednesday of February next preceding the expiration of the term of the then incumbent of said office, and on the second Wednesday of February next after the occurrence of any vacancy in the office. The superintendent's office shall be in the capitol, and maintained at the expense of the State. His salary shall be $5,000 a year, payable monthly by the treasurer, on the warrant of the comptroller.

He may appoint clerks and employees, but the compensation of such clerks and

employees shall not exceed in the aggregate the sum annually appropriated by the legislature therefor, and shall be payable monthly by the treasurer, on the warrant of the comptroller and the certificate of the superintendent.

The seal of the superintendent, of which a description and impression are now on file in the office of the secretary of state, shall continue to be his official seal, and, when necessary, may be renewed from time to time. Copies of all papers deposited or filed in the superintendent's office, and of all acts, orders, and decisions made by him, and of the drafts or machine copies of his official letters, may be authenticated under the said seal, and when so authenticated shall be evidence equally with and in like manner as the original.

The superintendent shall be ex officio a trustee of Cornell University and of the New York State Asylum for Idiots, and a regent of the University of the State of New York. He shall also have general supervision over the State normal schools; and he shall provide for the education of the Indian children of the State, as required by this act. Beginning October, 1895, he shall, in cities of 10,000 or more, biennially have taken a census of persons 4–16, of illiterates 12–21, and of non-attendants at public schools because attending private schools or forced to work.

So often as he can, he shall visit such of the common schools of the State as he shall see fit and inquire into their course of instruction, management, and discipline, and advise and encourage the pupils, teachers, and officers thereof. He may appoint persons to perform this duty without remuneration.

He shall annually submit to the legislature a report containing a statement of the condition of the common schools of the State and of all other schools and institutions under his supervision and subject to his visitation as superintendent, estimates and accounts of expenditures of the school moneys, and a statement of the apportionment of school moneys made by him, all such matters relating to his office, and all such plans and suggestions for the improvement of the schools and the advancement of public instruction as he may deem expedient.

He may grant on examination a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning, and ability to teach any common school in the State, and shall be considered a legal license to teach without further examination. He may issue a certificate, without examination, to any graduate of a college or university who has had three years' experience as a teacher, and may revoke the same for cause: he may indorse a diploma issued by a State normal school or a certificate issued by a State superintendent or State board of education in any other State, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by State normal schools or by the State superintendent in this State; and he may issue temporary licenses to teach, limited to any school commissioner district or school district, for a period not exceeding six months. Upon cause shown, he may annul any certificate of qualification granted to a teacher by a school commissioner or diploma issued by a State normal school, and he may reconsider and reverse his action in any such matter. He shall prepare and keep in his office alphabetical lists of all persons who have received, or shall receive, certificates of qualification from himself, or diplomas of the State normal schools, with the dates thereof, and shall note any action regarding certificates or diplomas held by them thereon. He may remove a school commissioner or withhold any State money from a district for violation or neglect of duty. He shall prepare suitable registers, blanks, forms, instructions, etc., and transmit them to the persons for whom they are intended.

Deputy superintendent of public instruction.—The State superintendent shall appoint a deputy, who shall receive an annual salary of $4,000, payable monthly by the treasurer on the warrant of the comptroller; and in case of a vacancy in the office of superintendent the deputy may perform all the duties of the office until the day hereinbefore fixed for the commencement of the term of said office. In case the office of both superintendent and deputy shall be vacant, the governor shall appoint some person to perform the duties of the office until the superintendent shall be elected and his term of office commence, as hereinbefore provided.

Assistant State superintendents.—See under Schools—Attendance.

School commissioner.—A school commissioner for each school district shall be elected by the electors of the school commissioner districts every three years, a resident of the county of either sex being eligible. In case of vacancy, the office is filled by the county judge or, if there be no judge, by the State superintendent. His salary shall be $1,000, payable from the free-school fund, but the board of supervisors of the county may increase his salary by a majority vote, the increase to be raised by local taxation. He shall be allowed $200 for his expenses, to be also raised by taxation. He is removable by the State superintendent. His duties are:

1. To ascertain whether the boundaries of the school districts within his district

are definitely and plainly described in the records of the proper town clerks, and when found defective, indefinite, or disputed, to cause the same to be amended at the expense of the district or districts affected.

2. To examine all the schools and school districts within his district as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the schoolhouses, sites, outbuildings and appendages, and of the district generally; to examine the district libraries; to advise with and counsel the trustees and other officers of the district in relation to their duties, and particularly in respect to the construction, warming, and ventilation of schoolhouses and the improving and adorning of the school grounds connected therewith, and to recommend to the trustees and teachers the proper studies, discipline, and management of the schools and the course of instruction to be pursued.

3. Upon such examination to direct the trustees to make any alteration or repair on the schoolhouse or outbuildings necessary for the health or comfort of the pupils, not to exceed the sum of $200, unless an additional sum shall be voted by the district. He may also direct the trustee to make any alterations or repairs to school furniture when it is unfit for use or to be repaired and to provide sufficient furniture, not to exceed the sum of $100. He may also direct the trustees to abate any nuisance in or upon the premises. provided the same can be done at an expense not exceeding $25.

4. By an order under his hand, reciting the reason or reasons, to condemn a schoolhouse if he deems it wholly unfit for use and not worth repairing, and to deliver the order to the trustees, or one of them, and transmit a copy to the superintendent of public instruction. Such order, if no time for its taking effect be stated in it, shall take effect immediately. He shall also state what sum, not exceeding $800, will, in his opinion, be necessary to erect a schoolhouse capable of accommodating the children of the district. Immediately upon the receipt of said order the trustee or trustees of such district shall call a special meeting of the inhabitants of said district for the purpose of considering the question of building a schoolhouse therein. Such meeting shall have power to determine the size of said schoolhouse, the material to be used in its erection, and to vote a tax to build the same; but such meeting shall have no power to reduce the estimate made by the commissioner aforesaid by more than 25 per cent of such estimate. And where no tax for building such house shall have been voted by such district within thirty days from the time of holding the first meeting to consider the question, then it shall be the duty of the trustee or trustees of such district to contract for the building of a schoolhouse capable of accommodating the children of the district, and to levy a tax to pay for the same, not to exceed the sum estimated as necessary by the commissioner, and which shall not be less than such estimated sum by more than 25 per cent thereof. But such estimated sum may be increased by a vote of the inhabitants at any school meeting subsequently called and held according to law.

5. To examine, under such rules and regulations as have been or may be prescribed by the State superintendent, persons proposing to teach common schools within his district and not possessing the superintendent's certificate of qualification or a diploma of the State normal school, and to inquire into their moral fitness and capacity, and, if he find them qualified, to grant them certificates of qualification in the forms which are or may be prescribed by the superintendent.

6. To examine any charge affecting the moral character of any teacher within his district, first giving such teacher reasonable notice of the charge, and an opportunity to defend himself therefrom; and if he find the charge sustained, to annul the teacher's certificate, by whomsoever granted, and to declare him unfit to teach; and if the teacher held a certificate of the superintendent, or a diploma of the State normal school, to notify the superintendent forthwith of such annulment and declaration.

7. And, generally, to use his utmost influence and most strenuous exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interest of the schools under his supervision.

The commissioner may administer oaths relating to the public school affairs, and by direction of the State superintendent may subpœna witnesses. An appeal from his action may be carried to the State superintendent.

District trustees and board of education.—Each school commissioner subdivides the territory of his district into school districts, and the inhabitants of each subdivision entitled to vote shall elect by ballot one or three trustees—one retiring annually—a district clerk, and a district collector, and, if the district so determine,

a treasurer. The trustee or trustees of a district compose a board, vacancies to be filled at a special meeting of the district.[1] They call special meetings of the inhabitants; make out a tax list of every district tax voted by the district; purchase or lease sites for schoolhouses, and build and furnish them and hire rooms or buildings for school purposes and supply fuel and other incidentals, but the expense for furnishing and incidental running expenses shall not exceed $50 in any one year, unless authorized by the district; insure the buildings and furniture; employ teachers and fix their compensation and term of service, but not for fewer than ten weeks unless to fill a vacancy; establish rules for the government and discipline of the schools and the course of study to be pursued therein; see that the conditions of the school buildings are good hygienically; report to the district annually and to the school commissioner as follows: The duration of the term of schools, their expenditures for teachers' wages and for books and school apparatus, the number of children in the district schools and the sum of the days' attendance, the number of children 5 to 21 residing in the district, and the names of the parents or persons with whom they reside, the number of vaccinated children of school age, the amount of money paid for teachers' wages in addition to the public money paid therefor, the amount of taxes levied in said district for purchasing schoolhouse sites, for building, hiring, purchasing, repairing, and insuring such schoolhouses, for fuel, for school libraries, or for any other purpose allowed by law, and such other information as the superintendent may require.

Whenever 15 legal voters of one or more school districts shall sign a call, a meeting shall be held for the formation of a union free-school district. Such union district shall elect not fewer than three nor more than nine trustees, one-third of whom shall retire annually, called, collectively, the board of education. This board shall have in all respects the superintendence, management, and control of said union free schools, and power to establish in the same an academical department whenever, in their judgment, it is warranted, and shall possess all the powers and privileges and be subject to all the duties in respect to the common schools which the trustees of common (district) schools possess or are subject to.

Superintendent of cities and union free-school districts.—In an incorporated village having a population of 5,000 and upward, or in any union free-school district having a like population, the board of education may appoint a superintendent of schools having such powers and duties as the board may prescribe.

Attendance (truant) officers.—City and union free-school districts shall appoint and remove at pleasure one or more attendance officers, fix their compensation, and may make regular times, in conformity with the compulsory-education law, for the performance of their duties under the supervision of the local superintendent. if there be one.

2. Teachers.

Appointment and qualifications.—Duties.—Preliminary training.—Meetings.

Appointment and qualifications.—No teacher is a qualified one, within the meaning of this act, unless he possesses an unannulled diploma granted to him by the State normal school, or an unrevoked and unannulled certificate of qualification given to him by the superintendent of public instruction, or an unexpired certificate of qualification given to him by the school commissioner within whose district he is employed.

No person shall be qualified to teach who is under the age of 16 years, nor shall a person related to a trustee by blood or marriage be employed except by the approval of two-thirds of the voters at a district meeting, nor shall the trustees contract with a teacher for more than one year in advance. No part of the school moneys apportioned to a district can be applied or permitted to be applied to the payment of the wages of an unqualified teacher, nor can they or any part of them be collected by a district tax. Any trustee who applies, or directs, or consents to the application of any such money to the payment of an unqualified teacher's wages commits a misdemeanor. Teachers shall keep, prepare, and enter in the books provided for that purpose the school lists and accounts of attendance hereinafter mentioned, and shall be responsible for their safe-keeping and delivery to the clerk of the district at the close of their engagements or terms. Willful failure to attend an institute shall be sufficient cause for the revocation of the delinquent's license.

Preliminary training.—There shall be annually appropriated out of the income of the United States deposit fund the sum of $30,000, and out of the free-school

[1] Not more than one member of a family shall be a member of the same board of education in any school district.

fund the sum of $30,000, for the instruction of competent persons in academies and union schools in the science and practice of common-school teaching under a course to be prescribed by the State superintendent, the academies and union schools to be designated by him with reference to the school districts in each. Every academy or union school so designated shall instruct a class of not fewer than 10 nor more than 25 scholars, each of whom shall continue under instruction not fewer than sixteen weeks, unless excused for cause by the State superintendent, who shall prescribe the conditions of admission to the classes, the course of instruction, and the rules and regulations under which said instruction shall be given, and the number of classes which may be formed in any one year, and the length of time exceeding sixteen weeks, during which such instruction may be given. Instruction is free, and the trustees of the school are allowed $1 for each week's instruction of a scholar. The classes are subject to the visitation of the school commissioner.

[The 11 State normal schools of New York appear to have been organized by special acts under the general provisions of the act of April 7, 1866, the material features of which are as follows:

The governor, the lieutenant-governor, the secretary of state, the comptroller, the State treasurer, the attorney-general, and the superintendent of public instruction shall constitute a commission to receive proposals in writing in regard to the establishment of normal and training schools for the education and discipline of teachers in the common schools of this State from the board of supervisors of any county, from the corporate authority of any village or city, from the board of trustees of any college or academy, and from one or more individuals; but the number of proposals accepted shall not be more than four. Such proposals shall contain specifications for the purchase of lands and the erection thereon of suitable buildings for such schools, or for the appropriation of land and buildings for such use, also the furnishing of such schools and everything necessary to their support. The proposals may have in view either the grant and conveyance of such land and premises to the State, or the use of the same for a limited time and for the gift to the State of furniture, apparatus, etc., necessary to conduct such school.

If the proposals made by any board of supervisors, or by the corporate authorities of any city or village, shall be accepted, said board or corporate authorities shall have the power to raise, by tax, and expend the money necessary to carry the same into effect; and if in their judgment it shall be deemed expedient, they shall have power to borrow money for such purpose for any time not exceeding ten years, and at a rate of interest not exceeding 7 per cent, and issue the corporate bonds of said county, city, or village therefor.

When the said commission shall have accepted proposals it shall certify the same in writing, and then their power under this act in relation to such school shall cease, and thereupon the superintendent of public instruction shall appoint a local board, consisting of not less than 3 persons nor more than 13 persons who shall, respectively, hold their offices until removed by the concurrent action of the chancellor of the university and the superintendent of public instruction, and who shall have the immediate supervision and management of such school, subject, however, to his general supervision and to his direction in all things pertaining to the school. It shall be the duty of such board to make rules and regulations for the government of such schools, subject to the approval of the superintendent of public instruction. They shall also severally transmit through him, and subject to his approval, a report to the legislature on the 1st day of January in each year, showing the condition of the school under their charge during the year next preceding, and which report shall be in such form and contain such an account of their acts and doings as the superintendent shall direct, including especially an account in detail of their receipts and expenditures, which shall be duly verified by the oath or affirmation of their chairman and secretary.

The sum of $12,000 shall be annually appropriated for the support of each normal school payable out of the common-school fund.]

Meetings.—The State superintendent shall annually appoint a teachers' institute once in each year in each school commissioner's district for the benefit and instruction of the teachers in the public schools and intending teachers, with special reference to the presentation of subjects relating to the principles of education and methods of instruction in the various branches of study pursued in the schools. He shall also fix the duration of the institute and the number and compensation of its instructors. The school commissioner shall notify all school officers, teachers, and candidates for teacher's certificate of the time and place of the institute and assist the conductor, and he has the right, when appointed, to hold an institute in any school building without expense to the State beyond allowance

for janitor's fees and lights and fuel. During the duration of an institute all the schools of a district shall be closed. Union school districts of 5,000, employing a superintendent, may close or not. There shall be annually appropriated out of the free-school fund the sum of $30,000 for the maintenance of teachers' institutes. There is a law allowing a town at its annual meeting to pension teachers who have served 25 years continuously. The provisions of this law will appear in a chapter on "Pensions for Teachers," in the next report of this Bureau.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Common schools shall be free to all 5 to 21 years of age, but children 4 years of age or more shall be admitted to kindergartens. Cities, incorporated villages, and union and special districts may establish separate schools for the instruction of colored youth 5 to 20 years of age.

Every child between 8 and 16 years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common-school branches of reading, spelling, writing, arithmetic, English grammar, and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a public school, as follows:

Every child between 14 and 16 years of age not regularly and lawfully engaged in any useful employment or service, and every child between 8 and 12 years of age, shall so attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public school of the district or city in which such child resides shall be in session.

Every child between 12 and 14 years of age shall attend upon instruction during said period at least eighty consecutive secular days, unless sickness, holidays, or vacations prevent, and absence for sickness, holidays, or vacations shall not be counted as part of said eighty days. In addition to the said eighty days, every such child shall attend upon instruction every school day when not regularly and lawfully engaged in any useful employment or service, unless prevented by sickness or just cause.

If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to that given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day as are required of children of like age at public schools, and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required than is allowed in such public school to children of like age; but occasional absences from such attendance, not amounting to irregular attendance, shall be allowed upon such excuses only as would be allowed in like cases in such public school.

The teacher of every school shall keep an accurate record of the attendance of all children between 8 and 16 years of age, showing such attendance each day by the year, month, day of the month, and day of the week, and the number of hours in each day thereof; and each teacher upon whose instruction any such child shall attend elsewhere than at a public school shall keep a like record of such attendance.

Such record shall at all times be open to the attendance officers or other persons duly authorized by the school authorities [this term means the trustees or board of education or corresponding officers, whether one or more, by whatever name known, of a city union free school district, common-school district, or school district created by special law] of the city or district, who may inspect or copy the same; and every such teacher shall fully answer all pertinent and reasonable inquiries made by such school authorities, inspectors, or other persons; and a willful neglect or refusal so to answer any such inquiry shall be a misdemeanor.

Every person in parental relation to any child [this term means and includes the parents, guardians, and other persons, one or more, having the care, custody, or control of such child] between 8 and 16 years of age, in proper physical and mental condition to attend school, shall cause such child to so as aforesaid attend upon instruction, or shall give notice to the school authorities of his or her city or district of his or her inability so to do. Any violation of the foregoing provisions shall be a misdemeanor, punishable for the first offense by a fine not exceeding $5, and for each subsequent offense by a fine not exceeding $50, or by imprisonment not exceeding thirty days, or both such fine and imprisonment.

Courts of special sessions shall, subject to removal as provided in sections 57 and 58 of the code of criminal procedure, have exclusive jurisdiction in the first instance to hear, try, and determine charges of violations of the foregoing provisions within their respective jurisdictions.

It shall be unlawful for any person, firm, or corporation to employ any child between the ages of 8 and 12 years in any business or service whatever during any part of the term during which the public schools of the district in which the child resides are in session, or to employ any child between 12 and 14 years of age who does not, at the time of such employment, present a certificate signed by the superintendent of schools of the city or district in which the child resides, or, where there is no superintendent, by such other officer as the school authorities may designate, certifying that such child has complied with the law relating to attendance at school during the school year between September and July then current; and any person, firm, or corporation who shall employ any child contrary to the foregoing provisions shall, for each offense, forfeit and pay to the treasurer of the city or village, or to the supervisor of the town in which such offense shall occur, a penalty of $50, the same, when paid, to be added to the public-school moneys of the city, village, or district in which the offense occurred.

The attendance officer may arrest without warrant any child between 8 and 16 years of age found away from his or her home, and who is a truant from instruction upon which he or she is lawfully required to attend, within the city or district of such attendance officer. He shall forthwith deliver a child so arrested either to the custody of a person in parental relation to the child or of a teacher from whom such child is then a truant; or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school, as provided in section 9 of said law. The attendance officer shall promptly report such arrest and the disposition made by him of such child to the school authorities of his city or district, or to such person as they may direct.

The school authorities of a city or union free school district may establish schools or set apart separate rooms in public school buildings for children between 7 and 16 years of age who are habitual truants from instruction which they are lawfully required to attend, or who are insubordinate or disorderly during their attendance upon instruction or irregular in such attendance. Such school or room shall be known as a truant school, but no person convicted of crimes or misdemeanors other than truancy shall be committed thereto. Such authorities may provide for the confinement, maintenance, and instruction of such children in such schools, and may, after reasonable notice to such child and the persons in parental relation to such child, order such child to attend such school or to be confined and maintained therein for such period and under such rules and regulations as such authorities may prescribe, not exceeding the remainder of the school year, or may order such child to be confined and maintained during such period in any private school, orphans' home, or similar institution controlled by persons of the same religious faith as the persons in parental relation to such child, and which is willing and able to receive, confine, and maintain such child, upon such terms as to compensation as may be agreed upon between such authorities and such private school, orphans' home, or similar institution. If the persons in parental relation to such child shall not consent to either of such orders, such conduct of the child shall be deemed disorderly conduct, and the child may be proceeded against as a disorderly person, and if, upon conviction, the child was lawfully required to attend a public school, the child shall be sentenced to be confined and maintained in such truant school for the remainder of the current school year, or if such child was lawfully required to attend upon instruction otherwise than at a public school, the child may be sentenced to be confined and maintained for the balance of such school year in such private school, orphans' home, or other similar instruction, if there be one, controlled by persons of the same religious faith as the persons in parental relation to such child, which is willing and able to receive, confine, and maintain such a child for a reasonable compensation, which shall be a charge against the city or district. Such confinement shall be conducted with a view to the improvement and to the restoration, as soon as practicable, of such child to the institution elsewhere upon which he or she may be lawfully required to attend. Every child suspended from attendance upon instruction by the authorities in charge of furnishing such instruction for more than one week shall be required to attend such truant school during the period of such suspension.

The school authorities of any city or school district not having a truant school may contract with any other city or district or county having a truant school for the confinement, maintenance, and instruction therein of children whom such school authorities might require to attend a truant school if there were one in their own city or district. Industrial training shall be furnished in every such truant school.

The State superintendent of public instruction has the power to employ assistants. It shall be the duty of such assistants to make investigation and to report to said State superintendent under his instructions the extent to which said

compulsory-education law is complied with in the cities and school districts, and perform such other duties as may be required.

The State superintendent has the power to withhold one-half of all public-school moneys from any city or school district which in his judgment willfully omits and refuses to enforce the provisions of said compulsory-education law, after due notice, so often and so long as such willful omission and refusal shall in his judgment continue; but whenever the provisions of said law have been complied with, all moneys so withheld by the State superintendent shall be paid over by him to such city or school district. Twelve thousand dollars are appropriated to carry out the foregoing provisions regarding attendance.

Character of instruction.—The course of study is fixed by district trustees and boards of education. The injurious effects of stimulants and narcotics must be taught, and every child, by the compulsory education act to take effect January 1, 1895, shall regularly attend instruction at a school in which at least the common-school branches of reading, spelling, writing, arithmetic, English grammar, and geography are taught, if attending other than a public school. An academical department may be established in a union free-school district. Local boards may establish departments for industrial training and for teaching and illustrating the manual or industrial arts and the principles underlying the same, and to erect, equip, and officer such shops as shall be necessary. The board of education or other body having supervision of the public schools in any city or union district may establish free evening schools for instruction in industrial drawing whenever the city authorities or qualified electors shall so direct. Vocal music may be introduced in the normal schools, teachers' institutes, and into union districts and cities, and drawing must be. Kindergartens may, in counties having fewer than 1,000,000 inhabitants, be established, the teachers being considered teachers of the public schools.

Text-books.—The boards of education or such bodies as perform the functions of such boards in the several cities, villages, and union free-school districts of this State shall have power and it shall be their duty to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the common-school districts in the State the text-books to be used in the schools therein shall be designated at the first annual school meeting held after the passage of this act by a two-thirds vote of all the legal voters present and voting at such school meeting.

When a text-book shall have been adopted for use in any of the public or common schools, it shall not be lawful to supersede the text-book so adopted by any other book within a period of five years from the time of such adoption, except upon a three-fourths vote of the board of education, or of such body as perform the function of such board, where such board has made the designation, or upon a three-fourths vote of the legal voters present and voting at the annual school meeting in any other school district.

Any person or persons violating any of the provisions of this act shall be liable to a penalty of not less than $50 nor more than $100 for every such violation, to be sued for by any taxpayer of the school district and recovered before any justice of the peace, said fine, when collected, to be paid to the collector or treasurer for the benefit of said school district.

Buildings.—District trustees and boards of education have the custody of school buildings, the sites for which are purchased and the buildings erected by them when they are authorized thereto by the district. [See Organization; School commissioner.]

The flag of the United States shall be displayed upon or near every school building at the expense of the district.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—[There is a United States deposit fund which is the original sum of $4,014,520.17 received in virtue of the act of Congress approved June 15, 1837. From the beginning $28,000 of the income were given annually to academies, and after 1846 $25,000 were annually added to the "common-school fund," and, at date, $30,000 are given to academies for the support of teachers' training classes. Of the remaining portion of the income from 1838, $55,000 a year have been given to school district libraries, except during sixteen years, when only $50,000 were granted. The principal is loaned through the district commissioners, about one-half being invested in that way, the other portion being invested in bonds of the United States or bonds guarantied by them. The second fund is the "common-school fund," which amounted in 1893 to $4,373,140, the income of which is given to aid the elementary schools. The "free-school fund"

is the tax levied by the State each year for school purposes. There is also a "literary fund" of $284,201, the income of which is given to "academies." The United States deposit fund and the literary fund are under the charge of the Board of Regents of the University of New York.]

Taxation.—There shall be raised by tax in each year upon the real and personal estate of each county within the State such sum as the legislature shall annually determine necessary for the support of common schools in the State, and the proceeds of such tax shall be apportioned and distributed as herein provided.

The moneys so raised shall be paid into the State treasury. On the first working day of each month the treasurer shall make to the superintendent of public instruction a written statement of the condition of the free-school fund. No such money shall be paid out of the treasury except upon such warrant of the superintendent, countersigned by the comptroller, referring to the law under which it is drawn. Until satisfactory evidence shall be furnished the comptroller that all moneys required by law to be raised by taxation upon a county for the support of schools throughout the State have been collected and paid or accounted for to the State treasurer, he may withhold payment; and whenever, after the 1st day of March in any year, in consequence of the failure of any county to pay such moneys on or before that day, there shall be a deficiency of moneys in the treasury applicable to the payment of school moneys, to which any other county may be entitled, the treasurer and superintendent of public instruction are hereby authorized to make a temporary loan of the amount so deficient, and such loan, and the interest at the rate of 12 per cent per annum, shall be a charge upon the county in default, and shall be added to the amount of State tax, and levied upon such county by the board of supervisors thereof at the next ensuing assessment.

The moneys raised by the State tax or borrowed as aforesaid to supply a deficiency thereof, and such portion of the income of the United States deposit fund as shall be appropriated, and the income of the common-school fund, when the same are appropriated to the support of common schools, constitute the State school moneys, and shall be divided and apportioned by the superintendent of public instruction on or before the 20th day of January in each year as hereinafter provided; and all moneys so apportioned, except the library moneys, shall be applied exclusively to the payment of teachers' wages. He shall apportion and set apart from the free-school fund appropriated therefor the amounts required to pay the annual salaries of the school commissioners elected or elective under this act, to be drawn out of the treasury and paid to the several commissioners as hereinafter provided; and he shall also apportion to each of the cities of the State, and to each of the incorporated villages of the State having a population of 5,000 and upward, and to each union free-school district having a like population, which employs a superintendent of schools, out of the income of the said fund, and if insufficient, the deficiency out of the free-school fund so appropriated, the sum of $800; and in case any city is entitled to more than one member of assembly, according to the unit of representation adopted by the legislature, $500 for each additional member of assembly, to be expended according to law for the support of the public schools of the city. But the superintendent shall make no allotment to any city or district for the expenses of a superintendent unless satisfied that such city, village, or district employs a competent person as superintendent, whose time is exclusively devoted to the general supervision of the public schools of said city, village, or district; nor shall he make any allotment to any district in the first instance without first causing an enumeration of the inhabitants thereof to be made which shall show the population thereof to be at least 5,000, the expense of which enumeration, as certified by said State superintendent, shall be paid by the district in whose interest it is made. He shall then set apart from the income of the United States deposit fund for and as library moneys such sums as the legislature shall appropriate for that purpose. He shall also set apart from the free-school fund a sum not exceeding $4,000 for a contingent fund. He shall then set apart and apportion, for and on account of the Indian schools under his supervision, a sum which will be equitably equivalent to their proportion of the State school money, upon the basis of distribution established by this act, such sum to be wholly payable out of the proceeds of the State tax for the support of common schools. After deducting the said amounts he shall divide the remainder of the State school moneys into two parts, and shall apportion them as follows:

He shall apportion such remainder equally among the school districts and cities from which reports shall have been received in accordance with law, as follows: Making the distributive portion or each district quota $100. To entitle a district to a distributive portion or district quota, a qualified teacher, or successive qualified teachers, must have actually taught the common school of the district for at least the term of time hereinafter mentioned during the last preceding school year. For every additional qualified teacher and his successors who shall have

actually taught in said school during the whole of said term the district shall be entitled to another distributive quota; but pupils employed as monitors, or otherwise, shall not be deemed teachers. The aforementioned term shall be during every school year, shall be one hundred and sixty days of school, inclusive of legal holidays that may occur during the term of said schools, and exclusive of Saturday. No Saturday shall be counted as part of said one hundred and sixty days of school, and no school shall be in session on a legal holiday.

Having so apportioned and distributed the said district quota as specified in section 6 of this act, the superintendent shall apportion the remainder of said State school moneys, and also the library moneys separately, among the counties of the State according to their respective population, excluding Indians residing on their reservations, as the same shall appear from the last preceding State or United States census; but as to counties in which are situated cities having special school acts, he shall apportion to each city the part to which it shall so appear entitled, and to the residue of the county the part to which it shall appear to be so entitled. If the census according to which the apportionment shall be made does not show the sum of the population of any county or city, the superintendent shall, by the best evidence he can procure, ascertain and determine the population of such county or city at the time the census was taken, and make his apportionment accordingly.

Whenever any school district shall have been excluded from participation in any apportionment made by the superintendent, or by the school commissioners, by reason of its having omitted to make any report required by law, or to comply with any other provision of law, or with any rule or regulation made by the superintendent under the authority of law, and it shall be shown to the superintendent that such omission was accidental or excusable, he may, upon the application of such district, make to it an equitable allowance; and if the apportionment was made by himself, cause it to be paid out of the contingent fund; and if the apportionment was made by the commissioners, direct them to apportion such allowance to it at their next annual apportionment, in addition to any apportionment to which it may then be entitled. And the superintendent may, in his discretion, upon the recommendation of the school commissioner having jurisdiction over the district in default, direct that the money so equitably apportioned shall be paid in satisfaction of teachers' wages earned. The school commissioners of the county shall distribute the sums appropriated from the State treasury and certify to the supervisor (or treasurer of the school district) of each town the amount of money apportioned to it and who disbursed the money.

Local taxes are voted by the district in meeting. These taxes are as follows: To purchase sites and build schoolhouses or to hire buildings or rooms, and to repair and furnish and meet the incidental expenses of maintaining same; to purchase maps, globes, blackboards, and other apparatus, and purchase text-books and other supplies, not to exceed $25 in any one year; to establish a school library, purchase the books to increase it and a case to hold it; to supply deficiencies from noncollections and embezzlements; to insure the buildings; to pay deficiencies in teachers' wages after the public (State) money has been exhausted; to satisfy judgments of record. [See Organization; School commissioner.]

NEW JERSEY.[1]

1. Organization of the System.

State board of education.—Trustees of the school fund.—State superintendent of public instruction.—State board of examiners.—County superintendent.—County board of examiners.—School trustees or boards.—City boards of examiners.—City superintendent.—Truant officers.

State board of education.—The general supervision and control of public instruction shall be vested in a State board of education, consisting of the trustees of the school fund and eight members, who shall be appointed by the governor, one from each Congressional district, by and with the advice of the senate. Not more than four members of the board shall be of same political party. Their term of office shall be five years. The board has control of the State normal school and of the New Jersey School for Deaf-Mutes, and is charged with the following duties: To frame by-laws for their own government and to prescribe and cause to be enforced all rules and regulations necessary for carrying into effect the school laws; to recommend to the legislature additions and amendments to the laws in

[1] As this digest goes through the press, the law abolishing the old district system has been used. It may happen that other late changes in the law have escaped notice.

order to perfect the school system; to appoint the county superintendents; to prescribe rules and regulations for holding teachers' institutes; to authorize the payment of the incidental expenses incurred by State superintendent in the performance of his duty; and to decide appeals from that officer's decisions, and to report annually to the legislature.

The members shall receive no compensation beyond necessary expenses.

Trustees of the school fund.—See under Finances.

State superintendent of public instruction.—The State superintendent shall be appointed by the governor, by and with the advice and consent of the senate, for three years, and shall receive an annual salary of $3,000, to be paid out of the school fund, and may be reappointed. His duties are to carry out the instructions of the State board and enforce them. He shall be ex officio secretary of the board, president of the State association of school superintendents, and a member of the State board of examiners and of all county and city boards of examiners. He shall have the supervision of all the schools of the State receiving any part of the State appropriation and shall be the legal adviser and assistant of the county superintendents, and shall from time to time issue circular letters to them on topics of moment. He shall apportion to the counties the State school moneys and withhold from or through the county superintendent or board of trustees or other school officer the State appropriation due to any officer, district, or teacher until the delinquent has complied with the law in every particular, including the keeping of school for nine months during the year immediately preceding that for which payment is demanded. He shall have printed and shall distribute suitable forms for the record of school business and reports, decide controversies arising under the school laws, preserve such books, apparatus, plans, etc., likely to interest teachers as he may secure, without expense to the State, file all school reports of the State and others, and shall keep a record of his acts, provide a seal, annually report to the State board concerning the condition of the educational interests of the State, with such statistical tables as may be of interest and such suggestions as he may deem expedient. He may also have prepared and printed in convenient form a set of plans for the construction of schoolhouses, to be furnished to school officers, at an expense to the State of $500.

State board of examiners.—The State board of examiners shall consist of the State superintendent of public instruction and the principal of the State normal school. Its duty is to hold examinations of teachers, grant State certificates or revoke the same under such rules and regulations as the State board of education may prescribe, entitling the holder to teach without further examination in any part of the State according to its provisions as to duration and grade.

State superintendent of school census.—The State board shall have an annual census taken of the children in the State 5 to 18, and is empowered to designate a superintendent of schools, whose term shall be five years, and his compensation and assistants shall be fixed by it; the superintendent, under the approval of the board, to appoint enumerators, to take and make rules and regulations for governing the taking of the census, furnish books and other stationery. The enumerators shall be paid 5 cents for each name obtained.

County superintendent.—The State board shall appoint a person of suitable attainments to be the county superintendent of the public schools for three years, unless removed for cause, at a compensation of 12½ cents for each child in the county 5 to 18 years of age, provided that he shall not receive less than $800 nor more than $1,300, that the salary of a superintendent having 50 or more district schools to visit shall not be less than $1,000, and that the children in any city or town having a school superintendent shall not be included in fixing the compensation of the county superintendent. He is also allowed his traveling expenses.

He shall issue orders on the county collector in favor of each township collector and city treasurer for the portion of the State appropriation to which each township or city is entitled, examine and license teachers, provide for graded schools, and discharge other duties of general supervision and superintendence over the public schools.

He shall appoint trustees in any district which fails to elect them, and fill vacancies and appoint the first trustees of a district. He shall have power to withhold that part of the State appropriation derived from the revenue of the State from any district in which the inhabitants fail to provide a suitable school building and outhouse.

County board of examiners.—There shall be in each county a county board of examiners, which shall be composed of the county superintendent and a number of teachers holding a State or a first-grade county certificate, not to exceed three, to be appointed by him annually, their compensation not to exceed $10 for each of the three or fewer meetings of the board and traveling expenses.

School trustees or boards of education.—Each township shall be one school district but each city, borough, and incorporated town containing 400 or more children 5 to 18 years of age shall be a school district, separate and distinct from the township school district. The boards of education of any two adjoining school districts may accommodate the boundary to the best interests of the schools. The portion of any school district annexed for all school purposes and the property included shall become a part of the taxing district to which it is annexed for school purposes only. The school trustees shall be a corporate body designated as the board of education of the township, city, borough, etc., as the case may be.

Each board of trustees shall annually elect one of their number district clerk, who shall record the acts of the board, keep the school building in repair and supplied with fuel and blackboard crayons. The board's duties are to employ and dismiss teachers, janitors, mechanics, and laborers, and to fix, alter, allow, and pay their salaries and compensation; make rules and regulations for the government of teachers and pupils; to erect, repair or improve, rent, furnish, and insure school buildings, and purchase, lease, mortgage, or sell school lots, or schoolhouses; to borrow money, with or without mortgage, and to raise money by taxation for the forementioned purpose, provided authorized by the district by vote; in connection with the county superintendent to prescribe the course of study and a uniform series of text-books; to suspend or expel pupils; to provide text-books and other necessary school supplies; to require every teacher to keep a register; to call special meeting of voters; to permit schoolhouse to be used for other than school purposes; to make annual report to county superintendent, and to take school census.

In every township, city, town, borough, or other municipality, not divided into wards, there shall be a school board consisting of nine (or five or three) trustees, three to retire each year. In townships, cities, towns, boroughs, or other municipalities divided into wards the school board shall consist of two trustees from each ward, one to retire biennially. In every city governed by special laws there may be a city board of examiners, appointed by the board of education. In every city of 50,000 or more a board of education shall be composed of and controlled by eight commissioners, known as the commissioners of public instruction, appointed for two years by the mayor, and not more than one-half to be of the same political party. They have the powers granted boards of education, school trustees, etc.

City superintendent.—Any board of education of the cities of a population of 50,000 or more may appoint a city superintendent of schools, define his duties, and fix his term of office, not to exceed three years, and his compensation, which shall not be changed during his term of office.

Truant officers.—In cities having a duly organized police force it shall be the duty of the police authority to detail one or more members of said force to assist in the enforcement of compulsory attendance, and in districts having no regular police force subject to this act it shall be the duty of the board of education, or the school district officers to designate one or more constables of said city, township, or village, whose duty it shall be to assist in the enforcement of this act. Persons charged with the above-specified duty shall be called truant officers, and their compensation shall be fixed by the board of education.

2. Teachers.

Appointment and qualifications.—Duties.—Preliminary training.—Meetings.

Appointment and qualifications.—No teacher shall be entitled to pay unless the holder of a legal certificate.

The qualifications of teachers are ascertained by the State board of examiners, county boards of examiners, city boards of examiners, and county superintendents. Teachers are employed by boards of trustees.

The State board of examiners may indorse the diploma of a normal school or training college or the permanent certificate issued by a State superintendent or board of examiners of another State. State examinations shall be for certificates of three grades. Candidates for the third grade county certificate are not to be less than 18 years old. No experience in teaching will be required; they will be examined in orthography, reading, penmanship, geography, arithmetic, English grammar, and the theory and practice of teaching; the certificate will remain in force for one year from date and entitles to teach in an ungraded school or in a primary school or department in the county. This certificate shall not be issued more than twice to the same person. Candidates for the second grade certificate are not to be less than 19 years old, with an experience in teaching of not less than one year; the subjects are the same as for the third grade certificates, with the addition of English composition, physiology, the history of the United States, and

bookkeeping, and continues in force for three years and entitles to teach in any grade of a grammar school in the county. Candidates for a first grade certificate are not to be less than 20 years old, with an experience in teaching of not less than two years. The examination is upon the same subjects as the second grade, with the addition of algebra, physics, history of education, the Constitution of the United States, and the school law of New Jersey; it continues in force five years and is valid for any school or department in the county and may be renewable. Candidates for the third grade State certificate must be 20 years of age, no experience in teaching is required, and must pass in the subjects required in the examination for third grade county certificate, with physiology, plane and solid geometry, chemistry, geology, botany, and free-hand drawing: the certificate remains in force seven years from date and licenses to teach in any school of the State, and is renewable without reexamination; the second grade certificate, issued for ten years, requires in addition the philosophy of education and the principles of manual training and physical culture, 22 years passed and two years of teaching, and the first grade 25 years passed and five years of teaching. Graduates of the State normal school who have completed two years' course shall be entitled to a third grade State certificate and those completing the three years' course to a second grade. [Rules and regulations of the State board.]

Every teacher shall keep a school register and may not receive pay until it has been exhibited to proper officer; shall have power to hold every pupil accountable in school for disorderly conduct, on the way to or from school or on the play grounds, and to suspend pupil for good cause, but no teacher shall inflict or cause to be inflicted any corporal punishment upon any pupil.

Preliminary training.—There shall be a normal school for the training and education of teachers in the art of instructing and governing the common schools of this State, under the entire management and control of the State board of education. Each county shall be entitled to six times as many pupils in the school as it has representatives in the legislature. Applicants for admission must sign a written declaration that in seeking admission to the school their object is to qualify themselves for teaching the public schools in the State during at least two years or otherwise to pay the cost of tuition. A model school may be maintained in which the modes of instruction and discipline inculcated in the normal school are exemplified, and in which pupils may be prepared for the normal school.

Meetings.—For the purpose of defraying the expenses of teachers' institutes there may be paid annually to the State superintendent out of the income of the school fund $100 to each teachers' institute in any county or to a joint county institute.

The county and city superintendents shall form the "State Association of School Superintendents," which shall meet annually. The board of district trustees shall in each township form an association, which shall convene on call of county superintendent to hear suggestions and communications regarding the management of the public school.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—No child between the ages of 5 and 18 years shall be excluded from any public school on account of religion, nationality, or color. Schools shall be kept nine months.

All parents and those who have the care of children shall instruct them or cause them to be instructed in spelling, reading, writing, English grammar, geography, and arithmetic; and every parent, guardian, or other person having control and charge of any child between the ages of 7 and 12 years shall be required to send it to public day school for a period of at least twenty weeks in each year. Eight weeks of such attendance at least shall be consecutive, unless such child is excused from attendance by the board of the school district in which the parent or guardian resides upon its being shown to the board's satisfaction that the bodily or mental condition of the child has been such as to prevent its attendance at school, or that the child is taught in a private school or at home by some qualified person in such branches as are usually taught in elementary schools. No child under the age of 15 years shall be employed by any company or corporation to labor in any business, unless such child shall have attended within twelve months immediately preceding such employment some public day or night school or some well-recognized private school, such attendance to be for five days or evenings every week during a period of at least twelve consecutive weeks as far as the arrangement of the school terms will admit. Any child between the ages of 12 and 16 years must,

when temporarily discharged by his employer for the purpose, attend school for the period for which temporarily discharged, unless excused by the inspectors of factories and workshops for legalized reasons. Failure to comply with the foregoing provisions shall be a misdemeanor punishable by a fine of $10 to $25 or imprisonment for not less than one month nor more than three.

All children who are habitual truants, or are as scholars incorrigible, or are vagabonds, shall be deemed juvenile disorderly persons and are subject to the provisions of the compulsory attendance act, and it is the duty of the truant officers to examine into all such cases when requested to do so by the school board or factory and workshop inspectory and warn the delinquent parent or guardian of the consequence. If the parent or guardian be recalcitrant, the truant officer shall complain of him to any court of competent jurisdiction in the school district, where he may be fined or compelled to give bond for the performance of his duty.

The foregoing provisions are not to operate in those school districts of the State where accommodations are insufficient.

The trustees of a school district may pay 50 cents to have a child vaccinated, the indigent parents consenting.

No boy under the age of 12 nor girl under 14 shall be employed in any factory, workshop, mine, or establishment where the manufacture of any goods whatever is carried on. Nor shall any child between 12 and 15 years of age be so employed unless it has attended some public day or night school within twelve months immediately preceding, or some well-recognized private school, such attendance to be for five days or evenings every week during a period of twelve consecutive weeks, which may be divided into two terms of six consecutive weeks each so far as the arrangement of school terms will permit. Every employer guilty of violating the foregoing provision shall be liable to a penalty of $50 for each offense. The governor shall appoint, with the advice and consent of the senate, some suitable person, who shall be a resident and citizen of the State, as inspector, at a salary of $1,200 a year, for a term of three years, whose duty it shall be to visit the factories, workshops, mines, and other establishments in the State and note violations of the foregoing provisions in regard to the employment of children.

Character of instruction.—All persons are required to instruct or to have instructed their children or wards in spelling, reading, writing, English grammar, geography, and arithmetic. [The subjects upon which teachers are examined (see also Organization, School trustees) may be regarded as indicating the permitted studies of the public schools.] Evening schools are established, and any board of school trustees or board of education which notifies the State superintendent that not fewer than $500 have been raised by special district tax for the establishment of a school or schools for manual training or for the purpose of adding manual training to the course of instruction now pursued in the school or schools of such district shall be entitled to an equal sum from the State, and so on for each year the instruction in manual training is maintained, provided the State board approves the character of instruction or the sum appropriated from the State school fund does not exceed $5,000. Whenever the local school authority certifies that $3,000 have been raised by subscription for the purpose of introducing industrial education, it shall be the duty of the governor to appropriate an equal sum, provided such appropriation shall not exceed $5,000 in any one year, and any city, town, or township is authorized to tax itself for the support of such instruction. There shall be a board of trustees for each of such schools, of which the governor is ex officio president. No religious service or form of any kind, except reading the Bible and repeating the Lord's Prayer, shall be permitted in any public school.

Text-books.—The trustees of all public schools are authorized to provide such text-books and other school supplies as shall, pursuant to existing law, be approved by the county superintendent and such boards of trustees, and supply the same free to the use of the pupils in said schools, provided that when any pupil shall lose, deface, or destroy any book supplied to such pupil under the provisions of this act the parents or guardians of such pupil shall replace such book so lost, defaced, or destroyed, or shall be liable to damages. The payment of such text-book and supplies shall be provided by special district tax.

Buildings.—Before any district may receive money from the State it must have provided a suitable school building and outhouses, the doors of the building proper to open outward if more than one story high. Land for schoolhouse sites may be condemned. The State superintendent shall furnish a work containing plans and specifications for the erection of school buildings to be furnished to local school officers. Anyone defacing or injuring a school building or any of its appurtenances shall be considered a disorderly person and may be arrested. The national flag shall be displayed upon or near all schoolhouses during the session of the school.

4. Finances.

Funds (permanent and special).—Taxation.

Funds.—The governor, the president of the senate, the speaker of the house, attorney-general, secretary of state, and comptroller are trustees of the fund for the support of public schools.

All moneys paid into the State treasury after 1890 as the proceeds of sales, grants, or leases made of lands under water belonging to the State shall be deemed a part of the current revenue of the State;[1] provided that nothing in this provision shall be construed as transferring from the State school fund any right, title, interest in any securities or property now a part of the assets of that fund or as any way impairing the right of the school fund to the proceeds or income derived from any security or property now belonging to said school fund. [By an act of 1872 all leases made after the 6th of April, 1871, of lands "now or formerly" lying under water shall be transferred to the trustees of the school fund and become a portion of the State school fund, and the annual income arising from such leases shall be distributed by the trustees for the support of public schools in the same manner as other moneys are now distributed.] The fund thus arising from riparian rights, together with all the moneys which shall be received by the treasurer in payment of the principal or interest of the bank or turnpike stock belonging to the fund, all the taxes which may hereafter (1886) be received into the treasury from any of the banking and insurance companies in the State, liable to taxation now or hereafter, all appropriations made to the fund, and all gifts from persons shall be invested by the treasurer of this State under the direction of said trustees, or a majority of them, in the bonds of the United States, or of the State, or any county, city, town, or township, in cases where the total indebtedness of the bonding community does not exceed 15 per cent of the total assessable valuation of taxable property within itself, the interest to be applied to the public schools. The trustees shall report annually to the legislature and receive no compensation. From this fund there shall be annually appropriated as much as will meet the following-named charges:

Twenty-eight thousand dollars for the support of the State normal school and necessary repairs, furniture, and keeping the grounds in order.

The salary and the necessary incidental expenses of the State superintendent and his assistants and the expenses of the board of education.

The cost of teachers' institutes.

The cost of free public libraries.

The cost of Farnum Preparatory School at Beverly.

The State's proportion of the cost of technical education (see Schools, character of instruction).

The taxed costs of foreclosure proceedings instituted by trustees and other expenses at law.

Taxation.—For the purpose of maintaining free public schools there shall be assessed, levied, and collected annually upon the real and personal property a State school tax equal to $5 for each child in this State between the ages of 5 and 18 years. It is the duty of the comptroller to apportion the tax among the several counties. Ten per cent of the full amount of money annually raised by State tax shall be known as a reserve fund, and shall be apportioned among the several counties of the State by the State board of education equitably and justly according to their own discretion, and the State superintendent shall draw orders on the comptroller in favor of the county collectors for the payment of 90 per cent of the amount of school tax paid by their counties, respectively, no portion of the money to be used for sectarian schools. In addition to the moneys apportioned to it by the county superintendent each school district may raise by tax such other sums of money as it may need for school purposes as determined by the voters at the time of electing trustees.

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[1] The 1895 edition of the school law gives the law of 1871 as in force and recites that "all moneys hereafter received from the sales and rentals of land under water belonging to the State shall be paid over to the trustees of the school fund and appropriated for the support of public schools * * * the same to constitute a part of the permanent school fund of the State."

PENNSYLVANIA.

1. Organization of the System.

State superintendent and deputy.—County superintendent.—Directors and controllers.—Local superintendents.

State superintendent.—A superintendent of public instruction shall be appointed by the governor every fourth year, by and with the advice and consent of two-thirds of all the senate, and shall be removed by the governor for misbehavior. He shall decide without appeal or costs all controversies or disputes that may arise or exist among the directors or controllers of any district or between collectors or treasurers; give advice, explanations, construction, or information to the district officers and citizens relative to the common-school law, the duties of common-school officers, the rights and duties of parents, guardians, and pupils, and the management of the schools, and all other questions calculated to promote the cause of education; sign orders on the State treasurer for payment of State money to the school districts, prepare blank forms for the annual district reports with suitable instructions and forward them, prepare an annual report containing a full account of the condition of the public schools, the expenditure for them, estimates for the year ensuing, the number of pupils, the cost of teaching each, the number of districts, plans for the improvement of the system, and all such matters relating to the concerns of common schools and to the duties of his office as he may deem expedient to communicate, provide a seal for the authentification of official documents, appoint one of his clerks general deputy, who may perform all his duties in his absence, and remove any county superintendent for neglect of duty.

County superintendents.—The school directors [of the several districts] in each county shall meet in convention at the county seat of justice every three years and select viva voce by a majority of the whole number present one person of literary and scientific attainments (college diploma, State or local certificate), and of three years' experience in the art of teaching and good moral character, as county superintendent for three succeeding school years. His salary shall be $4.50 for each school in his jurisdiction at the time of his election, to be paid out of the general fund appropriated for common schools, but in no case to be less than $1,000 nor more than $2,000. School directors may increase the county superintendent's salary from the school fund of the county, and in counties having over 290 schools or 1,200 square miles of territory or a school term exceeding seven and one-half months the salary paid shall not be less than $1,500. The county superintendent may not teach in the public schools unless he do so without compensation. He shall take oath to perform his duties to the best of his ability; visit as often as practicable the several schools of his county, noting the character of instruction and the methods, and giving directions upon these subjects in order to bring the teaching up to the grade intended and the grades into ordination and the schools into uniformity; see that the branches required by law are taught by legally competent teachers, examine all candidates for teaching, grant certificates to qualified persons and revoke the same for cause; annually report to the State superintendent in extenso upon the educational condition of their counties and forward the reports of the several school districts thereof, and hold teachers' institutes annually.

Directors and controllers.—Every township, borough, and city of this Commonwealth, or which shall hereafter be erected, shall be a school district. School districts which are composed of cities and boroughs divided into wards for school purposes shall be constituted as follows: Each ward shall retain its school property and elect a separate board of directors, who shall have the erection and repair of schoolhouses, the purchase of sites, and the levying, assessing, collecting, and disbursing of all taxes laid for the above purposes, but other powers and duties which are exercised by district school directors shall be in the hands of a board of controllers, composed of the directors of the several wards, provided that whenever the ward boards of directors shall voluntarily grant the property of their wards to the board of controllers the city or borough shall constitute a single school district, but the number of directors shall thereafter be three for each ward.

School directors shall be elected annually in other districts as follows: At the same time and place that elections are held for supervisors in wards, cities, or boroughs two qualified citizens shall be elected school directors in each district, whose term of office shall be three years, vacancies to be filled by the board. No school director may be also a constable, pathmaster, commissioner of roads, or auditor. Failure to attend two consecutive meetings on the part of a member,

and the failure of all the members of the board of directors or controllers to levy a tax to keep the schools in operation or provide schoolhouses, vacates the delinquent member's seat, in the first case, and vacates the seats of every member, in the second. The board elects a president, secretary, and treasurer, and holds a meeting at least once in every three months.

The district board of directors and the municipal board of controllers have the following duties and powers: To establish a sufficient number of schools, to employ teachers, to direct what branches shall be taught and books used, to expel all incorrigible children, to purchase and issue text-books and other necessary supplies and to report the amount expended for such supplies, to grade the schools, to pay expenses of the schools by drafts on the district treasurer, and to report and publish annually a statement of the financial operations of the district in not fewer than ten written or printed handbills, to be posted in the most public places of the district, and also to make a statement to the auditor.

The board of controllers of school districts which are composed of cities or boroughs divided into wards for school purposes, or boroughs not so divided but having a population of 5,000 or more, shall possess the following additional powers and have the following duties: They may establish high schools, and shall admit all under 21 properly prepared to enter upon its course of study, and, in general, shall exercise supervision over it, appointing its teachers and establishing its course of study, purchasing land and erecting buildings, and maintaining it for not fewer than ten months in the year.

Cities of under 100,000 inhabitants are constituted one school district, each ward to elect two members of the board of controllers for four-year terms, one going out biennially.

City, borough, and township superintendents.—School directors in any city, borough, or township having a population of over 5,000 may elect one person of literary and scientific acquirements and skill and experience in the art of teaching as city or borough superintendent for the three succeeding school years; and they shall determine his compensation. After the certification of the election of the superintendent to the State superintendent of public schools the schools of the city, borough, or township shall not be subject to the authority of the county superintendent. The municipal superintendent is to perform the duties of the county superintendent and such as may be imposed by his board of directors, to report monthly to the State superintendent, and attend meetings of superintendents called by him.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No district employing a teacher who has not a valid certificate from the county or [local] superintendent shall receive money from the State treasury. ["No teacher shall be employed in teaching any branch of learning other than those enumerated in his or her certificate."] No teacher shall be employed or dismissed except by the vote of the whole number of the directors or controllers of any common-school district. No person shall receive a certificate from a county, city, borough, [or township] superintendent who has not a fair knowledge of orthography, reading, writing, geography, English grammar, mental and written arithmetic, history of the United States, the theory of teaching, and of the effect of alcoholic drinks, of stimulants and narcotics; but no person using intoxicating drinks as a beverage shall be granted a certificate. The certificate shall state the proficiency of the holder in each branch.

The teacher must report monthly to the local school board the number and sex of pupils in attendance, the books used, and branches taught, or forfeit pay.

Preliminary training.—The State is divided at present into 13 normal school districts. When 13 or more citizens shall, as contributors or stockholders, erect and establish a school for the professional training of young men and women as teachers for the public schools of the State, the State students in that school shall be paid 50 cents a week, and if he graduate and sign an agreement to teach for two years in the State, $50 additional shall be paid. The affairs of each school are to be managed by a board of 18 trustees, 12 elected by the contributors and 6 appointed by the State superintendent, and it shall require a three-fourths vote to pass a motion for the sale or purchase of real estate. The governor, superintendent, and attorney-general are a commission to distribute the State money to the schools. The trustees report annually to the superintendent, and are always subject to his inspection. To obtain State aid the following requirement must be met: Suitable building, surrounded by an area of 10 acres; a hall to seat 1,000 persons, with class rooms, etc., to accommodate 300 or more students, properly supplied with heating appa-

ratus, adequately lighted and ventilated, and provided with a place for physical exercise in inclement weather, a library, 6 professors or more, one each in orthography, in reading and elocution, in writing, drawing, and bookkeeping, in arithmetic and higher mathematics, in geography and history, in grammar and English history, and in theory and practice of teaching, together with such professors of natural, mental, and moral sciences, languages, and literature as the condition of the school and the number of students may require. The principal shall be a professor of one of the required branches. There shall be a model school of not fewer than 100 children. The principals shall fix the requisites for admission and the course and duration of study. The examination of the graduating class shall be conducted by a board composed of two principals, one of whom shall be the principal of the school whose pupils are under examination, the State or the deputy State and two county or local superintendents of the normal school district being present, and no person shall graduate unless by a vote of 4 out of the 5 members. Graduates are given a certificate of their scholastic qualifications throughout the State, but after two years of teaching a certificate of competency in teaching (teachers' State certificate) shall be given. Actual teachers in good standing, having taught three full annual terms, may also take the examination.

Meetings.—Annually the county superintendent shall hold an institute, at which all the teachers of the county are required to be present without loss of pay. The duration of the institute is five days, one half day being allowed to come from and another to return home. The county superintendent shall draw from the county treasury for every three days' attendance of a teacher the sum of $1 to defray the expenses of lecturers and instructors. It shall be lawful, however, for the board of directors or controllers which has elected a superintendent and employs not fewer than 75 teachers to hold a separate annual teachers' institute and to draw upon the county treasury in the manner laid down for the county superintendent.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The board of directors or controllers shall provide a sufficient number of schools for the education of every individual above the age of 6 and under 21 years of age for four to ten months, without regard to race or color.

No minor under 13 years of age shall be employed in cotton, woolen, silk, paper, bagging, or flax factories; any owner or employer of, or in any of said factories, or agent therefor, willfully or knowingly employing any such minor shall pay a fine of $50 for each offense. No minor between the ages of 13 and 16 years shall be employed in such factories longer than nine calendar months in any one year, and not unless he shall have attended school at least three consecutive months within the same year. No boy shall be employed in any mine unless proof be given that he is 12 years old.

Character of instruction.—It is the duty of each county superintendent to see that there be taught orthography, reading, writing, English grammar, geography, arithmetic, and physiology in reference to stimulants, as well as such other branches as the board of directors or controllers may require, all to be taught by qualified teachers. Failure of a local board in these respects works forfeiture of State money. District boards have power to grade schools, and boards in cities and boroughs having a population of 5,000 or more, may establish a high school and fix its course of study, appoint its teachers, and maintain it for ten months in the year.

Upon the application of the parents of 20 or more children above 6 years of age, the school board shall open an evening school, giving instruction in reading, writing, arithmetic, and such other studies as may be prescribed by the board. The term of such school is to be not fewer than four months of twenty evenings of two hours each, but if the average attendance falls below 15, the school may be closed. In certain cities central boards of education are provided, to establish and maintain schools for the instruction in the mechanic arts and kindred subjects; instruction in such schools may be given in the day or evening, and may include chemistry, mathematics, natural philosophy, and other branches pertaining to the mechanic arts.

Text-books.—No series of text-books shall be adopted in any school district unless by affirmative vote of the whole number of the directors or controllers, and their votes shall be recorded by name; nor shall any text-books be changed until three years after their adoption. The board shall purchase text-books and other necessary supplies for the schools as the occasion demands, and such books and supplies shall be furnished free of cost to the pupils, subject to regulations.

Buildings.—Suitable buildings and outhouses must be supplied by the board of directors for all children of school age.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—Any person found intoxicated in a public thoroughfare or place shall be fined $2, to be paid to the school district. This fund is distributed to the districts on the basis of resident taxables.

Taxation.—There are three kinds of tax for school purposes according to their subjects, each separate and distinct, but all may be due from one person. They are: The rate tax on real and personal property; the rate tax on such trades, occupations, professions, and salaries and emoluments of office as will yield over $1 by the rate on its valuation; a minimum occupation tax of $1 on all resident males' taxables over 21 years of age whose assessed occupation at the rate levied for school purposes will not produce $1. The districts may tax themselves for support of schools in general, up to 13 mills, and may raise a sum for establishing schoolhouses not greater than the sum raised for support of schools in the same year.

DELAWARE.

1. Organization of the System.

State board of education.—County superintendent of free schools.—District school commissioners.

State board of education.—The governor, secretary of state, and the three county superintendents shall constitute a State board of education, which shall meet annually, with the governor as president and the secretary of state as secretary. The board shall hear appeals concerning school matters, shall determine what textbooks are to be used, and shall issue a uniform series of blanks and other records, which it shall distribute. The members of the State board shall receive no compensation. The president shall biennially report to the governor concerning the condition of the public schools and make such suggestions and recommendations in regard thereto as he shall deem proper and advisable, and for his labor in preparing such report he shall be allowed $25 or less.

County superintendent of free schools.—The governor shall annually appoint and commission a suitable person to be superintendent for each county of the State. The person so appointed shall be of good moral character and well qualified, both intellectually and morally, for the office, as well as residents of the county at the time of their appointment and incumbency. The superintendent shall give bond in the sum of $5,000 with sureties.

The county superintendent shall have the entire management, control, and supervision of the colored schools, shall decide as to the location of the schools, appoint teachers for them, and pay the expenses of maintaining them.

The superintendent shall visit each school within the county at least twice a year, each visit to be not less than two hours in duration, provided the school is kept open at least eight months each year. He shall note the number of scholars and their conduct and standing, the condition of the buildings and grounds, the method of instruction, and the discipline and government of the school. He shall advise with the teacher and shall have power to suspend or withdraw the certificate of one refusing to comply with the reasonable directions of the superintendent. He shall devote his entire time to his duties. He shall examine teachers, shall report annually to the president of the State board concerning the condition of the public schools, together with such recommendations and suggestions as may seem proper. His compensation shall be $1,000 per annum, from the State treasury.

District school commissioners.—All alterations in districts must be made by the levy court, two-thirds concurring, upon application; but two or more school districts in any county may unite for establishing and supplying a free school for their common benefit.

The district meeting shall decide what sum shall be raised for a schoolhouse or a free school.

Each district shall annually elect a school commissioner to serve for three years. The duties of the commissioners are—

1. To determine the site, lease or purchase the necessary ground, and build or procure a suitable house for the district, as near the center of the district as possible. When built or procured, it shall not be removed nor another procured without the direction of the school voters at a stated meeting.

2. To keep the schoolhouse in good repair, supply it with necessary furniture and fuel, and bring actions, if necessary, for any injury to it.

3. To provide a school for the district when and as long as their funds will enable them, and to employ teachers. They may make regulations for the government of the school, and by these provide for the expulsion of a scholar for obstinate misbehavior.

4. To receive and collect all money belonging to, appropriated, or resolved to be raised for the district, and to apply the same justly.

5. To appoint collectors for the district, and take security by bond.

6. To do all acts requisite for effecting the premises—the acts of a majority to be as effectual in all cases as if done by them all.

The school committee must also annually, at the stated meeting, exhibit a just account of their receipts and expenditures, and a report of all their proceedings—may then appoint persons to settle such account—and must pay to their successors in office all money due from them. If for ten days they neglect to do this they forfeit and must pay, additionally, at the rate of 5 per cent on the sum due.

For these duties the committee may receive no emolument; but for attendance before the auditor they may, on the settlement of their account, be allowed each $1 per day and 3 cents per mile of necessary traveling.

2. Teachers.

Appointment, qualifications, and duties.—Institutes.

Appointment, qualifications, and duties.—It shall be unlawful to employ any person to teach in the public schools unless the person employed holds a certificate good in the county where employed.

The county superintendent shall examine, either orally or by printed or written questions, or both, all persons who apply, at such times and places as he may appoint. Every applicant of good character found qualified to teach orthography, reading, writing, mental arithmetic, written arithmetic, geography, history of the United States, English grammar, physiology and hygiene, with special reference to the effects of alcoholic drinks and narcotics upon the human system, elements of rhetoric, algebra, geometry, and natural philosophy shall be recommended to the State board for a first-grade certificate, good for three years, if issued. A second-grade certificate shall be issued by the superintendent to an applicant who shall have answered 90 per cent of the questions in all the above up to and including temperance physiology, which shall be good for two years. To an applicant attaining an average of at least 60 per cent on the subjects required for a second-grade certificate a third-grade certificate shall be given by the superintendent, good for one year. Parties refused certificates may appeal to the State board.

Every free-school teacher shall report to the commissioners at the end of each quarter the number of pupils attending school during the quarter, designating whether male or female, the number of days each has attended, the books used, and branches taught. Failure to make these reports shall cause the salary of the teacher to be withheld. The reports shall be forwarded to the county superintendent.

Meetings.—Each superintendent shall hold a teachers' institute during each year of three days' session. Every teacher of the county must attend. At these institutes each superintendent shall give all the information in his power, such other instructions as he may deem advisable, and shall cause a general interchange of views among teachers as to the wants of the schools.

One hundred dollars shall annually be set apart from the school fund distributed among the counties for the purpose of paying the expenses of the teachers' institutes.

3. Schools.

Attendance.—Character of instruction.—Text-books.

Attendance. [There are separate schools for colored persons.]

Character of instruction.—[The studies required in the public schools may be inferred to be those in which teachers are examined for a second-grade certificate.] All public schools receiving aid from the State shall give instruction in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics, instruction to be orally when the pupils can not read.

Text-books.—That on and after the first Saturday in April, A. D. 1891, the school commissioners or trustees of each school district or districts in the State shall furnish the necessary text-books free for the use of all the pupils enrolled in the free schools of the State in the manner hereinafter provided.

The school commissioners or trustees shall order from the publisher or publishers the books which have been adopted by the State board of education for use in the free schools of the State, at the net contract prices at which the publishers have agreed to supply the same, as follows: There shall be a blank order book prepared by the State treasurer for the use of the school commissioners, which shall contain duplicate order blanks, with a printed list of the books which have been adopted by the State board of education, and the net contract prices at which the publishers agree to furnish the same.

Duplicate orders shall be filled out and signed by at least two of the school com missioners, or in case of united or incorporated districts by the president and secretary of the school board; one of these orders shall be forwarded to the State treasurer, to be forwarded to the publisher or publishers, and the other shall be kept as a stub in the order book, as a voucher.

The State treasurer, on receipt of an order or orders from school commissioners, shall make an entry of the amount of the order or orders against the district or districts in a book kept for that purpose, and shall forward the order or orders at once to the publisher or publishers, requesting them on receipt of the order or orders to ship the books as directed, at the contract prices named, and send duplicate invoices or bills for the same, one to the State treasurer and the other to the district clerk of the school district to which the books are consigned.

The State treasurer shall pay the publisher or publishers out of the school fund of the State for books thus supplied, and charge the amounts so paid to the respective districts ordering said books and deduct the same from the amount to which such district or districts may be entitled under the school laws of the State: *Provided, however*, That the State treasurer shall pay no bill for at least thirty days from the time it is rendered, in order that he may be notified by the school commissioners of any error or failure on the part of the publisher or publishers to supply the books as ordered and directed, or as billed.

It shall be the duty of the clerk of each school district or districts to distribute the books received, as aforesaid, to the scholars of the district or districts, or their parents, guardians, or other person, as they may desire, upon receipt for the same. The clerk of each district or districts shall be responsible for the safe-keeping of the books furnished him, as aforesaid; and also for prices of books sold, as hereinafter provided, to parents, guardians, scholars, or other persons. Any money or the value of the books which such clerks shall fail to account for according to law may be recovered in the name of the State by the county superintendent before a justice of the peace, as other accounts, when the amount does not exceed the sum of $200. Such clerk shall, at the expiration of his term of office, turn over to his successor in office all books on hand and take a receipt for the same, which shall be his voucher in settlement.

SEC. 4. It shall be the duty of the school commissioners to provide for the safekeeping and care of the books which shall be returned by the pupils at the close of the annual school term to the clerk of the district, or to such other person as the school commissioners shall designate. They shall also keep a separate account of the amount expended for books, and shall report it under a separate item in the annual settlement required by law. The school commissioners may furnish books at cost to pupils who wish to replace books lost or wilfully destroyed, or who may wish to own their books, and shall turn the proceeds of all such sales into the school fund of the district and report the amount at the time of the annual settlement to State auditor.

That the text-books for the colored schools of the State shall be ordered by the county superintendents of the respective counties through the county treasurer of each county. It shall be the duty of the county treasurer, upon the order of the county superintendent, to purchase and furnish text-books to such colored school or schools as the county superintendent shall designate, and the county treasurer shall charge the same to the said school or schools, and deduct the amount thereof from the State appropriation due such school or schools.

The county treasurer shall receive $50 from the State appropriation for colored schools for his services in purchasing text-books for that class of schools.

4. FINANCES.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The clear income of the school fund of this State is apportioned among the school districts as follows:

1. The dividends on an investment in 5,000 shares of Farmers' Bank stock, made under act of February 21, 1837; the interest on $131,750 of a bond of the State of Delaware to the school fund of the said State, at 6 per cent interest, and the

interest on the sum of $5,000 advanced to the county of Sussex under act of February 17, 1837, must be divided, as they fall due, among the counties equally, except that Sussex County is to have, for its schools, the interest on the $5,000 above mentioned in addition to its one-third part of the dividend from the general school fund.

2. All the clear dividends or profits from any other bank stock, securities, or property belonging to said fund, together with the clear sum from fees for marriage and tavern licenses, one-fourth of all money arising from licenses for auctioneering, foreign life insurance agency, vending of goods by samples, keeping of traveling jacks or stallions, keeping eating house, taking photographs, acting as brokers, real-estate agency, exhibiting circuses, practicing jugglery, selling vinous, spirituous, or malt liquors; also one-fourth of the fees on commissions issued to prothonotaries, clerks of the peace, recorders of deeds, clerks of the orphans' court, and sheriffs, and any other income of said fund, or money directed by law to be paid to the trustee of said fund for distribution, must be apportioned among the several counties according to their white population, as ascertained by the census.

The trustee of the school fund, in apportioning annually the share of its income to each county in the State, must distribute it equally among all the districts in the respective counties, without regard to the question whether the said districts are original or subdivided, and so that each district in the same county shall receive the same sum or share, except that in apportioning the share of Newcastle County among the districts thereof the said trustee shall distribute one-seventh part of this among the districts in the city of Wilmington, the residue among the remaining districts equally.

Taxation.—The school commissioners in each school district must annually assess and levy, without regard to any vote thereon, in each school district of Newcastle County the sum of $150, in each school district of Kent County the sum of $125, and in each of the school districts in Sussex County the sum of $75.

Whenever the school voters in a school district raise in any year, by subscription or tax, $25, the school committee may draw an order on the trustee of the school fund for such district's share of the proceeds thereof. Such order, accompanied by a certificate that the committee did actually receive that amount, shall be accepted and paid by the said trustee to the extent of any sum that may stand to the credit of the district when the order is presented, and any money that shall be placed to its credit during that year of the account shall be applicable to the balance.

MARYLAND.

1. Organization of the System.

State board of education.—Board of county school commissioners.—County examiner.—District school trustees.

State board of education.—The governor, by and with the advice and consent of the senate, shall appoint at every regular session of the general assembly four persons, who, together with the governor and the principal of the normal school, shall constitute the State board of education. The board shall meet quarterly at its office in the State normal school, and shall receive no compensation other than for the expenses incurred in attending meetings and for necessary clerical assistance, all to be met by $1,000 per annum. The duties of the board are to enforce the law regarding the public schools, to suspend or remove any unfit examiner or teacher, examine candidates for county examiner and give a certificate of qualification, and grant professional certificates to teachers of long experience and established reputation, which shall be valid until revoked for cause. They shall cause all institutions of whatever grade receiving public money to report annually, such reports or an abstract to be printed in the annual school report of the president of the board. In general, they shall have the care and supervision of the public school interests of the State, including the State normal school.

County board of school commissioners.—Educational matters affecting a county shall be under the control of a county board of school commissioners, to be appointed by the governor, with the advice and consent of the senate, of six or three persons, according to the county, for terms of six years, one-third the members retiring biennially. The board shall meet at least once during each school term, and its members shall receive a per diem for actual service of $4, not to exceed the average of $100 for each commissioner. It shall elect a person, not members of itself to be secretary, treasurer, and examiner, and in counties having more than 85 schools an assistant examiner may be appointed and his salary fixed.

It has charge of all the property, estate, effects, money, funds, claims, and State donations, shall build, repair, and furnish schoolhouses, fix the salaries of teachers, purchase and distribute text-books, and in general has the supervision and control of all schools in the county and the duty to advance its educational interests. It shall annually report to the State board, and in addition make a financial statement. Vacancies are filled by the governor. No person teaching may also be county commissioner.

County examiner.—It shall be the duty of the county examiner, when elected by the county board, as stated above, to examine candidates for teaching schools in the presence of one or more district trustees. It is his duty to visit the schools of the county twice a year when it contains more than 50 schools and three times if it contains fewer, to examine pupils and to inquire into and regulate all matters relating to the management, the course of study, and the instruction and discipline of the schools. He must devote all his time to the schools.

District school trustees.—Educational matters affecting a school district shall be under the supervision of a board of district school trustees, and in all cases where the county has not been properly divided into school districts and full records of the boundaries thereof have not been made and recorded, the board of county school commissioners shall appoint a committee, if they deem it necessary, consisting of three persons, who shall divide the county into suitable districts, none to have a greater area than 4 square miles, unless a part of it be located in a thinly settled region, and in the formation of the district the committee shall take into consideration the most suitable site for the schoolhouse and the general features of the country. The board of school trustees of each district into which the county may have been divided shall be composed of three persons, who shall be appointed by the county school commissioners. The board shall have the care of the houses, lands, furniture, apparatus, and other school property, and except when repairs are paid by a county school tax they shall be determined by the county commissioners. It employs teachers, subject to confirmation by the board of county school commissioners, from among qualified applicants, and exercise a general supervision over their respective schools, and provide suitable outhouses. Vacancies may be created for cause and filled by the board of county commissioners.

For colored schools there is a special board of school trustees to be appointed by the board of county school commissioners.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be employed by the board of district trustees as a teacher unless holding a certificate issued by the examiner of the county in which the person proposes to teach or by the principal of the State normal school, or a diploma from that school, or a certificate from the State board, or, if a man, who is under 19, or, if a woman, under 17 years of age.

Teachers shall record and render in their quarterly reports to county school commissioners the statistics of attendance, the text-books used, and branches taught, and other matters of a statistical nature as may be required, on penalty of forfeiture of pay. Salaries are fixed by board of county school commissioners.

Any person holding a first-grade teacher's certificate or the diploma of a respectable college or of a State normal school, who has been a teacher seven years, five of which have been in Maryland, may apply to the State board for a life certificate, which is, however, annullable for cause. The certificates issued by each county examiner shall be denominated as of first or second grade. Certificates of the first grade shall embrace orthography, reading, writing, arithmetic, geography, history, English grammar, bookkeeping, algebra, natural philosophy, physiology, plane geometry, and theory and practice of teaching. Those of the second grade shall embrace all the above except bookkeeping and natural philosophy; but the State board may add to the list of subjects required in either grade. Such a certificate shall not remain in force for more than six months unless the holder satisfy the examiner that he has ability to govern and to instruct the pupils of a school. When so satisfied the examiner may issue a revocable certificate for five years. No fees are charged for issuing certificates. In schools having more than 40 pupils in average attendance an assistant may be employed, and for every additional 40 children one teacher may be appointed and the school shall be graded.

Preliminary training of teachers.—There shall be located in the city of Baltimore a State normal school for the instruction and practice of teachers in the science of education, the art of teaching, and the mode of governing schools, whose principal shall be appointed by the State board, at a salary of $2,500 per annum and

such expenses as he may incur in traveling through the State attending institutes and superintending the schools. Besides the principal there shall be two men and two women professors, also appointed by the board. The school shall be open not fewer than nine months, and shall admit women of 16 and men of 17 years of age. The scholarships are distributed among the counties on the basis of their representation in the general assembly, and are selected by the school commissioners from among candidates having the scholastic qualifications for a teacher's certificate as testified by examination before the county examiner (in Baltimore, the city superintendent). The candidates are required to file a written declaration that their object in entering the school is to qualify themselves for teaching in the public schools in the State. In case they fail to fulfill this declaration they shall be compelled to pay $30 for each session of attendance. The State board of education shall have supervision of the school in every particular, and shall provide a model school of primary and grammar grade, the salary of the teachers to be paid in part from tuition fees derived from charges paid by the pupils of the model schools.

Meetings.—A teachers' institute, designed as a temporary normal school, to continue five days, shall be held in each county once a year, and the county examiner shall be present and give normal instruction to the teachers each day.

District, county, and State teachers' associations are recommended by the law, and the Maryland State Teachers' Association has been organized.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—All white youths between the ages of 6 and 21 years shall be admitted into the public schools of the State the studies of which they may be able to pursue, and for cause may be expelled. Proof must be furnished of having been vaccinated. School must, if possible, be kept open ten months. When two or more assistant teachers are employed in a school it shall be graded.

The board of county commissioners shall establish one or more public schools for colored persons 6 to 21 years of age, to be kept open as long as the other schools of the county, provided the average attendance be 15 or more.

Character of instruction.—In every district school there shall be taught orthography, reading, writing, English grammar, geography, arithmetic, history of the United States, and good behavior. Algebra, bookkeeping, natural philosophy, the constitution of the United States and of the State of Maryland and the history of Maryland, vocal music, drawing, physiology, the laws of health, the effects of narcotics and stimulants, and domestic economy shall also be taught, and the elements of agricultural science may be added to the curriculum of the State normal school and the public schools. In districts having a large German population the German language may be taught. Whenever the number of children attending school in any school district is greater than 100 the board of county school commissioners may, with the consent of the board of district school trustees, establish schools of different grades or the school district may be divided, and whenever the average attendance falls below 10 the school may be closed by the county school commissioners, but the district school trustees may keep it open in part at their own expense and shall receive their portion of the school fund as though the school had 20 pupils. Examinations shall be held twice annually. School shall be open six hours, and the hours for teaching shall be regulated by the board of county school commissioners. The school year has four terms. If a building for a high school shall be furnished by one or more election districts it shall be the duty of the board of county school commissioners to provide for the maintenance of academic instruction in the same, if the board deems the school necessary. The teachers are to be paid from the general school fund.

Text-books.—The board of county school commissioners shall adopt and may purchase the text-books for the schools of the county, and shall authorize the delivery of them and of stationery to the various schools under regulations, but no pupil shall be required to pay more than $1 quarterly for the use of such books and stationery, and any child may be exempted from the fee on account of pecuniary inability.

Buildings.—It is the duty of the board of county school commissioners to select suitable sites for schoolhouses. No schoolhouse shall be used for any other than public-school purposes or meeting unless by consent of the board of county school commissioners. Any person disturbing any public school in session shall be guilty of a misdemeanor, and shall be fined $20 or be imprisoned not exceeding thirty days, or both.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—[The free-school fund is made up principally of two sums received from the United States, to wit: The interest on the sum advanced to the United States during the war of 1812, and the so-called United States deposit fund of 1837. The income of this is annually apportioned to the counties.]

If there be no widow or relatives of an intestate within the fifth degree, counting down from the common ancestor to the more remote, the whole surplus of an estate shall belong to the State, and shall be paid to the board of county school commissioners for the use of the public schools of the county.

Taxation.—A State tax of 10½ cents on each $100 of taxable property throughout the State shall be annually levied for the support of the free public schools and the State normal school, to be apportioned by the comptroller among the counties with respect to their population 5 to 20 years of age. The State tax and the interest of the free-school fund are intended to pay the salaries of the teachers and provide schoolbooks and stationery; but if they should be inadequate, then the county school commissioners are authorized to levy a tax as shall be necessary, not to exceed 10 cents on the $100, unless the excess be approved by the board of county commissioners [the general administrative authority].

VIRGINIA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County school board.—County superintendent.—District school board.—City school board.—City superintendent.

State board of education.—The State board of education shall be a corporation consisting of the governor, superintendent of public instruction, and the attorney-general. Its duties shall be as follows: To make rules for its own government and the execution of the law; to observe the operations of the system and suggest improvements to the legislature; to invest the capital and surplus income of the literary fund; to appoint, discipline, and remove county and city superintendents of schools, subject to confirmation by the senate; to order a vote in counties or cities on matters so referable by law; to decide appeals from the State superintendent and to determine the contingent expenses of his office; to audit all claims to be liquidated out of the State funds; to approve a first and second clerk for the office of the State superintendent and nominated by him, the first clerk to serve as secretary of the board at an extra compensation not to exceed $320; to regulate matters pertaining to public schools not specially provided for; to report to the general assembly, including the report of the State superintendent; to guard against the multiplying of schools to the detriment of the grade of instruction; to establish uniformity of text-books; to distribute school furniture, apparatus, and library books on some gradual system; to invite and encourage meetings of teachers at convenient places.

Superintendent of public instruction.—A superintendent of public instruction shall be elected by the general assembly by joint vote at its regular session every four years, who is authorized to rent an office in Richmond at $300 a year. He shall be the chief executive of the public free-school system, and shall see that the laws relating thereto are enforced and explain them to public-school officers, shall prepare suitable registers, blank books, and forms for the transacting of the school business, and by circulars and otherwise shall give instruction to those who have educational duties to perform. He may require special reports from any officer and may appoint persons to examine the schools of the county in which such person resides, but no compensation shall be received by him. He shall inspect the public schools as often as is consistent with his other duties, decide all appeals from decisions of county superintendents, shall preserve all books, apparatus, maps, etc., received by him, prepare a scheme for apportioning the money appropriated by the State for the schools among the several counties and cities on a basis of the number of children from 5 to 21 years, provide a seal, and annually report to the board concerning his official acts, including a plain statistical account of receipts and expenditures, and other duties required of him by law.

County school boards.—The county superintendent of schools, together with the district school trustees in each county, shall constitute a body corporate. It shall make and record rules for its own government, may appoint a clerk at $2 a

day for actual service, prepare an estimate of the amount of money needed for the public schools and, after careful revision of the estimates of the district boards, separately prepare estimates of the expenses of schools in each school district, hold a regular annual meeting, manage or examine into the management of all property belonging to the county schools, and report annually to the State superintendent.

County superintendent of school.—County superintendents shall be appointed by the State board for four years, at a compensation of $30 for every 1,000 of population for the first 10,000, $20 for every 1,000 in excess of 10,000 up to and including 30,000, and $10 for every 1,000 in excess of 30,000, rejecting in each case fractions less than 500; provided the compensation shall not be less than $200 a year, to be paid out of the bulk of the State school funds as distinguished from the appropriations from the same to the several counties. His duties shall be as follows: To explain the school system upon all suitable occasions and promote a desire for education, to prepare a scheme for apportioning the State and school funds among the school districts, to examine persons desiring to teach and to issue licenses and to promote the efficiency of the teaching force, to assist in the organization of the district school trustees at their sessions (without the right to vote), to examine all the schools as to their management, course of study, methods, discipline, and text-books, the condition of the schoolhouses, and the records and official papers of the school districts, to decide finally all complaints or appeals concerning the acts of persons connected with the school system, to administer oaths and take testimony whenever required in cases coming before himself or the State superintendent, to keep a record of his official acts, to make special reports to the State superintendent when required to do so, and to obey his instructions and make an annual report to him, on penalty of forfeiting the last quarter of his annual pay.

District boards of school trustees.—School districts shall correspond with the magisterial districts except that towns of 500 or more may elect to form a separate district. Subdistricts may also be formed or, if injurious, abolished.

The judge, commonwealth's attorney, and school superintendent of each county shall be a board to be known as the school trustee electoral board, which shall have power (except in case of municipal councils who appoint their own boards) to appoint district boards of school trustees of three each for the term of three years, one retiring annually, each of whom shall be a resident of the school district and shall continue so during his term or relinquish his place, and no supervisor or county treasurer is qualified. The duties of the board of trustees are as follows: To explain and enforce the school laws, to employ and to dismiss teachers, to suspend or dismiss pupils, to decide what children shall, by reason of poverty, be furnished text-books free, to see that the school census is taken properly every five years of persons 5 to 21 years, to call meetings of the people of the district, to prepare and present to the county school board an estimate of the money needed for maintaining the public schools, including buildings and text-books for the children of indigent persons, to care for, add to, and manage the school property of the district, and to permit the use of an unoccupied public schoolhouse (vacant from lack of funds to maintain it) by a person not employed by the board but who desires to teach, to report annually to the county superintendent, to visit the schools within the district, and to see that they are carried on in accordance with the law.

The clerk of the district school board shall every five years take a census of the persons (5 to 21 years) residing in the district, receiving compensation at the rate of $3 for every 100 persons enumerated, and perform other duties as may be required by the board, for which he shall be paid $2 per diem of actual service.

City school boards.—All the school trustees in a city shall constitute a single corporation, which shall have the same officers, powers, and duties as ordinary boards of district school trustees except as otherwise provided. This board shall have power, subject to the common council, to prescribe the number and boundaries of school districts and the number of trustees (not exceeding three from each district); but until such arrangement is made every city not divided into wards shall be one school district, and cities divided into wards shall have as many districts as there are wards. Each trustee is appointed for three years, one retiring annually. The school board shall select text-books, though for the primary schools it must choose from a list furnished by the State board. It may also establish high and normal schools.

City superintendents.—In every city of 10,000 or more inhabitants there shall be a superintendent of schools, appointed by the board of education of the city and paid by the State, though the amount thus paid may be increased by municipal action. Whenever the population of a county in which a city of fewer than 10,000

inhabitants is located contains 15,000, exclusive of the population of the city, that city may have a superintendent separate from the county, under the conditions obtaining in the case of cities of 10,000 or more. The city superintendent may teach ex officio when requested by the board, may suspend or dismiss pupils, with appeal to city school board, and shall participate in the sessions of the board, but shall have no vote.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duty.—No teacher of a free public school shall be employed or paid from public funds unless holding a certificate of qualification in full force from the county superintendent. If payment is made for the services of a person unqualified, the payment shall be disallowed, and the officer who sanctioned it shall be fined not fewer than $5 nor more than $50. Written contracts must be made in duplicate before installment.

The county superintendent shall examine persons applying for license to teach in the free public schools, and, if satisfied as to their capacity, acquirements, morals, and general fitness, he shall grant them certificates of limited duration subject to revocation, all under the supervision of the State superintendent. He shall also hold examinations for those desiring to teach in his county for the school year at such time and place as may be required by a district board. Examinations will be held in orthography, reading, writing, arithmetic, grammar, geography, physiology and hygiene, and, for a first or second grade certificate, in the theory and practice of teaching. Applicants to teach schools in which the higher branches have been introduced must be examined upon those branches also. The first-grade certificate entitles to teach three years, and may be renewed for two years or shorter period; the second grade is good for two years, and the third grade for one. The State superintendent shall issue two grades of State certificates, one valid for seven years (the "professional certificate") and the other for life (the "life diploma"). To obtain either of these the applicant must pass in the subjects required for a first-class county certificate and such other subjects as the State superintendent may demand, and have taught school two years or more, and satisfy the superintendent of his ability to teach and manage a school.

Every teacher shall keep a daily register of facts pertaining to his school and be responsible for it until delivered to the clerk of the school district, may suspend pupils until the case is decided by the board, is exempted from working on roads, nor shall the salary received be governed by the daily average attendance unless it be 10 or fewer.

Preliminary training.—There are four normal schools—one for white men, one for white women, and two for colored persons. The object of the Hampton Normal School, as set forth in the charter, is to "instruct youth in the various common-school, academic, and collegiate branches, the best methods of teaching the same, and the best mode of practical industry in its application to agriculture and the mechanic arts." The other school for colored persons is known as the Virginia Normal and Collegiate Institute, having for its organization a normal department and a collegiate department and such professional departments as may be deemed expedient.

The State Female Normal School is expressly for the training and education of white women for teachers in the public schools. It is under a board of trustees, of whom the State superintendent is one. The trustees may grant diplomas and certificates of proficiency to its graduates and pupils. Each city and county is entitled to send one pupil and one additional for each representative in the house of delegates above one. Each pupil is required to give satisfactory evidence of an intention to teach in the schools of the State for at least two years. The College of William and Mary is authorized to establish, in connection with its collegiate course, a system of normal instruction and training for the purpose of educating and training white men for teaching for the public schools. It is governed by a board of visitors of 21 persons, 10 of whom are appointed by the governor with the State superintendent an ex officio member, which prescribes rules for the examination applying for normal instruction, and requires satisfactory assurance from each pupil that it is his intention to teach at least two years in the public schools, and each pupil shall have the privilege of the college course without charge. Each county and city in the State shall be entitled to one pupil, who shall be nominated by the county superintendent, and one additional pupil for each additional representative in the house of delegates.

For the purpose of establishing an intermediate grade of instruction between that of the common school and that of the college, any district or school board,

with the consent of the county school board, may admit branches necessary to qualify pupils to become teachers.

Meetings.—The State board of education shall have power at its discretion to invite and encourage meetings of teachers at convenient places and to procure addresses to be made touching the processes of school organization, discipline, and instruction; provided that no public money shall be expended for the purpose, and that no meeting shall be held during the time the schools should be open nor shall any teacher be paid for attendance or be compelled to attend.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—White and colored children must be taught in different schools. The school age is 5 to 21, but persons 21 to 25 may be admitted on payment of tuition fees. Pupils must be vaccinated. An enrollment of at least 20 pupils, with a reasonable assurance of an average attendance of that number, shall be required to constitute a free public school, but in cases where this would work hardship the county superintendent may allow 15, and in case of a factious spirit on the part of one or a few persons which tends to reduce the attendance below the minimum the school may be kept open.

Character of instruction.—In every public free school shall be taught orthography, reading, writing, arithmetic, grammar, geography, history of the United States and of Virginia, physiology and hygiene, and drawing, and none other, except as allowed by the State board. [But see below in regard to intermediary instruction.] In schools having not fewer than 40 pupils, with an average attendance of 30, at least two teachers shall be employed the whole time, one of whom shall be devoted to instruction in elementary branches, and in all localities where the number of children is sufficient preference shall be given to graded schools—that is to say, schools in which the pupils are taught in different rooms by different teachers, according to advancement in the studies of the one-teacher school. To encourage an intermediate grade of instruction, school boards of districts, when the county board has consented, may admit instruction in any branches necessary to qualify pupils for teaching in the public schools or to enter any of the colleges or higher institutions of the State, but a fee may be required, not exceeding $2.50 a month, for each pupil, and schools having but one teacher and a daily session of five hours shall be confined to the elementary branches.

Text-books.—The State board shall, on some gradual system, bring about uniformity, and to that end they shall be selected from a list furnished by the State board. In cities the text-books may be provided by the city school board, except for primary schools. District boards shall decide what pupils shall be entitled to receive text-books free of charge owing to the poverty of their parents.

Buildings.—The board of school trustees shall provide suitable schoolhouses, with proper furniture and appliances, in every district, and may hire, erect, or purchase such houses, observing the utmost economy consistent with health and decency, after consultation with the county or city superintendent as to the style of architecture and the arrangements of the buildings and grounds. Unsanitary buildings may be condemned by the county superintendents. An unused building may be occupied by a person who desires to open a school, except when school funds are at hand to keep it open as a public school. To disturb any exercise of a school is a misdemeanor, subject to fine of not less than $10, or more than $50, and, in the discretion of the court, confinement in the jail for not more than thirty days.

4. Finances.

Funds (permanent or special).—Taxation.

The funds applicable annually to the establishment, support, and maintenance of free public schools shall be as follows:

State funds, embracing the annual interest on the literary funds (arising from the sale of public lands, forfeited property, and fines for offenses against the State), a capitation tax not exceeding $1 per annum on every male citizen of age, and such tax on property, not less than 1 mill nor more than 5 mills on the dollar, as the general assembly shall order.

County funds, embracing such tax as shall be levied by the board of supervisors, fines imposed upon school officers, and donations.

District funds, embracing such tax as shall be levied by the board of supervisors of the county, not to exceed 10 cents on the hundred dollars, for the purposes of the school district, and donations.

WEST VIRGINIA.

1. Organization of the System.

State superintendent.—State board of examiners.—Board of the school fund.—County superintendents.—District board of education.—Subdistrict trustees.

State superintendent of free schools.—There shall be elected a State superintendent of free schools, whose term of office shall be the same as that of the governor. He shall be a person of good moral character, temperate habits, of literary acquirements and skill and experience in the art of teaching, and shall be paid $1,500 annually and necessary expenses, not to exceed $500 in the year. He shall have his office and residence at the capital, have an official seal, sign all requisitions on the auditor for the payment of State money for school purposes, supervise all county superintendents and free schools of the State, see that the law is executed, prepare and forward all blanks required, correspond with educators and school officers abroad, collate the result of his investigations, make himself acquainted with peculiar wants of each section of the State, and annually report to the governor. He shall also contract with publishers for text-books.

State board of examiners.—There shall be a State board of examiners, consisting of four competent persons, one from each Congressional district, to be appointed by the State superintendent, to serve for four years. (See Teachers, appointment and qualifications.) Each member receives a per diem of $5 for time actually spent in discharge of duty, and 5 cents a mile for distance traveled over.

State board of the school fund. See Finances.

County superintendents.—A county superintendent of free schools shall be elected every four years by the county electors. He shall visit each school within his county at least once during the school year and note its scholastic character and physical surroundings, and shall labor steadily to procure uniformity of instruction throughout the county and promote the efficiency of the teaching force, reporting concerning these facts annually to the State superintendent. He shall make up a report to the State superintendent from the district reports to him concerning the condition of schoolhouses, the value of apparatus, and the volumes in and value of school libraries; and further, to report the districts failing to make a return of the youth within it and those that have failed to make the annual district levy for support of primary schools.

County board of examiners.—There shall be in every county a board of examiners, composed of the county superintendent and two experienced teachers (each of whom shall have a State certificate or a No. 1 county certificate or be a graduate of some reputable school), who shall be nominated by the county superintendent and appointed by the presidents of the district boards of education, for a period of two years, one retiring annually. They shall each receive pay at the rate of $3 a day of actual service, to be paid out of the fees exacted from applicants for a position.

District board of education.—The district board of education shall be composed of a president and two commissioners, elected by the voters of each school district (coextensive with each magisterial district of the county) for terms of four years, the two commissioners to retire at biennial intervals, who shall appoint for each subdistrict three intelligent trustees, each to hold for three years and one to retire annually. The board of education shall fix the salary of the teachers and elect a secretary, who shall not be a member. The board shall have general control and supervision of the schools and school interests, determining the number and location of its schools, provided that every village of fifty or more inhabitants shall be included in one subdistrict. The board shall cause a sufficient number of primary schools to be kept, require every teacher to enumerate the youth (6 to 21), and report the following facts: Youth 6 to 16 years of age, youth 16 to 21 years of age, distinguishing sex and race; determine the rate of taxation necessary for teachers' and building funds; to purchase and sell text-books and furnish record books and blanks to teachers. The members receive $1.50 per diem, not exceeding $9 a year.

Subdistrict trustees.—The trustees of the subdistricts are three in number, appointed for three years by the board of education, one retiring annually. They shall have charge of the schools in their district and appoint teachers, making a written contract; visit every school under their charge once within two weeks after the opening and again within two weeks before its close, thoroughly inspecting the premises, the character of instruction, and the proficiency of the pupils; may purchase fuel, brooms, and other things incidental to schoolroom use, and make repairs, rendering an account to the secretary of the board of education thereof.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be employed unless having a certificate of qualification to teach the grade for which applying. The county board of examiners shall examine each candidate in the prescribed studies, and if satisfied on actual examination as to the competency and moral character of the applicant they shall give a certificate in duplicate, valid for one year. Two examinations shall be held annually. No college diploma or certificate of recommendation shall supersede the necessity of an examination. The certificates shall be graded as follows: The first grade shall be issued for four years to all applicants who obtain an average of 90 (not less than 75 in any subject) on examination in all the branches required to be taught in the primary schools and the theory and art of teaching, general history, civil government, and bookkeeping; this grade certificate may be renewed once, provided its holder has taught under it for two years. The second grade county certificate shall be issued to all applicants who obtain an average of 80 per cent (not lower than 70 in any branch) on the studies of the primary schools and the theory and art of teaching; this certificate is good for two years. The third grade certificate shall be issued to those who obtain an average of 70 per cent (not lower than 60 per cent in any one branch) in the studies of the primary schools, and is valid for one year, and may not be reissued more than twice to the same applicant. Failure to attend a county institute without good excuse annuls the certificate. The State board of examiners issue two grades of certificates—first class, valid for twelve years; second class, for six years. The first class are issued to persons who possess the requisite scholarship and professional experience; the second class are issued to applicants who, in addition to the branches required for the county certificate, pass in four other branches. Second-class certificates are granted to the State normal schools and its branches and of the State university when such graduates have taught successfully the three years immediately preceding in the State under a No. 1 county certificate. Teachers teaching successfully four years under a second-class certificate shall be entitled to a first-class certificate at the expiration of the second class. Each applicant shall pay a fee of $5.

Every teacher shall keep a register, in which he shall enter the date of the beginning and close of the term, the name, sex, age, and studies of each pupil, and other particulars specified by authority. Failure to properly keep and deposit the register forfeits the balance due to the teacher. Teachers are required to take the school census.

Preliminary training.—The West Virginia normal school (Marshall College), with its five branches, is under the control of a board of regents of the State normal school, appointed by the governor. For educating colored persons for teaching, the State superintendent is authorized to arrange with institutions for that race within the State.

Meetings.—Teachers' institutes shall be held annually throughout the State, one or more in each county, and shall continue five days, and be instructed by skilled persons appointed by the State superintendent, at not more than $25 for each institute, but the aggregate amount for the whole State shall not exceed $500. At the close of the institute the county board of examiners shall hold one of their two annual examinations.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—White and colored children are to be taught apart. Every youth between the age of 6 and 21 years shall have a right to receive instruction at the free primary schools. Subdistrict trustees shall provide one or more primary schools for the colored children when they number more than 15, or the board of education of the district shall furnish educational facilities in any way it may deem best.

Schools must be kept at least four months.

Character of instruction.—In the primary schools there shall be taught orthography, reading, penmanship, arithmetic, English grammar, physiology, general history, history of the United States and of West Virginia, geography (including State geography especially), single-entry bookkeeping, civil government, and the theory and art of teaching. It shall be the duty of the State superintendent to prescribe a manual and graded course of primary instruction to be followed in the country and village schools, and for the graduation of those completing the course.

Text-books.—The law names the text-books to be used in the schools, and the State superintendent shall contract with the several publishers for the supply of them for the schools for five years upon the terms and guaranties submitted to the legislature by the publishers, and no "revised editions" are to be admitted during the period covered by the contract. It is the duty of the district board of education to purchase and to have on hand in the office of its secretary as many text-books as will supply the needs of the schools for the year, to be paid for out of the building fund, the books to be sold at the contract retail price. For this trouble the secretary of the board may receive a small and extra compensation. The above so far as applying to the district board is not obligatory upon them unless they so ordain.

Buildings.—The board of education of every district shall provide suitable schoolhouses and grounds, but in erecting buildings they must submit the plan to the county superintendent, whose duty it is to be acquainted with the principles of schoolhouse architecture, and in all his plans he shall study economy, convenience, health, and durability. To provide sites, schoolhouses, and furniture a district tax must be levied, not to exceed 40 cents on the $100 of property.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The existing permanent and invested school fund and all money accruing to this State from forfeited, delinquent, waste, and unappropriated lands and lands hereafter sold for taxes, the State's share of the literary fund of Virginia, or other claims of an educational nature upon her, estates of intestates, escheated lands, the taxes levied upon the revenues of a corporation, exemptions from military duty, and such sums as may from time to time be appropriated shall constitute the school fund. For the management of the fund a board of the school fund is created, composed of the governor, State superintendent, auditor, and treasurer. The interest of the fund is to be annually applied to the support of free schools.

Taxation.—The legislature shall levy for support of free schools an annual capitation tax of $1 on every male inhabitant of 21 years or more.

For the support of free schools there shall be a State tax of 10 cents on the $100, which, together with the interest of the school fund, forfeitures, fines, and confiscations, the annual capitation tax, dividends on bank stock held by the board of the school fund, shall be called the general school fund, and shall be annually distributed to the several counties in proportion to the youth therein, less the salary and expenses of the State superintendent, but no district is to receive its share unless it has annually raised enough money in connection with the State apportionment to keep the schools open for at least four months, or as many as have been settled upon by the voters: *Provided*, the local tax shall not exceed 50 cents on the $100, the levy and the State money to be called the teachers' fund. To provide buildings, sites, furniture, and appliances, and repair them, the board of education shall annually levy a tax on the property in the district not to exceed 40 cents on the $100.

KENTUCKY.

1. Organization of the System.

State board of education.—State board of examiners.—State superintendent of public instruction.—County superintendent.—County board of examiners.—District trustees.—City school board.

State board of education.—The State superintendent, together with the secretary of state and attorney-general, shall constitute the State board of education, which shall take, hold, and dispose of real or personal estate for the benefit of the common schools, the bonds, certificates, and other evidences of indebtedness being in the custody of the chairman. The board shall meet only on the written call of the chairman; it shall constitute a standing committee to prepare rules, by-laws, and regulations for the government of the common schools to be adopted and enforced under the authority and direction of the county superintendents, trustees, and teachers; to prescribe regulations for the management of county teachers' libraries, and prepare suitable lists of books for district libraries, with regulations for the management thereof; to prescribe and publish a public graded course of study for the common schools, specifying the order of studies and the time to be allotted to each, which shall be enforced by the district trustees.

State board of examiners. See Teachers, *Appointment, qualifications, and duties.*

State superintendent of public instruction.—There shall be elected every four years a State superintendent of public instruction, who shall give bond for the faithful performance of his duty to the amount of $25,000. His salary shall be $2,500 per annum, and he shall have all the office fixtures, stationery, books, postage, fuel, and lights needed to carry on the work of his office. He may appoint three clerks, one at a salary of $1,500, one at $1,000, and one at $850 per annum, to be paid out of the common school fund. He shall be a member of the State board of examiners; shall keep his office at the seat of government in such suitable buildings as may be provided; shall devote his entire time and attention to the duties of his office; shall keep an account of all the orders drawn or countersigned by him on the auditor and of all changes in the offices of county superintendents; shall biennially, on or before the meeting of the general assembly, make report of the condition, progress, and prospects of the common schools, the amount and condition of the school fund, how its revenue for the two previous school years has been distributed, the amount produced and disbursed for common-school purposes from local taxation and other sources, and how and for what the same was expended, an abstract of the county superintendent's reports, the practical workings of the common-school system of the State, with suggestions as to any alterations it may require, together with such facts, statistics, and information as may be deemed of interest to be known, and shall cause to be printed a copy for each school district and for each county and city superintendent, 750 copies for the use of the members of the general assembly and for exchange with the superintendents of public instruction of other States and 500 copies for discretionary distribution. He shall include in his report the condition of the institutions for the blind, the deaf and the dumb, and the feeble-minded. He shall prepare suitable blanks for reports, registers, certificates, notices, and such other official documents as the law requires, and shall transmit them to the person intrusted with the execution of the school law. He shall biennially collect, arrange for publication, and index the school laws, omitting all that has been repealed and inserting in the proper place that which is amendatory. He shall report any neglect of duty or any misappropriations of school funds by county superintendents to the county attorney, who shall proceed against the delinquent.

County superintendent.—There shall be a county superintendent of common schools in each county, who shall be possessed of moral character and ability to manage the common school interests of the county efficiently. He shall possess a good English education, shall be competent to examine the teachers who shall apply to teach the common schools in the county, shall be 24 years old, a citizen of Kentucky, and have resided two years next preceding the election in the State and one year in the county for which he is a candidate. To be eligible to the office he shall hold from the State board of examiners a State diploma or State certificate which will not expire during his proposed term of office or a certificate of qualification of the grade of a county certificate of the first-class, which may be granted on an examination held before the State board or upon a written examination held by a special county board, composed of the county judge, county clerk, and a competent person selected by them, upon a series of questions for the examination prepared and forwarded by the State board of examiners which shall be securely sealed until the hour of examination, when, after the seal of the package containing the sealed envelope has been duly inspected, the envelope shall be opened in the presence of the persons assembled by the county clerk. In case of sickness or other disability of either the county judge or clerk the county attorney shall perform the duty required of the absent member. The examination shall be held in every county on the last Friday in July and August next preceding the election of county superintendents, and the examination may be continued during the following Saturday by examiners if deemed necessary, and the written answers of each examination shall be immediately forwarded by the county judge or county clerk by registered mail to the State board of examiners, together with a fee of $2, which shall be paid to the two examiners, and the sworn statements of the members of the special board that the examination had been conducted in their presence in strict accordance with the provisions of this section, and that no applicant had directly or indirectly received assistance. The State board of examiners may, if they deem the answers sufficient, grant a certificate (which will not entitle to teach), but if they refuse they shall notify the county clerk. The members of the special county board shall receive a reasonable compensation fixed by the fiscal court. In counties embracing any city of the first class maintaining a system of public schools separate and distinct from the common schools of the county, no person shall be eligible to the office of county superintendent other than a resident of such county outside of such city or town. No county judge, justice of the peace, circuit clerk, county

clerk, county attorney, county surveyor, coroner, assessor, trustee of a common school district, or a teacher while engaged in teaching shall hold the office of county superintendent.

The county superintendent shall be elected by the qualified voters of each county for four years and shall give bond to the amount of the school fund for the year. In case of contested election the State superintendent shall have power to recognize a superintendent from among the contestants until the matter has been settled. He shall have power to lay off, change, and abolish school districts; may condemn any schoolhouse or appurtenances if unfit for school purposes; shall at least once a year make an official visit to each school district, but shall not visit more than three in one day, noting in a book kept for the purpose the number of pupils in attendance, the number absent and the cause therefor, the names of children unable to purchase books, the condition of the schoolhouse and its appurtenances of every kind, the qualifications and efficiency of the teacher, the conduct and standing of the pupils, the method of instruction, the discipline and government of the school. He shall counsel the teacher and trustees in regard to their duties. He shall make a certified statement to the State superintendent, giving the whole number of children 6 to 20 years residing in his county and in each of its districts, including each city and independent district, and he shall be individually responsible to the teacher or the district for any loss sustained by the teacher or district by reason of any error made in reporting the census. He shall superintend the taking of the census by the district trustees, shall ascertain the amount required to purchase text-books for indigent children, and pay the teachers monthly. He shall make an official report to the county superintendent, giving in tables of details and aggregates the school districts of his county by number; the names and addresses of trustees of each district, with date of expiration of term; the districts in which schools were taught and the time taught; the highest, lowest, and average number of children at school; the cost of tuition of each child for the session and by the month; the number of private schools, academies, and colleges taught in the county, and the length of session of the same; the number of teachers employed—male, female, and total—for the common schools; the average wages of male teachers, female teachers, and of total teachers for the month; the name and address of teachers resident in his county, with grades of certificates of each; the amount of money raised for common school purposes in the county by local tax or otherwise, and the purposes for which disbursed; the number and kind of schoolhouses; the number built and the value of each; the number of district libraries (stating if there be a county library) and the number of volumes in each, and the increase during the year, and the amount he has received for official compensation and expenses. For willful failure to be present at his office at the time appointed to receive reports. or for failing to make reports herein required, he shall be fined a sum not exceeding $50. He shall be at his office at the county seat on the second Saturday of each month, and at such other times as may be necessary to transact his official business. He may remove trustees for cause, and shall decide on questions of school administration, with appeal to State superintendent. His compensation shall be fixed by the fiscal county court at from 8 to 20 cents for each child enumerated by the district trustees, the amount to be paid out of the county levy; but no salary shall be less than $250 nor more than $1,500, and in fixing the amount no child under a city superintendent of a city, first, second, third, or fourth class, shall be counted. He shall also be furnished a suitable office large enough to accommodate the county teachers' library. He shall not buy directly or indirectly any teacher's claim, nor act as an agent for the sale of any text-book. Violation of this section shall cause him to be fined from $100 to $1,000. In case of vacancy the county judge may appoint a successor.

County board of examiners.—The county superintendent shall appoint two strictly moral and well-educated persons holding county certificates of the first class, State diplomas, or diplomas of some literary institution of high learning, who, together with himself, shall constitute a board of examiners for the county, whose material duties, as far as concerning the administration of school affairs, are given under Teachers, Appointment, Qualifications, and Duties, and Schools, Text-books.

District trustees.—The county superintendent shall have power, previous to the 1st day of April of each year, to lay off, abolish, or consolidate districts, and, if necessary, may lay off anew the districts belonging to his county. But in order that all districts may, as soon as practicable, be made to contain 45 children or more, the county superintendent shall work to that end. No district shall contain fewer than 45 nor more than 100 pupil children unless it contains a city, town, or village, or a high school, etc., entitled to a share of common-school funds. Each district shall be under the control of three trustees, who shall be of good moral

character, at least 21 years of age, and for white schools, able to read and write, one of whom shall be elected annually for a term of three years. No person holding the office of trustee of any private school shall be eligible to hold the office of trustee of any common school. The vote in electing a trustee shall be viva voce and taken at the schoolhouse. At this election the qualified voters of the district shall be the electors and any widow having a child 6 to 20 years of age and any widow or spinster having a ward 6 to 20 years. Vacancies shall be filled by the county superintendent. The trustees may take land by purchase or donation, the county superintendent consenting, for the purpose of erecting a schoolhouse, may build thereon, and provide the appurtenances. They may change the location of the house and sell the site. They may have land to the extent of 1 acre condemned, provided the owner does not have a residence, garden, orchard, or burying ground upon it. Whenever there is a district tax levied the trustees shall appoint a treasurer, who shall hold his office four years, giving bond to double the amount of taxes collected. The trustees shall employ teachers in writing, and shall visit all the parents of pupil children and urge upon them the necessity of prompt and regular attendance at school. At each meeting they shall carefully examine the teachers' register, and shall consider the condition of the school in all its features of buildings and instruction and provide for any deficiency. Upon complaint of the teacher in writing the trustees shall have power, after investigation, to suspend a pupil or expel him from school. They shall take an exact census of all the children that reside in their district on the 1st day of April who will be on the 1st day of the following July between the ages of 6 and 20 years, and on or before the 1st of May report a list of the same to the county superintendent and a duplicate list to the clerk of the county court, to be filed in his office, specifying the name, age, sex, and names of the parents or guardians of each child, to be entered in a book. Failure to take the report shall render the trustees liable to a fine of $20 or more, and willful falsification of the census makes the guilty person liable, in addition to the punishment of perjury, to a fine of not less than $50. No trustee shall purchase teachers' claims, directly or indirectly, nor be actuated by pecuniary motives in securing the appointment of any teacher, under penalty of the punishment visited upon bribery, and in general any person who is elected or appointed trustee of a common school but shall willfully fail or neglect to perform his duties shall be fined $50.

On the petition of 10 legal voters who are taxpayers, the county judge may fix the boundary of any proposed graded common school district, a majority of the trustees of any common school district affected being favorable, and arrange for a vote of the white taxpayers upon the question of an annual tax not to exceed 50 cents on each $100 of property belonging to the white voters in the district, town, or city, or a poll tax not exceeding $1.50 per capita on each white male inhabitant over 21, or both an ad valorem and a poll tax, for the purpose of maintaining a graded common school district, and for erecting, purchasing, or repairing suitable buildings therefor if necessary. At the same time a board of six trustees shall be elected for terms of three years, two to retire annually. The trustees shall employ the principal and all teachers and fix their compensation; may add other branches to the curriculum required by law. Any city of the first, second, third, or fourth class may accept the provisions of this law.

City school boards.—There shall be elected in cities of the first class in each legislative district of the city two qualified persons as school trustees for terms of two years, one going out annually. The school board shall have power to govern itself by such rules and regulations for school purposes as they may deem proper, including the election of principals and teachers and the branches to be taught and text-books used. Biennially it shall elect a superintendent.

In cities of the second class there shall be a board of education of two trustees from each ward in the city, to be elected by the qualified voters at large, and the control and management of the public schools of the city and the property and funds thereunto belonging shall be, and is hereby, vested in said board.

In cities of the third and fourth classes the board of education shall consist of two trustees from each ward for terms of four years, one-half the board retiring every two years. The control and management of the public schools of the city and the school property and funds is vested in the board.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be allowed to teach a private or other school in any district schoolhouse unless he be of good moral character and have the consent of at least two of the trustees and a certificate of

qualification. No person shall be appointed or employed as superintendent, principal, or teacher in any graded common school who is not a person of good moral character and who has not a county certificate, as required by the common-school law of Kentucky. In cities of the first class the board of education shall have power to examine, or cause to be examined by competent persons, all applicants for the position of principal, teacher, or professor. In cities of the second class the board shall appoint a board of examiners of from two to five competent persons, who, in connection with the superintendent, shall examine all applicants for the position of superintendent, principal, or teacher of the schools.

In cities of the third and fourth classes the board shall have power to hold examinations, determine the qualifications of its superintendent, principals, and teachers, and issue certificates to them.

There shall be three grades of certificates issued to teachers of common schools: A State teacher's diploma, a State teacher's certificate, and a county certificate, the last being first, second, or third class.

The State board of examiners, consisting of the State superintendent and two professional educators appointed by himself, shall examine all applicants personally applying to them for certificates of qualification as county superintendents, or for State diplomas or State certificates. The board shall prepare the series of questions for examination of candidates for county superintendents, and also five series of questions for the examination of teachers, but shall submit the same to the board of education before forwarding them to the county superintendents.

The county superintendent shall appoint two strictly moral and well-educated persons holding county certificates of the first class, State certificates or diplomas, or diplomas from some literary institution of high learning, who shall with himself constitute a board of examiners for the county. This board shall grant certificates to persons 18 years of age or over upon written examinations.

State diplomas may be issued by the State board of examiners after a personal examination held at the State capital on the last Wednesday of June and August of each year upon the subjects embraced in the common-school course of study, and also upon the science and art of teaching, psychology, English literature, algebra, higher arithmetic, geometry, physics, and elementary Latin; and the applicant must obtain 90 per cent on all subjects and not less than 70 per cent on any one, must be at least 24 years of age, have taught in the State at least two years, and shall furnish satisfactory evidence of unexceptionable moral character. The diploma shall be good throughout the State and shall qualify the holder as eligible for candidacy as a county superintendent (q. v.). A fee of $5 shall be paid by each candidate to the two appointed members.

A State teacher's certificate may be granted by the State board of examiners upon the recommendation of the county board of examiners after a written examination held in applicant's county, to one who has attained an average grade of 90 per cent, with not less than 70 per cent in any one branch, upon the subjects embraced in the common-school course of study and also in English literature, elementary algebra, higher arithmetic, and the science and art of teaching, including the elements of psychology. The applicant attaining the average required shall be at least 21 years old, shall have two years experience in teaching, and shall present satisfactory evidence of unexceptionable moral character. The State certificate entitles the holder to teach in the common schools of the State, graded or city, for eight years, unless the holder shall be unengaged in active school work for two years, and may, if unrevoked, be renewed for another eight years.

County certificates of the first class require an average of 85 per cent upon all the subjects of the common-school course and upon the science and art of teaching and not lower than 65 per cent in any one branch; of the second class require an average of 75 per cent, and not less than 55 per cent on any one subject; of the third class require an average of 65 per cent, and not lower than 50 per cent on any one subject. The first-class certificate is good for three years, the second-class for two, and the third-class for one, but shall not be given twice to the same person. A certificate of the third class does not entitle the holder to teach in a district having 55 or more children, and a certificate of the second class does not entitle the holder to teach in a district reporting 75 or more pupils. A person having taught for eight consecutive years in the same county under first-class certificates may have the last one renewed annually for four years. [See also under Organization of system—*County Superintendent*.]

It shall be the duty of the teacher to keep a register, which shall be graded for four years' work, and shall be delivered to the chairman of the board of trustees at the close of every term. The section allotted to each year shall be divided into two parts, designated monthly and term summary. The teacher shall faithfully

enforce the course of study, the use of the prescribed text-books, the good conduct of pupils while in school or on the road to or from it, and for good cause may suspend pupil. But no teacher shall be required to teach any other than the common-school branches unless specified in the contract.

Preliminary training.—The State normal school for colored persons shall be under the control and supervision of a board of trustees composed of the State superintendent, who shall be chairman, and three intelligent and discreet persons, residents of Franklin County, to be appointed by the governor with the approval of the senate for terms of three years, one to retire annually. They shall adopt rules for the government of the school, shall prescribe its course for the training of teachers and the requisites for admission, and select the instructors, but every pupil must be at least 16 years of age, possess good health, and satisfactory evidence of good moral character, and sign a written pledge that he or she will, as far as practicable, teach in the colored common schools of Kentucky a period equal to twice the time spent as a pupil in the normal school, together with such other conditions as may from time to time be required, but tuition shall be free to Kentuckians. The sum of $3,000 shall annually be appropriated out of the State treasury to pay the teachers and defray other necessary expenses, which, together with the amount received under the act of Congress of August 30, 1890, shall be known as the colored normal school fund. The diplomas granted by the board to graduates shall entitle the recipient to teach in any of the colored common schools of the State. In the school there shall be a department of agriculture and the mechanic arts.

In cities of the second class the board of education may maintain a normal school or training class for the purpose of training graduates of the high school and others to be teachers in the schools of the city.

Meetings.—The county superintendent shall organize annually a teachers' institute for the normal instruction, improvement, and better qualification of the teachers of his county, one for white and one for colored teachers. The institute shall occupy not less than five nor more than ten days, and shall be held between the 1st day of July and the 1st day of November. The superintendent of public instruction and the two professional members of the State board of examiners shall prepare the programme and a syllabus of each subject, both of which shall be furnished each member of the institute, and shall be faithfully and efficiently carried out. Every teacher of a common school, including teachers of the graded common schools in cities of the fifth and sixth classes who hold a State diploma, State or county certificate, or who contemplate applying for certificate of qualification to teach in the common schools, shall attend the full session of the institute in his home county, unless he is teaching in another county in which the institute is yet to be held, or has attended the institute of a county in which he has a contract to teach; but in teaching in a county other than his home county whose institute is yet to be held, he must attend the full session of the latter. The county superintendent shall revoke the certificate of any teacher who shall fail or neglect to attend the full session of the institute, unless the superintendent shall be fully satisfied that such failure has been caused by actual sickness or other disability, and after the institute has been held it shall be unlawful to grant any person a certificate to teach at any time during that school year unless the person has attended the full session of the institute. During the institute there shall be a suspension of such other schools as are in session, but no reduction of the teachers shall be made. At the close of the institute a certificate of attendance shall be given to the teacher, who shall file it with the board of trustees, which shall report the fact. Any four or fewer counties may hold a joint institute. The county superintendent shall collect from $1 to $2 from each person in attendance, 25 cents of which shall be paid into the county library fund and the rest shall be applied to meeting the necessary expenses of the institute.

At each session of the institute every subject embraced in the common-school course shall be brought before the institute, illustrated and described, and every feature of school organization and school management, together with the whole work of the teacher, shall be considered, and the common-school laws of the State read and expounded.

During the session of the institute there shall be held a county teachers' association, and one hour in the afternoon or the night meeting shall be daily set apart for this purpose. The object of the association shall be primarily to discuss and devise the best ways and means of promoting the interests of education, the improvement of teachers, and the methods of teaching, and especially to devise means for securing better schoolhouses, better attendance, and local aid for common schools.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—No school shall be deemed entitled to any contribution out of the school fund unless the same has been actually kept or is under contract to be kept by a qualified teacher for five months during the same school year, and at which every child residing in the district between the ages of 6 and 20 has had the privilege of attending free of expense, but it shall not be lawful for any white child to attend any common school provided for colored children, or any colored child to attend any common school provided for white children. [For the source of support of colored schools see Finances, Taxation. In cities of the second class the city board of education has complete control of colored schools, and in cities of the fourth class there is a "colored board of education."]

No point in the boundary of any proposed graded common-school district shall be more than 2½ miles from the site of its proposed schoolhouse.

Character of instruction.—The State board of education shall prescribe and publish a public graded course of study for the common schools, specifying the order of studies and the time to be allotted to each, but the course shall embrace spelling, reading, writing, arithmetic, English grammar, English composition, geography, physiology, and hygiene, and the effects of alcoholic drinks and narcotics, civil government, United States history, and the history of Kentucky. The majority of the white voters of a locality may establish a graded school district for white persons, and a majority of the colored voters may establish a graded school district for colored persons. In cities of the first class the board of education shall prescribe the branches of education [other than those required by law] to be taught and the text-books used, but no catechism or other formula of religious belief shall be taught or inculcated. In cities of the second class children from 4 to 6 years of age may be instructed by kindergarten methods, and the board of education may extend the required curriculum, establishing high schools. In cities of the third and fourth classes the board of education may extend the required curriculum, establishing high schools, and maintaining kindergarten and manual training schools.

Text-books.—The county board of examiners in each county shall adopt, on penalty of a fine of $200, a list of text-books on the subjects taught in the common schools, which shall be used in the common schools for five years. Any county board of examiners, whenever any publisher or person selling text-books desires to have his books adopted in the common schools in any county, shall require to be filed a sample copy of each, with its lowest retail price (which shall not be higher than the price obtained in any other section of the United States), at which it is to be sold to patrons and pupils, and shall execute a bond of $10,000, with good security within the State. In cities of the first, [second], third, and fourth classes the board of education select the text-books.

Buildings.—The district trustees, with the consent of the county superintendent, may take land for the purpose of erecting thereon a schoolhouse, provide for and secure the erection of the same, construct such outbuildings and inclosures as shall be conducive to the protection of the property and the comfort and decency of the pupils and teachers. They shall have power to recover for damage done. The county superintendent may condemn a school building as unfit for use, and if the trustees have no funds to put the condemned property in a habitable condition, a capitation tax shall be levied, not exceeding $1 a year. In cities the board of education has control. In graded common school districts no building shall cost more than $15,000, unless it be a city of the first to fourth class, having adopted the provisions governing graded common school districts, when the maximum shall be $100,000.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The school fund shall consist of the interest on the bonds of the Commonwealth for $1,327,000 in aid of common schools, at the rate of 6 per cent per annum, payable semiannually; the dividends on 735 shares of the capital stock of the Bank of Kentucky, representing a par value of $73,500, owned by the State; the interest at the rate of 6 per cent, payable annually on the surplus of $381,986.08 now due the several counties and remaining a perpetual obligation against the Commonwealth for their benefit, the interest at 6 per cent per annum, payable semiannually, on $606,641 received from the United States under act of March 2, 1891; such proportions of fines, forfeitures, and licenses

which may be realized by the State as the amount of taxes for common school purposes bears to the whole State tax other than for the benefit of the Agricultural and Mechanical College, and the annual State tax given below. The fund shall be used to pay the expenses of the State department of education and the payment of teachers of the common schools. The fund shall be distributed annually by the State superintendent according to the pupil children in each county and school district.

Taxation.—There shall be an annual tax of 22 cents on each $100 of value of all real and personal estate and corporate franchises directed to be asesssed for taxation, which shall be distributed as stated under "funds" above. Whenever there shall be a tax levied in any common school district or graded school district it shall be the duty of the trustees to appoint a district treasurer. The tax shall be levied on the property of the district immediately preceding the levy by the trustees, which the treasurer shall collect. Unless there are sufficient funds on hand which may be used to pay the contingent expenses incident to rendering the schools comfortable, the trustees shall assess and the treasurer of the district shall collect a capitation tax of $1.50 or less on all persons having children attending the common school of the district, and shall be used to pay for fuel and other things needful to keep the schoolhouse warm, clean, and comfortable. In the establishment of a graded common school, a minimum tax is fixed, as given under Organization, District trustees. In case of cities taking advantage of the law regarding the organization of a graded common-school district, bonds may be issued to 2 per cent of the taxable property of the city instead of being limited to $15,000, as in the case of the ordinary graded common-school district.

In cities of the first class, organized under the general act for them, the board of education collect a tax of not less than 33 cents on the $100 of property assessed for city taxation. In cities of the second class the general council shall be requested by the board of education to collect the amount required to defray the expenses of maintaining schools, improving or constructing buildings, etc. In cities of the third and fourth classes the board of education shall estimate the amount necessary as in the case of cities of the second class, and the general council shall collect the amount, provided that in any one year it shall not exceed 50 cents on each $100 of assessed city property.

NORTH CAROLINA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County board of education.—County examiner.—District committee.

State board of education.—The State board of education consists of the governor, lieutenant-governor, secretary of state, treasurer, auditor, superintendent of public instruction, and attorney-general. It apportions the State school money and recommends text-books to be used in public schools for a term of three years at a predetermined price, and has general power to regulate the public schools of the State.

State superintendent of public instruction.—The State superintendent is elected quadrennially by the people. He prepares the forms and registers used in the schools and in general shall look after and direct the system of public schools and report biennially to the governor. His office is at the State capital; is furnished with an office and expenses incidental to it. He signs requisitions on the auditor for the payment of money by the State treasurer, and is enjoined to learn and to supply the educational wants of the State, and make himself acquainted with the course of educational affairs in other States. For his expenses while counseling with county boards and superintendents, delivering lectures at institutes, etc., and for clerical assistance, $500 is annually allowed. [By law of 1893 he is empowered to employ a clerk at $1,000 per annum.]

County board of education.—The justices of the peace and the county commissioners of each county shall biennially elect a county board of education consisting of three residents, who shall be men qualified by education, experience, and interest to specially further the educational interests of their county. The county superintendent shall be secretary and the county treasurer the treasurer of the board. The members shall not receive more than $2 per diem and mileage. Vacancies shall be filled by the county commissioners. The board shall be charged with the general management of the public schools shall divide the county into districts, decide all controversies about the boundaries of districts, location of schoolhouses, and construction of school law, and shall see that the law is enforced. The board meets quarterly, and in January apportions the school money to each schoolhouse.

[By law of 1895 "all the powers and duties of the board of education devolve upon and are discharged by the board of county commissioners"—the civil county authority—the State superintendent refers (preface to school law) to the county commissioners as "acting as a county board of education."]

County superintendent.—The county superintendent shall be elected by the county board of education, county commissioners, and justices of the peace in joint session biennially. He shall be of good moral character, liberal education, and otherwise qualified to discharge the duties of his office, but for cause may be removed by the county boards who participated in his election. He shall examine all applicants of good moral character for teachers' places six times a year,[1] have charge of the teachers' institute, and, with the concurrence of the school committee of the district, he may suspend any teacher unfit for his place or who is rendering inadequate service for the pay received. He is subordinate to the State superintendent and the county board of education. He shall distribute the blank forms received from the State superintendent and advise with district committees as to the best method of obtaining statistics; he countersigns orders on the treasurer of the county board for payment of teachers' salaries, provided the teacher has made the reports required, and shall himself report to the State superintendent annually, giving an abstract of the number, grade, race, and sex of teachers examined or approved by him, the number of schools taught in the county for each race, the enrollment and average attendance in them by sex, the average length of the terms of the school, and the average salary of teachers by race, and, in addition, the number of school children in the county by race and sex, the public schoolhouses, and the value of school property for each race, the number of institutes held, and the teachers attending them, and such suggestions as he may deem proper. His compensation shall be fixed by the county board at between $2 and $3 per diem for actual service, but his compensation shall not exceed 4 per cent of the school fund apportioned to the county. [The office of county superintendent is abolished and his duties as secretary to the old board of education are to be performed by the clerk of the board of county commissioners.]

District committee.—The county board of education shall lay off their respective counties into convenient school districts, consulting the convenience of the neighborhood. For each white and each colored school district there shall be elected biennially by the county board of education a school committee of three persons, whom they may remove for cause, provided that each committeemen shall be able to sign contracts in a legible hand, or his mark shall be witnessed by a disinterested person, in that person's handwriting. They shall take a census of the school children 6 to 21 years of age annually, by race and sex, and shall also report to the county superintendent the number of public schoolhouses and the value of all public school property. They have authority to employ and dismiss teachers and to fix their pay. They are intrusted with all school property, and have power to control it as they may deem best.

2. Teachers.

No person shall be employed by a district committee to teach who does not produce a certificate from the county [examiner]. Teachers of the third grade shall receive out of the public fund not more than $15 a month, of the second grade not more than $25 a month, and teachers of the first grade such compensation as may be agreed on.

The graduates of the Peabody Normal College are recognized as certified for life.

The grade of the certificate to which the applicant may be entitled shall be fixed on a scale of 100; no certificate shall be issued to an applicant whose standing in any subject is less than 50 per cent, or whose general average is less than 70. A general average of 90 per cent or more shall entitle to a first-grade certificate; of 80 to 90 per cent, to a second grade, and of 70 to 80, to a third grade; the certificates shall be valid for one year, and only in the county. All applicants shall pay to the examiner a fee of $1. The examination shall be held in July annually, and none but those of good moral character shall be admitted.

The board of education of a county may annually appropriate not more than $100 out of county school funds for the purpose of conducting one or more teachers' institutes, or two or more counties may combine.

Teachers must keep a register and turn it over to local authorities before finally paid; they may dismiss pupils.

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[1] The clerk of the superior court of the several counties in the State shall, on the 1st Monday in June, 1895, and annually thereafter, appoint an examiner whose duty shall be to examine all persons desiring to teach in the public schools of the county.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—White and colored pupils are to be taught separately. Every elementary school which shall receive aid from the State is a public school to which any local resident shall be admitted free of charge, and shall be taught four months, at least. In any district where there is a private school taught nine months by a teacher possessing a first-grade county certificate the school committee may contract with such teacher to give instruction in the common-school branches to all pupils 6 to 21 years of age, and pay therefor from the public-school funds of the district. Under such circumstances the school and teacher are under the same management as a public school as far as the county officials are concerned.

Character of instruction.—No branches shall be taught in the public schools, except spelling, defining, reading, writing, arithmetic, English grammar, geography, elementary physiology and hygiene, and United States and North Carolina history, but the district committee may allow other branches to be taught.

Text-books.—Each county board fixes the books to be used in the public schools, and they shall not be changed for three years, to take effect June, 1896.

Buildings.—The district school committee have complete control of school property in its district, and may dispose of it as it thinks best for the interests of the system. To interrupt or disturb any school is a misdemeanor, punishable by fine of not more than $50 or imprisonment not more than thirty days. Anyone setting fire to a schoolhouse shall be sent to the penitentiary or the county jail, and may be fined at the discretion of the court.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all lands granted by the United States, not otherwise appropriated, all sums or securities now belonging to any State fund for education, the net proceeds from the sale of swamp lands belonging to the State, and all grants, gifts, and devises shall be paid into the State treasury, and together with so much of the ordinary revenue of the State as may be set apart for the purpose shall be faithfully appropriated for establishing and maintaining a system of free public schools.

All moneys, securities, and other property belonging to a county school fund, the net proceeds from sales of estrays, the clear profits of all penalties and forfeiture, all fines collected in the several counties for any breach of the penal or military laws, and all the net proceeds of any tax on licenses to retailers of wines, cordials, etc., and to auctioneers shall belong to and remain in the several counties and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties.

The State board shall annually apportion among the several counties all the school funds in the treasury on the basis of persons 6 to 21 years of age.

The county school board shall apportion each year among its districts all school funds in the following manner: The sum required for the general school expenses is subtracted, then two-thirds are apportioned to the districts on the basis of children 6 to 21 years of age, and the remaining one-third shall be used to equalize the average length of the school terms for the two races.

Taxation.—In addition to the State and county capitation taxes (both together never to exceed $2 on the poll) there shall be levied and collected every year, for the maintenance of the public schools, 18 cents on every $100 of property and credits in the State and 54 cents on every poll. If the tax [capitation] levied by the State is insufficient to maintain one or more schools in each school district for the period of four months, then the board of county commissioners shall levy a special tax to supply the deficiency [except when the limit of 66⅔ cents on the valuation and of $2 on polls has been reached for State, county, and district purposes].

TENNESSEE.

1. Organization of the System.

State board of education.—State superintendent.—County superintendent.—District directors.—City boards of education.

State board of education.—The governor of the State shall appoint a State board of education, to consist of himself, the State superintendent, and six members, two of whom (the appointed members) shall retire every two years. The board

shall locate and make arrangements for opening first-class schools in every respect for the training of teachers. The board may receive contributions of money from the trustees of the Peabody Educational Fund or property or funds from any other source for the benefit of the schools it establishes, and the trustees of colleges, universities, or educational institutions shall have power to give the use of their property to the State board for the benefit of such schools. The board shall elect its own treasurer and secretary and fix their compensation.

State superintendent.—The State superintendent shall be a person of literary and scientific attainments and of skill and experience in the art of teaching, and shall be nominated by the governor and confirmed by the senate for a term of two years, at an annual salary of $2,000, to be paid from the school money in the State treasury. He shall devote his entire time to the duties of his office, shall be a member of the State board of education and of all other State educational bodies and associations, shall have an office in the State capital, and is liable to removal for misconduct. His duties shall be to collect and disseminate statistical and other information relating to the public schools, to make tours of inspection among the public schools throughout the State, to see that the school laws and regulations are faithfully executed, to prepare and distribute blank forms for all returns to be made by school officers, to have printed and distributed to county superintendents and other school officers as many copies of the school laws as may be necessary, with appropriate forms and instructions for carrying said laws into execution, to appoint, at his discretion, persons in each county to visit, without compensation, and examine all or any of the public schools therein and to report to him touching all such matters as he may indicate respecting their condition, management, and improvement; to appoint a person to make the report required from the county superintendent when that officer neglects his duty, to prescribe the mode of examining and licensing school-teachers and their necessary qualifications, to preserve in his office all documents and matters relative to educational subjects that may come to it, to report to the comptroller the school population of each county, to annually submit to the governor a detailed report of his official proceedings for the year ending June 30 preceding, exhibiting a plain statistical account of receipts and expenditures for public schools and of their condition and progress, showing the number of children, by sex and race, between 6 and 21 years of age, the enrollment, the average number belonging, and the per cent of attendance, the average salary paid to teachers, by sex, the amount of each branch of school expenditures severally, the cost of education per scholar, and whatever else may tend to show the degree of success and usefulness of the system.

County superintendents.—The county superintendent shall be elected by the county court biennially, but no member of the county court shall be eligible. He shall be a person of literary and scientific attainments, and of skill in the theory and art of teaching, and shall, before each election, file a certificate of qualification, given by the State board of education, in pursuance of the result of a public examination before a commission composed of three residents of the county (appointed by the county court) competent to conduct such an examination. Women of 21 years of age or more are eligible. The county court fixes the salary of the commissioner.

The duties of the county superintendent shall be as follows: To supervise the public schools; to visit the schools of the several districts from time to time; to confer with teachers and officers; to ascertain the merits of text-books; and to suggest changes tending to bring about uniformity in the course of study when it can be done without increased expense to the parent: to see that the district directors make their reports, or to have them made should the directors fail; to perform such duties in relation to the examination of teachers and issuing to them certificates of qualification as may be required of him by the State superintendent; to report to the county trustee, as soon as ascertained, the scholastic population of each district on the last day of June; to observe such directions and regulations as the State superintendent may prescribe; and to make an annual report, and such other special reports as the State superintendent may call for; to keep a record of his official acts and of the boundaries of the districts of the county. The county superintendent in counties of 30,000 or more is prohibited from teaching in any public school and from taking any contract for building or repairing school property, and from becoming the owner of a school warrant, other than that received for his own services as county commissioner. In addition to the punishment prescribed by statute for misdemeanors in office, a superintendent in counties of 30,000 or more who teaches in any public-school shall be fined not fewer than $25 nor more than $50, to go to the benefit of the public-school fund.

District school directors.—Three district school directors are elected biennially, and any person shall be eligible to the office of director who can read intelligently

and write legibly, perform the duties required, and who resides in the district. If a director moves from the district his office is vacated. If from any cause directors shall not be elected or when vacancies occur, the county superintendent shall appoint them. No director shall be a teacher in the public schools of his district, nor take any contract for building a schoolhouse, nor any contract which his board is competent to make, nor become the owner of a school warrant.

The duties of school directors shall be as follows: To explain and enforce the school laws and regulations, to visit the public schools within the district from time to time and see that they are legally and efficiently conducted, to subdivide their districts, to employ and pay teachers and to dismiss them for cause, to suspend or dismiss pupils when the prosperity or efficiency of the school makes it necessary, to use the school fund apportioned to their district, whether derived from donations or other sources, in such manner as will promote the interest of public schools, to see that the school census is taken in the proper manner on the required date, to hold meetings at the times they shall prescribe, to call meetings of the people for consultation in regard to school matters, to care for and control public-school property, to report any special matter required by the county superintendent, and to report to him annually on all subjects indicated in the blank forms supplied for the purpose, and until such report shall have been made the member of the board acting as clerk shall not draw his pay.

City boards of education.—The several incorporated cities and towns within this State may, through their boards of mayor and aldermen, establish and maintain within their respective corporate limits a system of high graded common schools and have power to appoint a board of education consisting of not exceeding six qualified citizens residing within their corporate limits. The board of education shall have full power as trustees or directors to manage and control such schools, to elect or to employ well-qualified teachers, and to prescribe all needful rules and regulations. Two members of the board shall retire annually.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary education.—Meetings.

Appointment, qualifications, and duties.—No teacher of public schools shall be employed or receive any pay from the public funds unless having a certificate of qualification from the county superintendent, and any officer sanctioning the payment for services rendered by an illegally employed person shall be subject to a penalty of not less than $5 nor more than $50; and for like services women shall be paid the same as men. The county superintendent shall perform such duties in relation to the examination of teachers and issuing to them certificates of qualification as may be required of him by the State superintendent. Written contracts shall be made with all public-school teachers, at fixed rates by the month, the contract to be signed in duplicate. Every public-school teacher shall keep a daily register of facts pertaining to his or her school in proper form and must deliver them to the clerk of the district board before warrant may be issued for the amount of his or her salary. Any teacher may for cause suspend pupils from attendance on the school until the case is decided by the board of school directors [and the teacher has power to punish for offenses committed on the way to and from school].

Preliminary training.—The establishment of a normal school or schools is authorized to be effected by the board of education. The said normal school or schools shall be made in every respect first-class institutions for the professional education of teachers, and the most approved method of instruction shall be adopted, and none but teachers experienced and skilled shall be employed to take charge of them. In the location of such school or schools the State board shall give preference to such locality accessible to all parts of the State as shall offer gratuitously the most suitable grounds and buildings for the establishment of the same. No pupil shall be admitted into said schools who is under 16 or over 30 years of age, and who shall not have undergone satisfactorily such examination as may be prescribed by the State board of education. Those already engaged in teaching may enter said normal school or schools as pupils upon conditions fixed by the State board. Pupils of the public schools may be recommended for admission into said normal school or schools by the county superintendent on consultation with the directors of the school districts of his county, and in cities by the superintendent of public schools, and such pupils so recommended and who pass a satisfactory examination shall have precedence over all other applicants. Diplomas shall be granted to those honorably completing the course of study exempting the holder from examination as a condition precedent to employment in the public

schools of the State. The salaries of principals, teachers, and other officers of said normal schools shall be determined by the State board of education, and the board is authorized to expend annually for the support of the normal college at Nashville, exclusively, $15,000 out of any funds in the State treasury not otherwise appropriated, provided that the Peabody board of trustees shall allow to the State 33 scholarships of $100 each and traveling expenses, one scholarship to be allowed each senatorial district in the State, and to be given after a competitive examination as prescribed by the State board. Three thousand three hundred dollars, or so much thereof as may be deemed necessary, shall be intrusted to the State board of education for the higher and normal education of the children of Tennessee of African descent, and upon the order of the board the comptroller shall issue his warrant for the same to the president or financial manager of approved institutions of learning for scholarships for the benefit of such of the aforesaid children as may apply therefor, under such regulations as may be prescribed by the board of education. The amount thus appropriated shall be a separate fund, over and above the $15,000 annually granted to the State Normal College, and shall be used to defray the expenses of two colored pupils from each senatorial district of the State in approved institutions of learning.

[NOTE.—The State board of education may authorize normal schools to issue diplomas which license the holder to teach in any public school in the State.]

3. SCHOOLS.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The public schools shall be free to all persons between the ages of 6 and 21 years residing in the district, but white persons and colored persons shall not be taught in the same school. The director of each school district shall establish and maintain therein as many primary schools as may be necessary to teach the children of the district, but they shall have due regard to increasing the length of the school term for the benefit of the district by limiting the number of schools.

When the money derived from the school fund and taxes imposed by the State on the counties shall not be sufficient to keep up a public school for five months in the year in the school districts in the county, the county court shall levy an additional tax sufficient for this purpose, or shall submit the proposition to the vote of the people, and may levy a tax to prolong the schools beyond the five months, but levy is not to exceed State tax. Towns of from 2,000 to 4,000 may maintain a high-grade public school for not fewer than nine months.

Character of instruction.—There shall be two classes of district public schools, designated, respectively, primary and secondary. The directors of each school district shall establish and maintain therein as many primary schools as may be necessary, in which shall be taught orthography, reading, writing, arithmetic, grammar, geography, history of Tennessee and of the United States, the Federal Constitution, and the injurious effects of narcotics and alcoholic stimulants; vocal music and elocution or the art of public speaking may be taught, but no other branches shall be introduced. The course of study in the public schools of each county shall be graded and the system of promoting pupils shall be fixed by the county superintendent in accordance with the general regulations of the State superintendent. The course of study in the primary schools shall consist of five grades, and in the secondary schools shall consist of eight grades, the first five grades in each being identical. Pupils completing the first five grades and attaining proficiency therein shall receive a certificate from the State superintendent certifying that the holder has completed the primary school course, which shall be countersigned by the county superintendent, district directors and the teacher or teachers of the school, and shall entitle the holder to enter the sixth grade of the secondary school of any school district or of the high school of any high school district in which the holder resides. Pupils completing the eighth grade in the course of the secondary schools and obtaining proficiency therein shall receive a diploma from the State superintendent, which shall be countersigned by the county superintendent and by the district directors and by the teachers of the school, which shall entitle the holder to enter the ninth grade of the high school of any high school district in which the holder resides.

The directors of each school district, whenever the interests of the district shall require it, may establish and maintain therein one or more secondary schools. Every secondary school shall consist of a principal and, when necessary, an assistant or assistants may be employed. In every secondary school shall be taught orthography, reading, writing, arithmetic, grammar, geography, history of Tennessee and of the United States, the Federal Constitution, elementary geology of

Tennessee, elementary principles of agriculture, of algebra, of plane geometry, of natural philosophy, bookkeeping, elementary physiology and hygiene, elements of civil government, and rhetoric or higher English. Practice shall be given in elocution or in the art of public speaking. Vocal music may be taught and no other branches shall be introduced.

District directors shall have the power, and they are hereby authorized, to make contracts of consolidation with the trustees or other authorities of academies, seminaries, colleges, or private schools, by which the public schools may be taught in such institutions, provided that the branches of study designated in the preceding paragraphs shall be taught free of any charge in such consolidated schools, and that the authority of the county superintendent, district directors, and other school officers over those studying such branches shall be as full and ample as in the ordinary public schools.

Text-books.—It is the duty of the county superintendent to keep himself informed as to the merits of text-books and to suggest to the directors such changes as may from time to time be advisable, with a view to securing uniformity in the course of study throughout the county, when it can be done without increased expense to the parent. The State superintendent and the commissioner of agriculture shall constitute a commission to procure the preparation of or the designation of a work on the elementary principles of agriculture, but no moneys are to be paid by the State or out of the school fund for the preparation of the necessary book.

Buildings.—The care and management of public-school property of the district is in the hands of the directors.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The permanent school fund of the State shall be the $1,500,000 ascertained and declared by the code and recognized by the State to be the permanent school fund. To this shall be added the interest which has accrued on the same and not been paid by the State, amounting on January 1, 1873, to $1,012,500, making the entire permanent State school fund $2,512,500, for which a certificate of indebtedness shall be issued, signed by the governor under the great seal of the State, and deposited with the comptroller of the treasury, which shall show on its face the purpose for which it was issued and shall provide for the payment of the interest thereon at the rate of 6 per cent, payable semiannually on the 1st day of July and January in each year, commencing July 1, 1873.

To the permanent State fund may be added from time to time the proceeds of all escheated property, of all property forfeited to the State, of all lands sold and bought in for taxes, of the personal effects of intestates having no kindred entitled thereto by the laws of distribution, and donations made to the State for the support of the public schools, unless otherwise directed by the donors. The principal of said fund shall always remain unimpaired and entire, and the annual income arising therefrom shall be, and is hereby, dedicated to the support and maintenance of the public schools of the State.

The State school fund for the annual support of public schools shall be the annual proceeds of the permanent State school fund, any money that may come into the State treasury for the purpose under the present or future laws of the State, and any money that may come into the State treasury for the purpose from any source whatever, and the annual fund shall be apportioned semiannually by the comptroller among the several counties according to their scholastic population as reported to him by the State superintendent, issuing his warrant to the county trustee.

Taxation.—Every male inhabitant in the State subject thereto shall pay a poll tax of $1 for the support of the public schools, which shall be collected as other taxes are, and paid over to the county trustee in the county where collected, and distributed therein to each school district according to scholastic population.

A tax of 1½ mills on $1 shall be, and is hereby, annually assessed upon all property subject to taxation for the support of the public schools, which shall be collected as other taxes are, and paid over to the county trustee in the county where collected, and distributed therein to each school district according to scholastic population.

In case there is an insufficient sum to maintain the school for five months, it is the duty of the county court to levy an additional tax sufficient for that purpose, or to submit the proposition to a vote of the people, and they may levy a tax to prolong the school beyond the five months, the tax to be levied on all property, polls, and privileges liable to taxation, but shall not exceed the entire State tax. All school money coming into the hands of the State or county treasurer

shall be kept separate and apart from any State or county funds in their hands. All unexpended sums for school purposes in the district treasury shall not be returned to county trustee for redistribution, but shall be credited to such district and added to its share of the next apportionment.

Cities and incorporated towns in which have been established higher graded schools are authorized to supplement the school fund derived from State and county tax by an additional municipal tax or levy for their support, provided the town or municipality does not exceed its lawful limit of taxation in making such additional levy, and each municipal corporation of from 2,000 to 4,000 inhabitants, in order to keep and maintain a high-grade public school for not less than nine months in each year, shall receive all moneys collected from it by way of State or county tax on property, privileges, and polls for common school purposes as well as its share of the interest on the permanent school fund of the State, and the mayor and aldermen may levy such additional tax on property, privileges, and polls within the corporation as will be sufficient to keep and maintain a high-grade public school for the period of nine months.

SOUTH CAROLINA.[1]

1. Organization of the System.

State superintendent of education.—State board of examiners.—County school commissioner.—County board of examiners.—District school trustees.

State superintendent of education.—The State superintendent of education shall be elected at each general election, and shall receive $2,100 per annum and $1,200 for clerical assistance. He shall have general supervision over the free schools and shall visit every county for the purpose of inspecting the schools, awakening an interest favorable to the cause of education, and the improvement of the system; with the advice of the State board of examiners, secure uniformity in the use of text-books, prepare and transmit to the county superintendents school registers and blanks and copies of the school law, collect in his office such books, maps, apparatus, etc., as may be obtained. He shall make a report to the general assembly showing the number of persons attending the schools by sex and race, the number of free schools, the number studying each branch, average wages of teachers by sex, the number of schoolhouses erected and the number existing during the year, the kind of material of which made and value, and the number having inclosed grounds, the counties in which institutes were held, and such other statistical information and such plans as he may have matured acceptably to the State board of examiners for the management and improvement of the school fund and the more perfect organization and efficiency of the free public schools. He shall take and hold in trust any grant of lands or gift made for educational purposes, and shall pay into the State treasury all moneys and incomes from property so received. Vacancy in the office shall be filled by the governor, with the advice and consent of the senate.

State board of examiners.—The State superintendent and four persons appointed by the governor, with the advice and consent of the senate, shall constitute the State board of examiners. The appointed members hold for two years, are removable by the governor, and form an advisory body for the State superintendent, with power to review all decisions of the county board of examiners. The duties of the board are to adopt rules for its own government and of the free public schools, to prescribe and enforce rules for the examination by themselves or county superintendents of teachers, to prescribe and enforce the course of study in the free public schools, and to secure a uniform series of text-books.

County school commissioners.—There shall be elected in each county, at each general election, a school commissioner, whose duty it shall be to visit the schools in his jurisdiction as often as may be practicable and to supervise them in all particulars, with the view of bringing about a uniformity of instruction. He shall note the character of the schoolhouses and their furniture and apparatus and make suggestions to the district boards in regard to the same. He shall encourage the formation of associations of teachers and attend their meetings. He shall make a full report annually to the State superintendent containing an abstract of the reports made to him by local school officers and teachers, with suggestions. Failure to make such report forfeits one-fourth of his salary. He shall apportion the income of the county school fund among the districts in pro-

[1] The new constitution of South Carolina, December, 1895, does much toward framing the new school law that will be required.

portion to the average attendance at the schools, and may be instructed by the county board of examiners to expend $200 in defraying the expenses of teachers, institutes. He shall be compensated at the rate of $3 or less per diem, the rate and the number of days not to exceed two hundred, to be determined by the county board of examiners, for time actually employed in the discharge of his official duty, and traveling expenses not over $100. When questions respecting his own compensation arise, the county school commissioner temporarily vacates his place on the county board of examiners in favor of the county auditor.

County board of examiners.—There shall be in each county a board of examiners composed of the county school commissioner and two other persons appointed by the State board of examiners, who shall hold office for the term of two years. No person shall be appointed who is not competent to teach a first-grade school. The board shall examine all candidates for teachers' positions and grant certificates of qualification. It is an advisory board to the county commissioner and a tribunal for hearing and determining any local controversy in reference to the construction or administration of the school laws, with the power to summon witnesses and take testimony. The board shall divide its county into districts for school purposes. The compensation of the members shall be $3 per diem for actual service not exceeding five days in the year and a mileage of 5 cents for each mile necessarily traveled.

District board of trustees.—The county board of examiners shall appoint for each and every school district in their county three school trustees, who shall hold their office for two years. The board shall have the management and control of the local educational interests of the district under the supervision of the county board of examiners and shall visit each school at least once in every school term. It shall hold a session at least two weeks before the commencement of every term and at special times. It is more particularly their duty to provide suitable schoolhouses, to employ and discharge teachers, to suspend or dismiss pupils, to call meetings of the people for consultation in regard to the school interests of the district, to care for the school property, and to visit the schools.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be employed by a district board in any of the free public schools without a certificate, unless under very urgent circumstances, from the State or the county board of examiners. The county board of examiners shall, twice a year, examine all applicants for teaching in the schools of the State. All examinations must be in writing, except in the subject of reading, on questions prepared by the State superintendent. One set of questions shall be prepared and those making an average of 80 per cent shall have a certificate of the first grade, those making 70 per cent a certificate of the second grade, and those making 60 per cent a third grade, but not less than 40 per cent must be made on any one branch. The subjects upon which the applicants are examined are orthography, reading, writing, arithmetic, geography, English grammar, history of the United States and of South Carolina, physiology and hygiene, and the theory and practice of teaching. [These certificates are good for one year.]

Applicants for teachers' State certificates must appear before the State board of examiners at the regular meeting at Columbia during April and October of each year and must pass upon the subjects given to the applicants appearing before the county board, and also algebra and natural philosophy. The State certificate is valid for two years and may be renewed.

The faculties of the State normal institutes which may be held in the State shall have authority to examine such students of the institutes as present themselves, the examination to be conducted under conditions prescribed by the State superintendent of education, and to recommend to the State board of examiners those who have passed a satisfactory examination as qualified to teach in the free public schools for three years, or to be awarded a diploma good for life if the recipient has attended three State normal institutes.

Any applicant producing a diploma from a chartered college or university of the State certifying to his proficiency in the branches required may receive a certificate if of good moral character.

Each teacher shall make out and file with the clerk of the board of district trustees, at the expiration of each school month, a complete report of the enrollment by sex and average attendance, the branches taught and the number of students pursuing each, and other statistics as may be required. When the report is in the hands of the clerk, the teacher may be paid. No compensation shall be given any county superintendent or district trustee for teaching in the free schools.

Preliminary training.—[The State supports two institutions for the education of teachers, one for men as a department of South Carolina University and the other for women, called the Winthrop Training School for Teachers.]

Meetings.—[Authority is given to have two kinds of institutes, State and county.]

3. Schools.

Attendance.—Character of instruction.—Text-books.

Attendance.—White and colored persons are taught in separate schools. It is not lawful for anyone under 6 or over 18 to attend any free public school.

Character of instruction.—The subjects taught in the free schools are, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar, history of the United States and of South Carolina, the principles of the Constitution and the laws of the United States and of South Carolina, morals and good behavior. For the purpose of establishing and maintaining graded or other public schools in any city, incorporated town, or village, such corporation is declared to be a separate school district.

Text-books.—Owing to the racial and other conditions the State board of examiners adopted the following: The list of text-books shall be elective. From the list the county board of examiners shall adopt a series which may be emended before the expiration of thirty days in case of complaint. The books once selected are not to be changed for a period of five years. Any teacher using nonselected books forfeits pay for the period during which they are used, and a teacher may refuse to teach a child who has not the proper books.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The proceeds of all lands given by the United States for educational purposes or gifts from individuals and appropriations by the State for such purposes and all escheats shall be invested and preserved as a State school fund, and the revenue shall be appropriated for the purposes of free public schools. (See also heading Organization of system; State superintendent.

Taxation.—[The Constitution of 1895 provides for a poll tax of $1. Whenever this tax does not give an amount equal to $3 for each child enrolled in the public schools of a county, a State tax shall be levied and distributed to such counties. But after 1898 a tax shall be levied by the general assembly to keep the schools open for the period to be named by that body. County boards of commissioners shall levy an annual tax of 3 mills for school purposes. A school district may levy tax if authorized by general assembly.]

GEORGIA.

1. Organization of the System.

State board of education.—State school commissioner.—County board of education.—County school commissioner.—School trustees.—City board of education.

State board of education.—The governor, the attorney-general, secretary of state, the comptroller-general, and the State school commissioner shall constitute the State board of education, of which the governor shall be president. The board may receive and hold in trust for the State all property granted, shall have a suitable seal, and shall constitute an advisory board with which the State commissioner may consult in cases of doubt, or a body to which appeals from the decision of the State commissioner may be carried through the county superintendent. But upon any question involving the construction of the school laws the concurrence of a majority of the whole board shall be necessary in order to give validity to the decision. It shall be the duty of the board in 1893 and every ten years thereafter to have estimated the population of school age based on the last United States census.

State school commissioner.—The State school commissioner shall be appointed by the governor and confirmed by the senate. He shall have a suitable office at the seat of government, at which shall be kept the books and papers of his office. He shall be charged with the administration of the school laws and a general superintendence of the business relating to the common schools of the State, and from time to time shall transmit to the proper local officers such blanks and instructions

as the law or occasion may require. He shall visit as often as possible the several counties of the State for the purpose of inspection and of counseling school officers or the people. He shall make an annual report to the general assembly, in which he shall present the condition and amount of all funds and property appropriated to the purpose of public education, the number of common and public schools of the various grades, and the number of pupils attending them, by sex, color, and the branches pursued, the average cost a pupil, the plans for the management, extension, and improvement of the common schools, the number of children of school age in the State (with as much accuracy as possible), also the number of private schools and colleges, their attendance by sex, and branches pursued, and the average cost per scholar of tuition in private schools and colleges. He shall organize a teachers' institute in each county, and shall be empowered to require local officers to furnish reports.

He shall receive $2,000 annually for his services and all his necessary traveling expenses, postage, and the like. He shall be entitled to employ one clerk at a salary not to exceed $1,200. All the expenses of his office shall be paid out of the State school fund after being audited by the State board.

County board of education.—Each county shall constitute one school district, which shall be under a county board of education. The grand jury of each county (except in counties where the election of the county board of education is otherwise provided for) shall, from time to time, select from the citizens of their county five freeholders, who shall constitute the county board of education, three of whom shall be elected for two years and two for four years, and thereafter for terms of four years, but no one interested in the sale of schoolbooks shall be eligible to election as a member of any board of education or as county school commissioner. The board shall elect one of their number president and the county school commissioner shall serve as secretary.

The board shall meet four times during the year at the county court-house. Its members shall be exempt from road, jury, and militia duty, but shall not receive other compensation. It shall employ teachers, divide the county into subdistricts, purchase, lease, or rent school sites, build, repair, or rent schoolhouses, purchase maps, globes, and school furniture, etc., and sell schoolhouse sites. It shall provide as far as practicable the same facilities for both races in respect to attainments and length of term time, hear all local controversies in regard to the construction of school law, with an appeal to the State school commissioner, name the text-books to be used, and may establish evening and manual-labor schools. In 1888 and every ten years thereafter the board is required to have enumerated the population 6 to 18. (See City boards of education.)

County commissioner of education.—Each county board of education shall, from the citizens of its county, select a county commissioner of education, who shall be ex officio county superintendent of the common schools for four years. Before election the applicants for the position shall be examined by the president of the county board of education or by some one appointed by him or the board, upon written or printed questions which shall be furnished to the board by the State school commissioner, the examination to be upon the subjects taught in the common schools, the science and theory of common-school teaching and government, and upon such other subjects as the State school commissioner may deem proper. The board shall then elect the applicant standing the highest, taking into consideration the moral character, business qualifications, and general availability of each applicant. The appointee shall be required to give bond and take the oath of office, and may be removed for cause.

The county commissioner shall examine all applicants for licenses to teach in their respective counties, giving previous public notice of the day upon which the examinations are to occur. He may invite such persons as he may think proper to assist in these examinations, shall grade the papers, and revoke licenses for cause. He shall be the medium of communication between the State school commissioner and the subordinate school officers, and he shall visit each school in his county at least once during the school term (or oftener if ordered by the board) without notice to the teachers for the purpose of inspecting its management and the modes of instruction and of giving such advice and making such suggestions tending to elevate its character and efficiency. He shall be the agent of the county board in procuring such school furniture, apparatus, and educational requisites as they may order to be purchased, and shall see that none but the prescribed text-books are used. He shall audit all accounts of teachers and others before an application is made to the county board for an order for payment. His compensation shall be fixed by the county board at not more than $3 a day for each day of service fixed by the board, to be paid out of the educational fund furnished to the county. He shall make a report of the school operations of the preceding year to the grand

jury, and place his books before them for examination, and the jury shall take proper notice of the matters thus brought to their attention.

Subdistrict school trustees.—The county board shall establish in each subdistrict one or more schools for white and one or more for colored children, as near the center as may be in case of one school. If the county board deem it necessary they may appoint three intelligent, upright citizens of each subdistrict as school trustees, to serve three years, one retiring annually. The trustees shall supervise the school operations of their subdistricts, visit the schools, make such recommendations to the county boards as may appear best; and recommend persons for teachers' places, which it shall be the duty of the county boards to choose. The trustees shall report annually to the county board, or oftener if required.

City board of education.—City and county boards shall have enumerated the children of 6 to 18 years of age through one or more competent and reliable persons, who shall go from house to house making a thorough canvass by sex and race. The persons so employed shall be known as enumerators of the school census, and shall take and report any additional statistics required by the State school commissioner. They shall receive $2 per diem or less. (Local systems are created by special laws, in some cases ratified by the vote of the people.)

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The county board of education is empowered to employ teachers, and the contracts shall be in writing and signed in duplicate by the teacher and by the county school commissioners; but it shall be the right of subdistrict school trustees to recommend the persons to be appointed, provided they be duly licensed and are the choice of the community to be served.

The county commissioners shall examine all applicants for licenses to teach, giving previous public notice of the day upon which the examinations are to take place, and shall invite such persons as they think proper to assist. Applicants shall be examined upon orthography, reading, writing, English grammar, geography, arithmetic, and the science and practice of teaching in common schools. The examinations shall be held throughout the State on a day or days to be fixed by the State school commissioner, and by questions prepared and sent out by him to the county school commissioners, the answers to which shall be graded according to rules also prescribed by the State commissioner. No special examination shall be ordered except in great emergencies, in which case the county school commissioner or some competent person under his authority shall prepare the questions, but the licenses granted on such examination shall be valid only until the next examination and only in the county of issue. The county board shall have power, if they deem best, to employ teachers at a salary.

After thorough examination of the papers submitted by applicants for licenses as teachers upon the examination conducted the county school commissioner shall issue to the applicants certificates and grant licenses of three grades. A license of the first grade shall continue in force for three years, a license of the second grade for two years, and a license of the third grade for one year, in the county of issue, but good in another when indorsed by its county commissioner. All applicants must submit written testimonials of good character. If any applicant shall have shown unusual intelligence in his examination the county commissioner shall forward such papers to the State school commissioner, together with his certificate as to the good moral and professional character of the applicant, and if satisfactory to the State commissioner he shall issue a permanent teacher's license to the applicant, which shall be good in any county, and may be revoked only by the State commissioner. The county commissioner may revoke licenses issued by himself.

It shall be the duty of the teachers to file with the county commissioner at the expiration of each term of school a report of the whole number of scholars admitted to the school during the term, by sex, color, and name, the average attendance, the branches taught, and the number of pupils engaged in each branch, and such other statistics as may be required. Until such report shall have been filed and sworn to it shall not be lawful for the county commissioner to audit the account of said teacher for services rendered.

Preliminary training.—There shall be established in connection with the State university a State normal school for the education and training of teachers for the common schools of this State. The school shall be under a commission com-

posed of the State school commissioner and the chancellor of the university and three citizens of Georgia experienced in teaching, to be appointed by the governor, one for two, one for four, and one for six years, but the school shall be under the management of its board of trustees, which, in connection with the commission, shall prescribe such special features and departments as they may think the progress and advancement of the times require. They shall also have authority to make the necessary rules and regulations for the government of the school, and fix the number of its officers. Tuition shall be free to all white male students resident of Georgia; to nonresidents it shall be $150 per annum, but all free students shall obligate themselves in writing to teach within the next five years after their leaving the school for a period equal to that of their attendance upon its course. Certificates of proficiency may be granted by the faculty stating in general terms what branches of education the holder is prepared to teach, which shall entitle to teach in the common schools without further examination according to the grade specified in the certificate. Diplomas may be issued to graduates under conditions prescribed by the board of trustees.

Meetings.—It shall be the duty of the State commissioner to organize a teachers' institute in each county for the assembling and instruction of the common-school teachers. The institute shall hold an annual session of one week's duration during June, July, or August, or in some other month, as the commissioner shall deem best. The commissioner may combine the annual sessions of any number of institutes, shall prepare a programme of exercises with a syllabus of each subject named in the programme for each day's session, shall require county superintendents to cooperate at their regular per diem, shall require teachers and those having licenses to attend them, and shall cause the proper county school commissioner to fine absentees. But there shall be separate institutes for white and for colored teachers. He shall employ an expert, named by the county school authorities, at a salary of $25 for the week, to give instruction in the institute, and shall pay teachers whose schools have to be closed on account of their attendance at the institute, their regular salary.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Finances.

Attendance.—Admission to all common schools of the State shall be gratuitous to all children between the ages of 6 and 18 years residing in the subdistricts in which the schools are located; but white children and colored children shall not attend the same school, and no teacher receiving or teaching white and colored children in the same school shall be paid from the common school fund. School must be maintained at least three months, or the county forfeits its proportion of the State school fund.

Character of instruction.—There shall be a thorough system of common schools for education in the elementary branches of an English education only, as nearly uniform as practicable. The county board may establish a suitable number of evening schools for the instruction of such youths over 12 years of age as are prevented from attending day schools. The board may also organize in each county one or more manual labor schools on such a plan as shall be self-sustaining, provided the plan be submitted to and approved by the State board of education.

Text-books.—The county board of education shall prescribe from time to time what text-books and books of reference shall be used in the common schools of the county, provided that the Bible shall not be excluded and that books once fixed upon shall not be changed for five years save by a three-fourths vote of all the board. But no books of a sectarian or sectional character shall be introduced. No teacher shall receive pay for a pupil using other than the text-books prescribed.

Buildings.—The county board shall have power to purchase, lease, or rent school sites, to build, repair, or rent schoolhouses, to purchase maps, globes, etc., and to make all other arrangements of this kind necessary to the efficient operation of the school under their care, and the board is invested with the title, care, and custody of all schoolhouses, sites, school libraries, apparatus, or other property belonging to subdistricts.

4. Finances.

Funds (permanent or special).—Taxation.

Funds.—The poll tax, special tax on shows and exhibitions, all taxes on the sale of spirituous and malt liquors, dividends upon the stock of the State in the Bank of the State of Georgia, Bank of Augusta, Georgia Railroad and Banking Com-

pany, and such other means or moneys as now belong by law to the common-school fund, one-half of the proceeds of the rental of the Western and Atlantic Railroad, or one-half its annual net earnings, as ascertained by subtracting the annual cost of running and keeping up the road from the annual gross receipts under any change of policy which the State may adopt hereafter in reference to it, all endowments, devises, gifts, and bequests made or hereafter to be made to the State or State board of education, the proceeds of any commutation tax for military service, all taxes which may be assessed on such domestic animals as from their nature and habits are destructive to other property, all money received by the State agricultural department for the inspections of oils and fertilizers in excess of what may be deemed necessary to defray the expenses of that department, the net amount arising from the hire of convicts of this State after all expenses that are now or may hereafter be made a charge upon the proceeds arising from that source shall have been deducted, money arising from the lease of oyster lands [and the income], any educational fund now belonging to the State (except the endowment of and debt due to the University of Georgia) shall be a part of the common-school fund of the State; and when received and receipted for, from whatever source received, it shall be the duty of the legal receiving officer to keep the same separate and distinct from other funds. The fund shall be used for educational purposes and none other, and shall not be invested in bonds of the State or in other stock, except when investment is necessary to carry out the conditions of an endowment, devise, gift, or bequest. The manner of distributing the fund is given below.

Taxation.—Beginning with the taxes for the year 1894, all moneys belonging to the common-school fund of the State, including poll tax and specific taxes, shall be paid direct into the State treasury in like manner as other State taxes are paid, and said common-school fund shall be used for none other than common-school purposes, as provided by law: *Provided, however*, That when the poll tax from any county is received into the treasury said poll tax shall be placed on the books of the treasurer to the credit of the county from which it comes, and shall form a part of the apportioned fund belonging exclusively to that county, in accordance with the general plan hereinafter set out. On the 31st day of March, the 30th day of June, the 30th day of September, and the 31st day of December annually, or as soon thereafter as practicable, the treasurer of the State shall place to the credit of each county in the State, on his books, its proportionate part of the common-school fund in the treasury on each of said dates, such proportionate part to be determined by the State school commissioner, the comptroller-general, and the treasurer, and to be based upon the proportion which the school population in each county bears to the school population in the State, as shown by the last school census: *Provided, however*, That the salaries of the State school commissioner and his clerk or clerks, and the expenses of his office, and any other items properly chargeable under the law to the general school fund, shall be deducted out of the said fund before making the aforesaid apportionment to the counties.

On the 30th day of April, the 31st day of July, the 31st day of October, and the 31st day of January of each year, or as soon thereafter as practicable, the county school commissioner of each county shall, under the approval of the county board of education, transmit to the State school commissioner an itemized statement of the various sums due and unpaid by the board of education on said several dates, whether the same be for teachers' salaries, for pay of the county school commissioner, or for any other item of expense properly chargeable under the law to the county board of education; and when said itemized statements have been approved by the State school commissioner and presented to the governor, the governor shall issue his warrants upon the treasurer for all the funds standing to the credit of each several county upon the books of the treasurer, or for such part thereof as may be needed to liquidate the indebtedness of the county board of education of such county, as shown by each itemized statement aforesaid. And the State treasurer shall, upon presentation of the warrants aforesaid, draw his checks for the amounts of said warrants in favor of the county school commissioners of the several counties, and the State school commissioner shall immediately transmit said checks to the several county school commissioners, who shall promptly disburse the money so received in payment of the sums set out in the itemized statement aforesaid; and if the money is not sufficient to pay said sums in full, then it shall be prorated among the various items. And the county boards of education are hereby authorized to make their contracts in such manner that the amounts payable to teachers shall become due on the last day of each quarter for services rendered during that quarter.

In order to make the apportionment herein provided, and in order to make quarterly payments to the teachers in the common schools of the State, the treasurer

of the State is hereby authorized to draw, on the first day of April, on any funds in the treasury, $300,000 to pay the teachers quarterly, the same to be repaid from the school fund when the same shall be paid into the treasury.

Beginning with January 1, 1895, and continuing thereafter, the school year shall be coincident with the fiscal year of the schools, to wit, from January 1 to December 31, next following, and the State school commissioner shall, on or before the first Tuesday in June of each year, make an approximate estimate of the entire common school fund of the State for the next succeeding school year, and shall at once communicate, in writing, to the county school commissioner of each county the amount of money approximately estimated that will be payable to his county; and on the second Tuesday in June of each year, or as soon thereafter as practicable, each county board of education shall meet and make the necessary arrangements for placing the schools in operation for the next school year, and shall have full authority in their discretion to fix salaries for the payment of teachers, instead of paying them according to enrollment or attendance.

Where schools are sustained by local taxation for five months or more, the State school commissioner shall, on the 1st day of January, April, July, and October of each year, or as soon thereafter as practicable, notify the governor of the amount of funds standing to the credit of each of such counties on the books of the treasurer on said dates, arising from the quarterly apportionments aforesaid, and thereupon the governor shall issue his warrants for said sums, and the treasurer shall draw his checks for the said sums without requiring the itemized statements as provided above; and the State school commissioner shall immediately transmit said checks to the officer under the local school system authorized to receive its funds. And the State school commissioner shall, in like manner, pay over to the proper officer under the school board of any town or city having a school system sustained by local taxation for a period of five months or more, and to which he is now authorized by law to make direct apportionments, such proportion of the entire county fund as shown on the books of the treasurer as the school population of the town or city bears to the population of the county as shown by the last school census.

In any county in which a county-school system is already in existence a local tax to supplement the State apportionment in support of the common schools may be levied and collected in the following manner: When two successive grand juries of a county shall recommend in their general presentments that a local tax shall be levied in support of the common schools of the county an election shall be held, due notice being given, and if two-thirds of the electors qualified have voted for local taxation for public schools the fact shall be certified to the county board of education, who shall levy the tax. But if there be in the county any town having a school system of its own sustained by local taxation and its share of the common-school fund, the qualified electors thereof shall not vote in the election for taxing the counties for school purposes.

FLORIDA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County board of public instruction.—County superintendents.—School supervisors.—Subdistrict trustees.

State board of education.—The State board of education shall consist of the governor, secretary of state, attorney-general, State treasurer, and State superintendent. The board shall assume charge of all lands held by or granted to the State for educational purposes, and of all educational funds; decide all questions and appeals regarding the interest of the school law and those referred to them by the State superintendent; remove any subordinate for unfitness; keep in view the establishment of schools on a broad and liberal basis, the object of which shall be to impart instruction to youth in the profession of teaching in the knowledge of the natural sciences, the theory and practice of agriculture, horticulture, mining, engineering, and the mechanic arts, in the ancient and modern languages, higher mathematics, literature, and in useful and ornamental branches not taught in common schools; cooperate with the superintendent in the general diffusion of knowledge in the State; fill vacancies on the nomination of the State superintendent in county school boards; elect a faculty for the State normal schools and supervise them.

State superintendent of public instruction.—The State superintendent of public instruction shall have the oversight, charge, and management of all matters per-

taining to public schools and buildings. He shall prepare and distribute all necessary copies of the school law, forms, etc.; call conventions of county superintendents and other officers for obtaining and imparting information on the practical workings of the school system and the means of improving it; call institutes to apportion the interest on the common-school fund and the fund raised on the 1 mill State tax among the several counties in proportion to the children 6 to 21 years of age; decide appeals arising under the interpretation of this act, prepare questions for county examinations and distribute them, and hold written examinations for State certificates, visit each seminary at least once in each year, and make an annual report to the governor, giving a full account of the doings of the respective boards of education, their financial acts, and of the prospects, progress, and usefulness of the seminaries.

County board of public instruction.—The county board of public instruction is elected biennially, vacancies being filled by the State board on nomination of the State superintendent. It consists of 3 persons, whose compensation shall be $2 per diem for actual service and 5 cents a mile for traveling expenses. Their duties are to take possession of all school property, to locate, erect, rent, furnish, repair schoolhouses, and maintain schools; to employ teachers, to prescribe and grade the course of study, to fix the compensation of the county superintendents, and to hold regular meetings and perform all acts reasonable and necessary for the promotion of the educational interests of the county. The board shall prepare an itemized estimate showing the amount of money required for the maintenance of the common schools, which shall not be fewer than 3 nor more than 5 mills. They shall fix the time of opening of the schools and the number of hours that shall be considered a school day.

County superintendent of public instruction.—The county superintendent is elected biennially, and is directed to make timely inspection of the county, ascertain the locations in which schools are needed and the amount of aid that the citizens of the neighborhood are willing to contribute, to visit each school once during a term, noting its scholastic and hygienic condition and the fitness of its supervisor, whom he shall nominate and with whom he shall frequently confer, to keep a record of the expenses of each school, to decide disputed questions, to examine applicants for teaching and issue certificates, which are subject to revocation, and in case of failure of the supervisor to take the census to perform that duty.

School supervisor.—Appointed by the county board of public instruction, the school supervisor is directed to supervise the work and management of the school over which he has jurisdiction, and report monthly to the county board of public instruction. In addition to his duty of general supervision and management he shall every four years take a census of children 4 to 21 and 6 to 21 years of age, and for each name he shall be paid 3 cents.

Subdistrict trustees.—If the county board of public instruction deem it advisable, or if one-fourth of the property-holding voters of an incorporated town or city demand it, the board may cause an election district or incorporated town or city to be a school subdistrict. The subdistrict shall elect three trustees biennially.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be permitted to teach in the public schools who does not hold a teacher's certificate. There shall be five grades of certificates—third grade, second grade, first grade, State, and life certificates, to be granted after written or written and oral examinations, the life certificate alone excepted. The applicant for examination shall present to the examiner a written indorsement of good moral character and shall pay an examination fee of $1. For a third-grade certificate the applicant shall be examined in orthography, reading, arithmetic, English grammar, composition, penmanship, United States history, geography, physiology, and theory and practice of teaching, and must obtain a general average of 60 per cent, and not lower than 40 per cent in any one branch. The certificate is good for one year, but the holder of a third grade certificate can not teach a second year under another. For a second grade an average of 75 per cent shall be required, but not less than 50 per cent in any branch. This certificate is good for two years, and no person will be granted more than two. For a first-grade certificate the applicant shall be examined in civil government, algebra, bookkeeping, physical geography, in addition to the branches required for the third-grade certificate, and must obtain an average of 80 per cent, nor fall below 60 in any branch. A State certificate shall be issued only by the

State superintendent to those holding a first-grade certificate who have taught twenty-four months or more (eight within the State) successfully under a first-grade certificate and shall also pass in geometry, trigonometry, physics, zoology, botany, rhetoric, English literature, mental science, and general history, and the subjects required for a first-grade certificate, and make an average of 85 and of 60 or more in any subject; it holds for five years. Any teacher holding a State certificate who has taught successfully in a high school in this State for the period of thirty months may be granted a life certificate without further examination, if indorsed by three persons holding State certificates as possessing eminent teaching ability, but special life certificates may be granted eminently successful kindergarten or primary teachers who have taught three years, only good, however, for those departments. Second and third grade certificates are good only in the county where issued, but a first-grade certificate may be indorsed by the superintendent of any county. Two examinations are held annually, and applicants for first, second, or third grade are examined by county superintendents. The county board appoints three teachers having the highest grade certificates to grade the papers, each to receive $2 per diem and a mileage of 5 cents.

Teachers are required to inculcate the moral and personal virtues, to prevent defacement of school property, to avoid severe and degrading punishments, to suspend pupils, and to hold a public examination.

Preliminary training.—One white male or female student from each senatorial district in the State shall be admitted to all the rights and privileges of the literary and classical departments of the Florida normal school and business institute, the appointment to be made by the senator of the district. The normal school for colored pupils, organized on the same plan as that for whites, is also under the control of the State board of education.

Meetings.—The State superintendent and the county school boards are authorized to hold teachers' institutes.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

[A law of 1895 makes it punishable by a fine or imprisonment to admit persons of either color into the same school, whether "public, private, or parochial," when sustained by any individual body, association, or corporation.]

Attendance.—White and colored children shall not be taught in the same school. Schools must be taught at least four months in each year, and be open to all children 6 to 21 years of age. Any county neglecting to maintain schools shall forfeit its proportion of the common-school fund.

Character of instruction.—[The subjects taught in the schools may be inferred from the subjects of the third grades of certificates granted teachers. See Teachers, Appointment and qualifications.] The county board of public instruction shall do whatever is necessary for grading and classifying the pupils and providing separate schools for the separate classes and for establishing, when required by the patrons, higher grades of instruction when the number competent to pursue them is sufficient.

Text-books.—No public official or teacher shall receive any private fee, donation, or compensation of any kind in any manner for the introduction or exchange of any schoolbook, on penalty of fine of not fewer than $50 or imprisonment not fewer than thirty days.

Buildings.—The county board of education shall provide a site for each school, with not less than one-half an acre in the rural districts and as nearly as large as may be in villages and cities, the situation to be dry, airy, healthful, and pleasant and reasonably central, and to erect, rent, furnish, and repair schoolhouses and their appurtenances.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The proceeds of all lands that have been or may hereafter be granted to the State by the United States for public-school purposes, unspecified donations to the State, State appropriations, escheated property and forfeitures, and 25 per cent of the sales of public lands which are now or may hereafter be owned by the State shall be the State school fund, the interest of which shall be applied exclusively to the support and maintenance of free public schools, and apportioned among the counties according to the children 6 to 21 years of age.

Taxation.—A special tax of 1 mill on the dollar shall be apportioned annually for the support of public schools among the counties, according to the children 6 to 21 years of age. Each county shall be required to assess and collect annually for the support of public free schools a tax of not fewer than 3 nor more than 5 mills. In special districts an additional tax of not more than 3 mills may be raised.

ALABAMA.

1. Organization of the System.

State superintendent of education.—County superintendent.—County educational board (of examiners).—Township superintendent.

State superintendent of education.—There shall be elected biennially a State superintendent of education, at a salary of $2,250 per annum, who shall give bond with sureties in the sum of $15,000. He shall have an office at the capital, where the records of his office shall be kept open to all interested and where he shall give attendance when not absent on official business. He may employ a clerk at a salary of $1,500. His duties shall be to improve and to exercise a general supervision over all the educational interests of the State, and, more specifically, he shall require school officers to report on matters relating to the educational fund, on the condition of schools and the management thereof, and in case of noncompliance may remove the offender. He shall, as far as practicable, visit every county in the State for the purpose of inspection of the condition of the schools and of the accounts of the local officers, and for the purpose of diffusing information regarding the importance of public schools, shall encourage and assist in organizing and conducting teachers' institutes, shall apportion the educational fund, prepare and distribute all forms and books required by officers or teachers, shall keep a debtor and creditor account with each township or other school district in the State of all funds accruing thereto for educational purposes, shall institute suit for the recovery of money belonging to the educational fund, shall require and supervise the collection of all poll taxes, shall elicit information regarding school affairs outside of the State, print and distribute the laws, and shall report annually to the governor in writing, giving a brief account of his labors, an abstract of the reports from the county superintendents, estimates and accounts of expenditures of school money, an itemized account showing the disbursement of the contingent and other funds under his control, and such other matters as he may deem expedient.

County superintendent.—Unless elected by the people a county superintendent of education shall be appointed by the State superintendent for each county for a term of two years. The bond of the county superintendent shall be fixed by the State superintendent, but in no case shall it be less than double the amount of public money coming into his hands and must have good and sufficient sureties. He shall receive for his services $75 and 2 per cent per annum upon the amount of all educational moneys disbursed by him. His duties are to be at his office on the first Saturday of each month, from the beginning of the scholastic year until the close of the public schools for that year, to take charge of the moneys coming into his hands for school purposes, and use the same in paying the expenses of the schools, to make an annual report to the State superintendent, under penalty of fine and removal, showing the amount of money received by him from all sources, his disbursements by items, the amount on hand for each race, and the manner in which he has discharged his duties, delivering a duplicate of the same to the county judge of probate, who shall lay it before the county commissioners' court or board of revenue.

County educational board.—(See Teachers, Appointment, etc.)

Township superintendents.—When not elected by the people or appointed under special acts there shall be appointed by the county superintendent a township superintendent for each township [see Schools, Attendance] or other school district, subject to the approval of the State superintendent, who shall serve for two years. He shall have the immediate supervision of the public schools of the township and shall have power to establish, subject to the approval of the county superintendent of education, one or more schools of either race in such township. He shall convene the parents of children of school age and consult with them and with a view to subserve their wishes and interests he shall determine the number of schools which shall be established in his district for the current scholastic year, fix the location of each school and the length of session, apportion the school money to each school according to the children of school age who will probably attend it, shall determine what children shall be transferred to another district, and do such other acts as may carry out the law. He shall within 10 days after

the meeting report to the county superintendent the number and location of schools, the names of the teachers employed, and the amount of money apportioned to each school. His decision may be appealed from to the county superintendent. He shall contract with teachers, visit schools, enumerate children every second year by race and sex of school age. He is exempt from road and jury duty and poll tax.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—All contracts with teachers must be in writing and shall be approved by the county superintendent to be valid. There shall be three grades of certificates, and every teacher in the public schools must obtain a certificate in one of such grades, but in no case shall an applicant receive a certificate who fails to answer correctly 70 per cent of the questions propounded by the board of examiners.

Every applicant for a teacher's certificate must be examined on the following subjects: For the third grade, in orthography, reading, penmanship, practical arithmetic through fractions, primary geography, and the elementary principles of physiology and hygiene; for the second grade, on all the foregoing subjects, and also in practical arithmetic, history of the United States, English grammar, intermediate geography, and elementary algebra; for the first grade, on all the foregoing subjects, and also in higher algebra, natural philosophy, geometry, and the theory and practice of teaching, but no certificate of the first or second grade shall be granted to any person who has not passed a satisfactory examination in physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system. A third-grade certificate shall be valid for one year, a second-grade for two years, and a first-grade for three years in the county where issued.

There shall be established in each county of the State an educational board, composed of the county superintendent and two teachers, either in public or private schools of the county, appointed by the superintendent annually. The board shall meet quarterly or oftener and shall examine in writing all applicants to teach in the public schools of the county, each of whom, if licensed, shall pay a fee of $1, to be divided between the two appointed members. A diploma from any chartered institution of learning will entitle the applicant to a license on proof of the other qualifications of a good moral character and payment of the fee.

Every teacher must forward a quarterly report to the county superintendent setting forth the enrollment, the attendance, transferred pupils, the branches taught and the pupils in each, distinguishing by sex, the monthly pay from school revenue from the townships, the number of days taught, and the amount due. Failure to report works forfeiture of pay.

Preliminary training.—[Normal schools are established under special acts and maintained by the State both for white and for colored persons. The schools are under a board of directors and receive from $2,500 to $3,000 and in one case $1,500 annually from the State treasurer. Graduates shall receive a State certificate from the State superintendent, which will entitle the holder to teach anywhere in the State.]

Meetings.—It shall be the duty of the board of education in each county to organize and maintain therein three teachers' institutes for white and for colored persons, provided there are at least ten licensed teachers of the race in the county holding the institutes. Every teacher holding a license shall be a member, but no fee or assessment shall be imposed on a member without his consent. All persons holding license shall attend at least one county institute, the business of which shall be devoted mainly to discussions and instructions in regard to the methods of teaching and disciplining schools and to the text-books and other matters connected with the schools and school laws.

It shall be the duty of the State superintendent to hold or have held within each Congressional district one or more teachers' institutes for one or more weeks during the summer months; and unappropriated money shall be drawn from the State treasury to defray the expenses thereof, but not to exceed $500 in any year nor the amount given for the same purpose by the Peabody Education Fund.

3. Schools.

Attendance.—Buildings.

Attendance.—The general assembly shall establish, organize, and maintain a system of public schools throughout the State for children 7 to 21 years, but separate schools shall be provided for children of citizens of African descent. Every

township and fraction of a township which is divided by a State or county line, or river, creek, mountain, or other barrier, and every incorporated city or town having 3,000 inhabitants or more shall constitute a separate school district, and each of them shall be under a township superintendent. The township superintendent shall not establish more than two schools for either race in any township in which the fund of such race does not exceed $50. He shall fix the location of each school, the time of its opening, and the length of the session, which shall not be fewer than twelve weeks.

Buildings.—When but one school is established in a township it shall be located so as to accommodate the largest number of pupils and, to encourage the building of a permanent schoolhouse, as near the center of township as possible.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The interest at 6 per cent on all sums of money which have heretofore been or may hereafter be received by the State as the proceeds of sales of lands granted or intrusted by the United States to the State, or to the several townships thereof; the annual interest at 4 per cent on that part of the surplus revenue deposited with the State by act of Congress, June 23, 1836; all the annual rents, incomes, and profits arising from the proceeds of sales of all such lands as have been or may hereafter be given by the United States, or by this State, and by individuals, for the support of the public schools of the State; all such sums as may accrue to the State as escheats; licenses required to be paid into the county school fund, and the sum of $350,000, from any money not otherwise appropriated annually, for the maintenance of schools, together with the specific taxation given below, in the manner there set forth shall be annually appropriated for the maintenance of a system of public schools throughout the State. The State treasurer shall annually set apart $1,000 of any unappropriated money in the treasury as a contingent fund, payable to the order of the department of education.

As soon as the State auditor has certified to the superintendent of education the amount to the credit of the educational fund, including unexpended balance of preceding year, the latter-named officer shall set apart the sum necessary to pay the expenses of the education department and of the normal schools, as fixed by law, and shall then apportion the balance among the several townships and school districts of the State in the following manner: He shall set apart to each township or other school district the amount due from the State as interest on that township or district's 16th section or other trust fund held by the State, and then apportion the remainder to the respective townships according to the latest official returns of the population of school age, according to race.

Taxation.—Each county shall receive as school money all the poll tax collected therein, and each township or other school district is entitled to receive all the poll tax paid by its citizens, the white population receiving what it has paid, the colored the amount paid by it. [The Constitution requires the General Assembly to provide for the collection of an annual poll tax not to exceed $1.50 on each poll, to be applied to the support of public schools.]

All local school funds raised for the support of public schools, by taxation or otherwise, shall be apportioned and expended in the districts in which raised.

MISSISSIPPI.

1. Organization of the System.

State board of education.—State superintendent of education.—County school board.—County superintendent.—District school trustees.

State board of education.—There shall be a board of education consisting of the secretary of state, attorney-general, and superintendent of public education for the management and investment of the school funds, and to regulate all matters arising in the practical administration of the school system. The board may adopt a course of study.

State superintendent of public education.—There shall be a superintendent of public education in each county, who shall be appointed, by and with the advice and consent of the senate, for a term of four years. He shall give bond for $5,000, shall provide a seal, shall have general supervision of the free public schools, and may prescribe such rules and regulations for the efficient organization and conducting the same as he may deem necessary, and shall solicit reports from all public and private educational institutions of the State. He shall preserve all school

books, maps, apparatus, etc., as shall be purchased or donated, apportion semi-annually the school fund to the counties and separate school districts. He shall make a biennial report to the legislature showing the receipts and disbursements of the common-school fund, the number of school districts, schools, teachers employed and pupils taught therein, and the attendance of pupils and studies pursued by them, the financial condition of the schools, their receipts and expenditures, value of schoolhouses and property, cost of tuition, and salaries of teachers, the condition, educational and financial, of the normal and higher institutions connected with the school system of the State of the private schools, academies, and colleges, as far as can be ascertained, and, finally, such general matters, information, and recommendations relating to the educational interests as he may deem important.

County school board.—There shall be a county school board, consisting of one member from each supervisor's district, to be appointed for the term of four years by the county superintendent, the appointments to be ratified by the board of supervisors. Their pay shall be $3 for each day's actual service, but they shall not be paid more than $9. The county superintendent shall be president of the board. Its duty shall be to fix the boundaries of school districts or to alter them (separate school districts excepted). In districts containing not more than one chartered institution of learning the board shall locate the public school at the site thereof, all parties consenting, and the public school shall be conducted in accordance with the rules of the chartered institution in so far as they do not conflict with the provisions of the law.

County board of examiners.—Two first-grade teachers, to be appointed annually prior to the fall examination, one by the county school board and one by the board of supervisors, shall, with the county superintendent, constitute an examining board; but a teacher of a normal training school shall not be appointed on the board.

County superintendent of public education.—There shall be a superintendent of education in each county, who shall be appointed by the State board of education, with the advice of the senate, or shall be elected by the people, for a term of four years. He must be a qualified citizen, a resident of the State for four years and of the county for two years immediately preceding his appointment or election, and shall have passed an examination required for a first-grade teacher's certificate, presided over by 3 persons, 2 of whom shall be college graduates or holders of teachers' first-grade licenses. He shall be provided with an office and shall not teach. It shall be his duty to employ teachers recommended by the local trustees, or in case they fail to recommend, to appoint them offhand, examine their monthly reports when necessary, and require the trustees to certify to them; to fix the pay of teachers; to enforce the course of study and the use of text-books adopted in the county; to enforce the rules in reference to the examination of teachers; to visit schools, and to perform such other duties as may be required of him. If he fail to make a report to the State superintendent he shall be fined $50. He must also report to the county authorities.

District school trustees.—Separate districts shall be made for each race, excluding "separate school districts." A regular school district as laid off by the county school board shall not contain fewer than 9 square miles nor fewer than 45 educable children of the race for which the district is established, unless natural features of the territory prevent attendance. Under such circumstances 10 educable children are requisite, but when fewer than 5 children attend school it shall be discontinued. For every district there shall be three trustees chosen for three years by the patrons of the school, one to retire annually, vacancies to be filled by the county superintendent. The trustees select the teacher, or in default the county superintendent acts, scrutinize the census, may suspend or dismiss pupils, and watch over the school property and the interest of the school, making provision for the comfort and welfare of pupils.

Any municipality of 300 or more may be declared a separate school district by an ordinance of the mayor and board of aldermen, if it maintain a free public school for at least seven months; any part of a county or counties adjoining a municipality may be included in its separate school district by a vote of the resident freeholders of the territory to be added and the consent of the municipal authorities.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be allowed to teach unless licensed, and if the district trustees fail to select a licensed person the county superintendent shall appoint one. Two first-grade teachers, to be appointed annu-

ally, one by the county school board and one by the county supervisors, shall, with the county superintendent, constitute an examining board for each county, which shall as a board examine and grade the applicants for a teacher's position. They shall receive $2.50 per diem for actual service and 25 cents additional for grading papers of each applicant. The board holds examinations semiannually at the county seat separately for each race. The State superintendent prepares the questions. Before a license to teach will be granted the applicant must furnish evidence of good moral character, ability to govern a school, and be 17 years of age. To obtain a first-grade license the applicant must be examined in spelling, reading, practical and mental arithmetic, geography, English grammar and composition, United States history, history of Mississippi, elements of natural philosophy, civil government, and elements of physiology and hygiene with special reference to the effects of alcohol and narcotics. To obtain a second-grade license the same subjects, with the exception of history of Mississippi, elements of natural philosophy, and civil government and a lower grade of geography, United States history, and physiology, but a want of knowledge in physiology is not a bar to a license. To obtain a third-grade license the applicant must be examined on the subjects required for a second grade. Licenses shall be granted to those making a general average of 75 per cent and not less than 50 per cent on any subject for one year, except that in an examination for a third-grade certificate 60 per cent and not less than 40 in any branch is allowed. A general average of 85 in an examination for first grade and six months' experience in teaching shall be a license for two years; of 90 per cent for three years. A second three years' license obtained after the expiration of the first is renewable in the county indefinitely if continuous, but one teaching five years under a first-grade license shall be exempt from examination. A teacher teaching under a third-grade license shall not be principal of a two-teacher school, and in schools having three teachers the principal must have a first-grade license.

The principal teacher in a public school shall keep a daily record of facts pertaining to the school, nor shall pay be drawn in full unless the record is properly kept and delivered. The principal teacher shall make an enumeration of the educable children in the district by sex and color, and record the name and residence of the parents of the children. He shall also make a report to the county superintendent of the pupils in attendance by sex and age, which shall be approved by the trustees, and in addition shall make a term report of such statistics as the blanks may require. Failure in this is followed by the withholding of 20 per cent of his month's pay.

Preliminary training.—The control and government of the State normal school for colored persons is vested in a board of five trustees appointed every five years, with the advice and consent of the senate. The aim of the school is to maintain a first-class normal school for the training of colored persons of both sexes for teaching in the common schools. [Provision for training white women for teaching is made in the State industrial institute and college.]

Meetings.—In every county having more than fifteen school districts for either race there shall be held annually a separate teachers' institute, to continue in session not fewer than five days. Such meetings shall be under the direction of the board of education, which names a number of suitable conductors, from which the board of examiners in each county shall select a conductor. The expenses are paid by the collection of 50 cents from each person examined and charge a fee of 50 cents for every year over one that any license he may issue will run. If this fund is insufficient the deficit may be taken out of the county school fund, not exceeding $40.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The races are taught separately. A public school shall be maintained in each school district for at least four months during the scholastic year. Neglect to keep the school open for the legal period forfeits the district's share of the State apportionment of free-school funds, except so much as is required to pay teacher's salary. The school age is 5 to 21 years. Educable children who intend to pursue merely common-school studies may attend a high school or college in their county if it is established as a public school at the cost of the district. One teacher is allowed to 50 educable children in a district. When a school has bona fide more than 40 pupils the superintendent may grant an assistant, or in case of an attendance of 80 two assistants, but in schools of over 100 only one teacher shall be allowed to every 35 pupils.

Character of instruction.—The branches of study upon which teachers shall be examined constitute the curriculum of the free public schools. (See Teachers,

above.) A separate school district may make either or both of its schools graded schools, and a graded school may be of two kinds, either a graded grammar school or a graded high school, the latter to be free or tuitional, as the trustees may determine, and to have a course of three years.

Text-books.—The county board at its annual meeting in 1895 shall appoint five teachers of recognized ability, and the superintendent two, who shall constitute a committee for the selection of a uniform series of text-books, and on the first Monday in October, 1895, the committee shall select one text-book for each branch enumerated in the curriculum of the public schools, and every fifth year the same process shall be repeated. The books so selected shall be furnished on a written contract with prices fixed and shall be used in the county for five years. No child unprovided with the books shall be instructed. Separate districts adopt their own books.

Buildings.—Any pupil who willfully defaces or injures any school property is liable to suspension or expulsion, and his parents or guardians shall be liable for all damages. Any one disturbing a public school shall be fined not less than $10 nor more than $50.

4. Finances.

There shall be a common-school fund, which shall consist of the poll tax (which is to be retained in the counties where collected) and an additional sum from the general fund in the State treasury, which together shall be sufficient to maintain the common schools for the term of four months of the year. The fund shall be distributed among the counties in proportion to the educable children in each. Any county or separate school district may levy an additional sum to keep the schools open for a longer period than four months.

LOUISIANA.

1. Organization of System.

State board of education.—State superintendent.—State institute conductor.—Parish school board directors, and the committee for appointing teachers.—Parish superintendent.—District board of directors.—City school board.—City superintendent.

State board of education.—The governor, superintendent of education, attorney-general, and six members, one from each Congressional district, appointed by the governor, shall compose the State board of education. The appointed members shall receive as compensation for their services a per diem for actual service and their traveling expenses equal to that paid members of the legislature. They may require reports from the parish superintendent, and shall appoint for each parish, with the exception of Orleans, a board of school directors. The board shall prepare rules for the government of the common schools, which shall be enforced by the parish superintendent and school boards, give such directions as it may deem proper concerning the branches to be taught, and strictly enforce uniformity of text-books.

State superintendent of public education.—There shall be elected by the qualified voters of the State a superintendent of public education, who shall hold his office for four years, at an annual salary of $2,000; a vacancy to be filled by the governor, with advice of senate. He shall be provided with an office at the seat of government and allowed such incidental and clerical expenses as may be appropriated by the legislature. His duties are to supervise all boards of education and all State, common, high, or normal schools, visit the parishes at least once a year, make a biennial report upon the condition and progress made and possible improvements to be made in the common schools, the amount and condition of the school funds and their distribution, the amount and disbursement of local taxes and other sources of revenue, an abstract of the parish and city superintendent's reports, and all facts of interest to the public schools. He shall have printed a copy of his report for each school district, 200 copies for the legislature and for exchanges, and 300 copies for distribution. He shall decide all controversies among school officers or teachers, with an appeal to the State board.

State institute conductor.—(See Teachers, Meetings.)

Parish school board and the committee for appointing teachers.—The State board shall appoint a board of school directors, consisting of not fewer than 5 nor more than 9 qualified citizens of the parish, for four years. The parish board shall elect a superintendent, and may appoint auxiliary visiting trustees for each ward or school district, report all deficiencies in the schools and neglect of duty by officers

or teachers, visit the schools, apportion the school fund among the districts, determine the number of schools to be opened, the location of the schoolhouses, the number of teachers to be employed and their salary, and in general to enforce the law. The board holds four regular meetings during the year, and its members receive a compensation of not more than $2 per diem, provided that the whole amount expended annually does not exceed $100. By a two-thirds vote they may change the location of a schoolhouse. The board shall report to the auditor semiannually, showing its receipts and expenditures by items.

The president of the board, a person appointed by it, and the parish superintendent form the committee for appointing teachers.

Parish superintendent.—The parish school board elect a parish superintendent, who shall be of age and possessed of moral character and ability to manage the common school interests. His salary shall not exceed $200 per annum. He shall visit at least once each school in the parish, and whenever his services are quite efficient and highly satisfactory to the school board they may grant him his traveling expenses, not to exceed $125 per annum and his expenses to the convention of superintendents. He is a member of the committee for appointing teachers. He shall report from the assessor's returns the number of children between the ages of 6 and 18 years by race and sex in each district. He shall make an annual report to the State superintendent, showing in tables an aggregate of the school districts, the districts in which schools were taught, and the length of time taught, the highest, the lowest, and the average number of children at school, the cost of tuition of each child for the session and month, number of private schools, academies, and colleges taught in the parish, and the length of session of the same, the number of teachers employed, male and female, and their average wages, the sum raised by local tax or otherwise, and the purpose for which disbursed, the number, increase, kind, and value of schoolhouses, number of district libraries and volumes in each, and the increase during the year, and the sums received and expended. Failure to comply causes him to lose $20 of his annual salary. He shall be at his office at the parish seat on the first Saturday of January, April, July, and October, and at such other times as may be necessary.

District board of directors.—The parish board of directors is authorized to appoint auxiliary visiting trustees for each ward or school district or school in the parish. Such trustees shall make quarterly reports to the parish boards concerning the scholastic and material condition of their charges.

City school board and superintendent (of the parish of Orleans).—All the public schools of the parish of Orleans shall be under the direction and control of a board of directors of 20, 8 of whom shall be appointed by the governor, with the approval of the State board, and 12 by the city council of New Orleans, who shall hold for four years, one-fourth to retire annually. The board fixes the salaries of teachers, limits the expenditure to one-ninth of the whole amount provided for the schools, provides rules for examining teachers, and elects them from those passing and from graduates of the normal schools, may establish night and normal schools, appoint a superintendent, and shall make a full report to the common council of New Orleans.

The superintendent shall receive an annual salary of $2,500, hold office on good behavior for four years, is ex officio member of the board who have elected him to assist them in organizing and improving the city system of schools.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The president of the parish school board, a member appointed by that board, and the parish superintendent shall constitute a committee to appoint the teachers in the common schools of the parish and fill vacancies in the order of merit, and no person may be employed who has not obtained a license for the year in which the school is to be taught, of a grade sufficient to cover the requirements of the school to which appointed. The examinations to ascertain the fitness of candidates are under the control of the parish superintendent, who is assisted by two persons appointed by the school board of the parish, all of whom must agree before a certificate may be issued. The competitors must pay a fee of $1, returnable, and satisfy the examiners of their good character. To obtain a third-grade certificate the applicant must be found competent to teach spelling, reading, primary mental arithmetic, rudiments of practical arithmetic through fractions and simple interest, elementary geography, primary language lessons, and laws of health. To obtain a second-grade certificate the applicant must be found competent to teach arithmetic, geography, English grammar and composition, United States history, elements of natural philosophy and of

physiology. To obtain a high school or first-grade certificate the applicant must be found competent to teach elocution, spelling, grammar, rhetoric and literature, history, botany, philosophy, arithmetic, the effects of narcotics and stimulants, algebra, geography, and geometry, and such other studies of high grade as local boards may deem necessary. A special certificate of this grade may issue on a satisfactory examination in the study or studies to be taught in any special academic department, which shall entitle the holder to special appointment in a department where such studies may be taught. Those holding the diploma of the Peabody Normal College shall be entitled to a first-grade certificate good for four years and renewable at the option of the State board.

All certificates granted teachers by the board of directors of the parish of Orleans shall be good for three years, and upon a second examination at the expiration of three years a certificate of higher grade shall be given, good for five years if the applicant is competent.

It shall be the duty of each teacher to keep a register as the parish superintendent may require, and to make a report of enrollment, the highest, the lowest, and the average attendance, the books used, branches taught, number of pay pupils, if any, and such other statistical information as may be required. For failure the parish superintendent shall withhold $2. The course of study must be faithfully enforced and the rules and regulations obeyed, and failure of the teacher to comply with these provisions may, on complaint, cause his or her removal. The teacher shall have the power to hold every pupil accountable in school for disorderly conduct on the play grounds or to suspend pupil. The teacher must attend State and county institutes.

Preliminary training.—The State normal school shall have the object to train teachers for the public schools of Louisiana, and shall be open to white persons of either sex of 15 (women) or 16 (men) years of age, of moral character of proficiency in the common-school branches, provided they give assurance in writing of intention to teach in the schools of the State one year after graduation. Tuition is free. The board of administrators is empowered to confer diplomas upon the graduates entitling them to a first-grade teacher's certificate, valid for four years in any town or county, subject to renewal at the option of the board; in addition, the diploma gives precedence if the board so order. The parish of Orleans may establish a normal school.

Meetings and State institute conductor.—The parish superintendent may devote the first Saturday of each month during the time the common schools are in session in the parish to holding institutes for the improvement of teachers in their calling. Three hours constitute a legal session. Teachers failing to avail themselves of this opportunity shall forfeit one day's pay, unless excused or living 10 miles away from place of meeting or having to cross water, and a parish superintendent shall forfeit $5 for failure to comply with the provisions regarding them, unless physically unable to comply. The superintendent shall appoint one of the best-qualified teachers as institute manager, who shall receive $2.50. The school board of the parish of Orleans may inaugurate institutes as set forth above.

State institutes shall be held in the aggregate for twenty weeks at such places and times as may be decided upon by the State superintendent and the president of the State normal school, in conjunction with the respective parish superintendents. The State superintendent and the president of the normal school shall select a State institute conductor, who shall have immediate charge of the State institutes, whose salary shall not exceed $1,000 per annum, payable from any funds donated by the board of trustees of the Peabody Fund or appropriated by the general assembly. The conductor is also a member of the State normal school faculty, performing such services and receiving such additional compensation as the board of administrators of that institution may determine.

3. Schools.

Attendance.—Character of instruction.—Text-books.

Attendance.—White and colored persons are taught in different schools. The school age is 6 to 18. The school boards may assess and collect $1 per annum from each family which sends a child to the common schools, to be used in purchasing fuel and other things conducive to the comfort of the pupils.

Character of instruction.—The branches of orthography, reading, writing, arithmetic, geography, grammar, United States history, laws of health and the injurious effects of narcotics and stimulants, physical education, and such other branches as the State or parish school board may require, provided these elementary branches may be taught in the French language in the localities where

that language predominates, if no additional expense is incurred. The parish school board shall have authority to establish graded schools and central or high schools under the sanction of the State board, provided site and buildings are not paid for from the school fund, but the parish of Orleans shall not require the sanction of the State board.

Text-books.—The State board shall strictly enforce a uniformity of text-books and shall adopt a list, which shall not be changed for four years.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The school fund of the State shall consist of the interest on the proceeds of all public lands heretofore granted by the United States for the use and support of the public schools; of all lands and other property which may hereafter be bequeathed or donated to the State or generally for school purposes; all funds or property other than unimproved lands bequeathed or granted to the State not designated for other purposes, the proceeds of vacant estates. The legislature may (by the constitution) also appropriate, in whole or in part, the proceeds of the public lands not designated for any other purpose. This fund is distributed among the parishes according to the number of children 6 to 18 years of age.

All fines imposed by the several district courts for violation of the law and all forfeited bonds in criminal cases (the parish of Orleans excepted) are applied to the support of common schools.

Taxation.—The general assembly shall levy an annual poll tax for the maintenance of public schools on every male person of 21 years or more which shall never be less than $1 nor more than $1.50, which belongs to the parish in which collected. There shall be a State school tax to be distributed to the parishes in proportion to the children 6 to 18 years of age, which is fixed annually by the State legislature. The police jurors of the several parishes and the boards of trustees, aldermen, and legal representatives of cities, towns, and villages, except the parish of Orleans, may levy for the support of the common schools of their respective parishes not less than 1½ mills of the 10 mills tax on the dollar of the assessed valuation. Whenever one-tenth of the property taxpayers of any parish, city, or incorporated municipality shall petition the police jury or municipal authorities to increase the rate of taxation for the purpose of constructing public buildings the body petitioned shall order a special election to authorize the levy.

ARKANSAS.

1. Organization of the System.

State superintendent of public instruction.—State commissioners of the school fund.—County examiners.—District school directors.

State superintendent of public instruction.—Every two years there shall be elected a State superintendent of public instruction who shall have the general superintendence of the business of the free common schools of the State. He shall have an office at the seat of government, where he shall keep the matter that accumulates by virtue of his office, and where he shall be in attendance when not necessarily absent on business. He and he alone shall furnish suitable questions for the examination of teachers, prepare and transmit to county superintendents the necessary forms and registers, supervise the school funds so far as to insure their safety, and make an annual report to the governor, showing the number of persons between the ages of 6 and 21 years residing in the State on the 1st day of the preceding July; the number of such persons in each county; the number of each sex; the number of white; the number of colored; the whole number of such persons that attended the free common schools of the State during the year ending the 30th day of the last preceding June, and the number in each county that attended during the same period; the number of whites of each sex that attended, and the number of colored of each sex that attended the said schools; the number of common schools in the State; the number of pupils that studied each of the branches taught; the average wages paid teachers of each sex; the relative average wages paid to male and female teachers, respectively, according to the different grades of the certificates; the number of schoolhouses erected during the year, the material and cost thereof; the number previously erected, the material of

which they were constructed, their condition and value; the number with their grounds inclosed; the counties in which teachers' institutes were held, and the number that attended the institutes in each county.

He shall likewise report the amount of permanent school fund belonging to the State at the close of the fiscal school year, and the amount of other property apportioned to school purposes; the nature, kind, and amount of such investments made of the same; the safety and permanency of such investments; the amount of revenue accruing from the school funds; the income received from the per capita assessment of each county, and the amount derived from such assessments in all the counties of the State; the income derived from all other sources, together with the amount derived from each; likewise, in what sums, for what purposes, and in what manner the said school revenue shall have been expended and what moneys of various kinds are in the various county treasuries unexpended.

He shall also append to his report a statistical table, compiled from the materials transmitted to his office by school officers, with proper summaries, averages, and totals given, and shall present such comparison of results and such an exhibit of his administration and of the operation of the common free school system, together with such statements of the true condition of the schools of the State, as shall distinctly show the improvements and progress made from year to year in the department of public instruction. He may print as high as 5,000 copies of his report.

He shall apportion the school fund and shall from time to time issue editions of the school law, shall have access to the auditor's books and papers, may grant State certificates, and shall prepare a list of text-books, which he shall recommend to the directors and teachers. A vacancy in the office shall be filled by the governor.

State commissioners of the school fund.—(See Finances, Funds.)

County examiner.—The county court of each county shall at the first term thereof, after each general election, appoint in each county not divided into two judicial districts one county examiner; and in each county divided into two judicial districts may appoint one county examiner for each district, such examiner to be of high moral character and scholastic attainments, and all county examiners shall be required, before entering upon the duties of their offices, to stand the same examination as is required of the teachers who receive first-grade licenses, and no one shall fill the offices of county examiner and school director at the same time.

All county examiners shall be paid such salary each year as may be fixed by the county judge. It shall be the duty of the examiner to examine and license teachers of common schools. He shall quarterly hold at the county seat a public examination. He shall receive the reports of the district directors, and shall annually, on or before the 20th of September, prepare in tabular form an abstract of the reports made to him by the directors of the school districts embraced within his county, showing the number of organized districts in his county at the commencement of the year on the 1st day of July preceding, the districts that have made their annual reports, the number of persons in each district between the ages of 6 and 21 years, distinguishing the sex and also the color of said persons, the number of said persons that attended school during the year, the average number of males and females in daily attendance, and the number that pursued each of the studies designated to be taught in the common schools; the number of teachers of each sex employed in his county, the average wages paid per month to teachers of each sex, according to the grade of their certificates, the whole amount paid as teachers' wages in his county, the number of pupils that studied in his county, and the several branches taught; the number of schoolhouses erected during the year in his county, material and cost of same, the number before erected, the material used in their construction, their condition, and value; the number of grounds inclosed; the amount of money raised by tax in each district, and for what purpose raised; the amounts that have been expended and for what purposes, the amount of revenue received by his county from the common-school fund and received for the support of schools from each of all other sources; for what purposes and in what sums the said revenues were expended, and what amounts unexpended were at the close of the school year in the county treasury; and shall report also the number of deaf mutes, blind, and insane in each school district in his county under 30 years of age, their names and their post-offices. Failing to make this report he shall forfeit $25. His expenses for actual and unavoidable expenses of his office to the sum of $25 may be allowed by the county court.

District board of school directors.—The county court shall have power to dissolve any school district when petitioned by a majority of the electors concerned to do so. No school district shall be formed having fewer than 35 persons of the scholastic age.

The electors of every school district shall, when lawfully assembled in annual

district school meeting, with not less than 5 electors present, have the power, by a majority of the votes cast at such meeting, first, to choose a chairman; second, to adjourn from time to time; third, to appoint, when necessary, in the absence of the directors of the district, a clerk pro tempore; fourth, to elect a director for the district for the next three school years who can read and write; fifth, to designate a site for a schoolhouse; sixth, to determine the length of time during which a school shall be taught more than three months in the year; seventh, to determine what amount of money shall be raised by tax on the taxable property of the district sufficient, with the public-school revenues apportioned to the district, to defray the expenses of a school for three months, or for any greater length of time they may decide to have a school taught during the year: *Provided*, That no tax for purposes aforesaid greater than one-half of 1 per cent on the assessed value of the taxable property of the district shall be levied: *And provided further*, That they may, if sufficient revenue can not be raised to sustain a school for three months in any one year, determine by ballot that no school shall be taught during such year, in which case the revenue belonging to such district shall remain in the treasury to the credit of such school district; eighth, to repeal and modify their proceedings from time to time.

There shall be annually elected by the voters in each school district a director, who shall hold his office for the term of three years, and until his successor shall have been elected and have qualified: *Provided*, that at the first annual school meeting of this district after the passage of this act three school directors shall be elected, to hold office one, two, and three years, respectively. Any person who shall have been elected or appointed a director and shall neglect or refuse to qualify and serve as such shall forfeit to his district the sum of $10, which may be recovered by action against him at the instance of any elector in the district, and which, when collected, shall be paid into the county treasury by the officer before whom the action was maintained, and added, by the treasurer, to the school fund revenues appropriated to the district. Any director who shall neglect or fail to perform any duties of his office shall forfeit to his district the sum of $25.

The directors shall have charge of the school affairs and of the school educational interests of their districts, and shall have the care and custody of the schoolhouses and grounds, the books, records, papers, and other property belonging to the district, and shall carefully preserve the same, preventing waste and damage, and shall purchase or lease, in the corporate name of the district, such schoolhouse site as may be designated by a majority of the legal votes at the district meeting; shall hire, purchase, or build a schoolhouse with funds provided by the district for that purpose; and may sell or exchange such site of schoolhouse when so directed by a majority of the electors of any legal meeting of the district.

They shall hire teachers, shall adopt text-books, shall visit the school at least once each term, and when not of a special district may expend annually as much as $25 for maps, charts, globes, dictionaries, and other apparatus, subject to the approval of the State superintendent.

They shall procure from the county examiner and furnish the teacher at the commencement of the term a register for his school, and require the said teacher to report in the said register at the close of the school term the number of days of the said term, the name and age of each pupil, the date on which each entered the school, the separate days on which each attended, the whole number of days each attended, the studies each pursued, the total number of days all pupils attended, the average daily attendance, and the number of visits received from the directors during the term.

They shall submit to the district, at the annual meeting, an estimate of the expenses of the district for that year, including the expenses of a school for the term of three months for the next year, after deducting the probable amount of school moneys to be apportioned to the district for that school year, and shall also submit an estimate of the expenses per month of continuing the school beyond the term of three months, and of whatever else may be necessary for the comfort and advancement of the said school.

Cities and towns may organize as separate school districts, with a board of six directors.

2. Teachers.

Appointment, qualifications, and duties.—Meetings.

Appointment, qualifications, and duties.—Any person who shall teach in a common school of this State without a certificate of qualifications and a license shall not be entitled to receive for such service any compensation from revenues for the support of common schools, except his license expires during the term named in the written contract with the board of directors.

The State superintendent shall furnish suitable questions for the examination of teachers to the county examiner. He may grant State certificates, which shall be valid for life, to any person in the State who shall pass a thorough examination in all those branches required for granting county certificates and also in algebra, geometry, physics, rhetoric, mental philosophy, history, Latin, the Constitution of the United States and of Arkansas, natural history, and theory and art of teaching.

It shall be the duty of such examiner to examine and license teachers of common schools. He shall hold quarterly, at the county seat of each county, in a suitable room to be provided by the county court, a public examination for that purpose, and shall, previous to holding such examination, give at least twenty days' notice thereof to the directors of each school district within the county, whose duty it shall be to file the original notice in their office and post, without delay, copies of said notice in three or more of the most conspicuous places within their district. He shall conduct all examinations by written and oral questions and answers, but shall grant no certificates of qualification except in accordance with the provisions of law respecting teachers' certificates.

He shall, at the time and place appointed for holding public examinations, examine in orthography, reading, penmanship, mental and written arithmetic, English grammar, modern geography, history of the United States, physiology and hygiene, and in the theory and practice of teaching; and if convinced that such persons are of good moral character and are competent to teach successfully the foregoing branches, he shall give such persons certificates ranking in grade to correspond with the relative qualifications of the applicants according to the standard adopted; but he shall not license any person to teach who is given to profanity, drunkenness, gambling, licentiousness, or other demoralizing vices or who does not believe in the existence of a Supreme Being; nor shall he be required to give private examinations. He may cite to reexamination any person holding a license and under contract to teach any free school in his county, and on being satisfied by reexamination or by other means that such person does not sustain a good moral character or that he has not sufficient learning and ability to render him a competent teacher, he may, for these and other adequate causes, revoke the license of such person, and in case of such revocation he shall immediately give notice to such teacher and the directors and thereby terminate the contract between said parties, but the wages of such teacher shall be paid for the time he shall have actually taught prior to the day on which he received notice of the revocation of his license.

In addition to the branches now prescribed by law to be taught in the common schools of the State, it is hereby made the duty of the county examiner of the several counties of the State to examine all persons applying for examination and license to teach in such schools as to their knowledge and proficiency in the method of designating and reading the survey of the lands of this State by ranges, townships, and sections and parts of sections, as surveyed, platted, and designated by the Government of the United States, and no such applicant shall be authorized or licensed to teach in any of such schools unless found upon such examination proficient in the method of designating and reading land surveys, as in this act provided; and it is hereby made the duty and specially imposed upon all persons teaching in the public schools of this State to teach and impart the instruction here provided for whenever practicable to do so, and a willful neglect or failure to discharge the duties by this act imposed shall be deemed sufficient cause for the revocation of license to teach. The examiner shall issue three grades of certificates, respectively, certificates of the first, and of the second, and of the third grades. Certificates of the first grade shall be valid in the county for which they were issued for two years. Those of the second grade shall be valid in the county for which they were issued for one year. Those of the third grade shall be valid in the county six months. But he shall not renew any certificate or grant a license without an examination of the applicant with reference thereto.

Every applicant for examination shall pay $2, which shall go to pay or toward paying the examiner's salary, as fixed by the county judge.

Every teacher shall keep a daily register of his school in the manner prescribed by law, and indicated by the blank school register to be furnished by the director at the commencement of his school.

It shall be the duty of each and every teacher to attend one teachers' institute, and no teacher, when attending an examination for license or one institute, shall be charged for loss of time while necessarily absent from his school to attend such examination or institute.

No teacher shall be entitled to the last month's pay for any school taught by him until he shall have returned to the directors of the district in which such

school was taught the daily register furnished him, with all statistical work which teachers are by law required to perform, perfected and complete, and no director shall otherwise issue an order for such last month's pay.

Meetings.—The State superintendent shall annually hold a teachers' institute in each judicial district of the State. [This law is practically nullified by the "county institute" law which follows.]

The State superintendent is authorized to arrange for the holding of county normal institutes for the white teachers of Arkansas for such white persons as desire to become teachers in the public schools, and another institute, at time and place set by him, for colored persons.

The course of study shall consist of a thorough drill in the principles of the common-school branches, history and constitution of Arkansas, and such pedagogical instruction as shall fully develop the teachers' professional, general, moral, and social preparation for work in the public schools, special attention being given to organization, classification, use of text-books, etc. The session of these institutes is to continue twenty days. For the purpose of carrying this law into effect $10.000 is appropriated for the years 1895 and 1896.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The district board shall make provision for establishing separate schools for the white children and the colored children of school age and shall adopt such other measures as they may judge expedient for carrying the free-school system into uniform operation throughout the State and providing as nearly as possible for the education of every youth 6 to 21 years of age for at least three months in the year. In special districts schools shall be kept open at least three but not more than ten months.

Character of instruction.—The board of directors in special districts may establish primary, graded, or high schools and employ a superintendent. [Reference is made to the studies in which teachers are required to be examined or the text-books used as indicating the branches taught in the public schools.]

Text-books.—The State superintendent shall prepare, for the benefit of the common schools of the State, a list of text-books on orthography, reading in English, mental and written arithmetic, penmanship, English grammar, modern geography, and history of the United States as are best adapted to the wants of the learner and as have been prepared with reference to the most philosophical methods of teaching those branches, and shall recommend the said text-books to teachers and to directors throughout the State.

The directors of each school district in this State shall adopt and cause to be used in the public schools, in their respective districts, one series of text-books in each branch or science taught on the public schools of their respective districts, and no change in these books shall be made for a period of three years unless it be by a petition of a majority of the voters of the district desiring the change.

Buildings.—The directors have the care and custody of the district school property and shall acquire or sell property when directed by a majority of the electors, in districts not organized under the law establishing special districts.

Any person who shall willfully destroy or injure any building used as a schoolhouse or for other educational purposes, or any furniture, fixtures, or apparatus thereto belonging, or who shall deface, mar, or disfigure any such building, furniture, or fixtures, by writing, cutting, painting, or posting thereon any likeness, figure, words, or device without the consent of the teacher or other person having control of such house, furniture, or fixtures shall be fined in a sum double the value of any such building, furniture, fixtures, or apparatus so destroyed, and shall be fined in a sum not less than $10 nor more than $50 for each offense for writing, painting, cutting, or pasting in any such building, furniture, or fixtures any such words, figures, likeness, or device, to be recovered by civil action in any court of competent jurisdiction, and this punishment is not in lieu of that provided by the statutes for such offenses.

4. Finance.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all lands that have been or hereafter may be granted by the United States to this State, and not otherwise appropriated by the United States or this State; also moneys, stocks, bonds, lands, and other property now belonging to any fund for purposes of education; also the net

proceeds of all sales of lands and other property and effects that may accrue to this State by escheat, or from sales of estrays, or from unclaimed dividends, or distributive shares of estates of deceased persons; also any proceeds of the sale of public lands which may have been or may be hereafter paid over to the State (Congress consenting); also 10 per cent of the net proceeds of the sales of all State lands; also all grants, gifts, or devises that may have been or hereafter may be made to this State, and not otherwise appropriated by the tenure of the grant, gift, or devise, shall be securely invested and sacredly preserved as a public fund that shall be designated as the "common school fund" of the State, and which shall be the common property of the State, except the proceeds arising from the sale or lease of the sixteenth section, the principal of which shall never be apportioned or used.

The annual income from said fund, together with $1 per capita annually assessed on every male inhabitant over the age of 21 years, and so much of the ordinary annual revenue of the State as may hereafter be set apart by law for such purpose, shall be faithfully appropriated for maintaining a system of free common schools for this State, and shall be appropriated to no other purpose whatsoever. The State auditor shall, on requisition from the State superintendent of public instruction, draw warrants on the State treasurer for payment to the several county treasurers of the school revenues due their respective counties

The management of the common-school fund shall be vested in a board of commissioners of the school fund, composed of the secretary of state, the auditor, and State superintendent of public instruction.

Taxation.—The general assembly shall provide by general laws for the support of common schools by taxes, which shall never exceed in any one year 2 mills on the dollar on taxable property, and a per capita tax of $1 on every male inhabitant of the State over 21, provided it may authorize school districts to levy a tax not to exceed 5 mills on the dollar in any one year for school expenses. [See District board of directors under Organization of system.]

TEXAS.

1. Organization of the System.

State board of education.—State superintendent.—State board of examiners.—County superintendent.—County board of examiners.—School district committee.—City board of examiners.

State board of education.—The governor, secretary of state, and comptroller shall constitute a State board of education, of which the State superintendent shall be secretary. The board shall make an apportionment of the available school fund among the several counties of the State and the cities and towns having separate school organizations, according to the population of each.

State board of examiners.—The State superintendent may appoint a State board of examiners, consisting of three or more competent teachers, to serve at his pleasure.

State superintendent of public instruction.—There shall be elected at each general election for State and county officers a State superintendent of public instruction, who shall hold his office for two years and receive a salary of $2,500, and may employ such clerical assistance as may be allowed by the State board. He shall be charged with the administration of the school law and a general superintendency of the business relating to the public schools of the State, shall hear all appeals, prescribe and furnish suitable forms for records and reports, issue circulars of instruction to school officers, and examine and approve all accounts of whatsoever kind against the school fund.

County board of examiners.—There shall be a county board of examiners of three members, appointed by the county superintendent, or by the county judge if there be no superintendent, each of whom must hold a first or higher grade certificate of the county. They serve during the pleasure of the county superintendent.

County superintendent.—The commissioners' court of any county may provide for the election of a county superintendent of public schools, who shall hold for two years, be a person of educational attainments, good moral character and executive ability, a qualified voter of said county, and the holder of a first-grade teacher's certificate. He shall have the immediate supervision of all matters pertaining to public education, shall confer with teachers, deliver lectures, hold institutes, approve all vouchers drawn against the school fund, examine contracts made by trustees with teachers and, if proper, approve them, distribute blank books and forms, and appoint the county board of examiners. In counties having

a school population of 2,000 and not exceeding 3,000, the county superintendent shall receive $800 per annum, in counties of 3,000 to 4,000 he shall receive $900, in counties of 4,000 to 5,000 he shall receive $1,000, in counties of 5,000 or more he shall receive $1,200. In counties having no county superintendent the county judge shall act.

District school trustees.—It is the duty of the county commissioners' court to subdivide their county into school districts as convenient as possible for the attendance of the children at the school or schools to be established therein. The voters of the district shall elect three trustees for said districts, one to retire annually. They shall determine the number of schools and their location, and when they shall be opened and when closed, contract with teachers, and manage and supervise the schools. They shall approve all teachers' vouchers and all other claims against the school fund of their district, and shall have the power to admit pupils over and under scholastic age. They shall take the district census, and for each name taken shall be paid 5 cents.

When a town or village contains more than 200 and fewer than 10,000 it may vote to incorporate itself, as a town or village, in the manner prescribed by law for the incorporation of towns and villages, provided that the incorporated territory shall not exceed a territory of 16 square miles. For such incorporated places there shall be elected five trustees for the period for which the other municipal officers are chosen, and shall in general be vested with all the powers, rights, and duties in regard to the establishment and maintaining of free schools, including the powers of taxation as vested in the council or board of aldermen of incorporated cities and towns.

The cities and towns in the State are authorized to assume exclusive control of all the public schools within their limits and to govern them in any way not inconsistent with the laws, to elect or the council to appoint a board of trustees of six to hold for four years, three to retire biennially. No compensation is allowed them.

City boards of examiners.—Cities and towns of 500 inhabitants of school age, which are independent districts having a superintendent, may have a board of examiners.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—Any teacher desiring to teach in any city, town, or district in the State shall, before contracting with any board of trustees or school board, exhibit a teacher's certificate, and anyone who teaches in any public school of this State without a valid certificate shall not be paid from the free-school funds, and forgery of a certificate shall be punished by confinement in the penitentiary for a term of not less than two nor more than seven years. Applicants for examination must apply to the county superintendent, stating class of certificate desired, and by him is sent to the board of county examiners, the applicant having been satisfactory to the county superintendent and having deposited $3 as an examination fee. The applicant must speak the English language fluently, and be of good moral character. Certificates granted are of three kinds, as follows: A county certificate valid only within the county; a city certificate valid only within the city; a State certificate to be valid anywhere within the State. County certificates shall be of four classes, as follows: First, second, third grades, and permanent, and are issued by the county superintendents on recommendation of the county board of examiners, which shall hold an examination during every month except January, March, May, and July. The questions are furnished by the State superintendent, and the rules and regulations are prescribed by him and the county superintendent. An applicant for a third-grade certificate shall be examined in spelling, writing, arithmetic, English grammar, geography, Texas history, elementary physiology, and hygiene, and the laws of health with special reference to narcotics, and school management and methods of teaching, and must, in order to obtain a certificate, make an average of not less than 70 nor less than 50 on any grade. An applicant for second-grade certificate shall be examined on the five mentioned subjects, and in addition United States history, elementary principles of civil government, English composition, physiology and hygiene, and physical geography. The second-grade certificate is good for two years, and the applicant must make 75 on all and not less than 50 on any one subject, but if he make 85 instead of 75 the certificate is good for four years. An applicant for the first-grade certificate shall be examined in the subjects prescribed for the second grade, and in addition in physics, algebra, elements of geometry, the Constitutions

of the United States and the State of Texas, and in the elements of mental and moral science, and the effects of tobacco and alcoholic intoxicants upon the human system. The certificate is valid for four years (if continuous), and to obtain it the applicant must make an average of not less than 85 in general and 50 in any particular subject, but is valid for two years if only 75 instead of 85 is obtained. An applicant for a permanent certificate shall be examined on the subjects required for a first-grade certificate, and in addition the history of education, psychology, English and American literature, chemistry, solid geometry, plane trigonometry, and elementary double-entry bookkeeping. The general average required to pass for a permanent certificate is 85 and not less than 60 in any subject. The certificate lapses if the holder withdraws three continuous years from teaching. A local permanent certificate may be given to meritorious teachers of five years of continuous work in the public schools of the county of the grade held at the time. On application of a candidate for a first or second grade or a permanent certificate the county superintendent shall forward the papers to the State superintendent, who will lay them before the State board of examiners, together with the fee of $1 furnished by the candidate, and if they find the papers rightly graded they shall recommend that the candidate be given a new certificate in lieu of his county certificate, which shall entitle him to teach in any county.

City boards of examiners may issue certificates of two kinds, a temporary and a permanent certificate, and of three classes for each kind: Primary teacher's certificate, intermediate teacher's certificate, and high-school teacher's certificate. A temporary certificate is good for four or fewer years, and a permanent certificate during good behavior. The force of the normal-school certificate is given below.

It shall be the duty of every teacher to use the English language exclusively in the free public schools, though any other language may be taught as a branch of study; to attend summer normals and county institutes as far as possible; to keep daily registers in which the names, ages, and studies of the pupils and their attendance shall be recorded, and such other matters as may be prescribed by the State superintendent; to make monthly reports upon such subjects as may be designated by the State or county superintendent, which are to be approved by the trustees. They shall also make such reports at the end of the term as may he prescribed by the State superintendent, and until made their last month's salary shall not be paid.

Preliminary training.—Normal instruction for white persons shall be given in the Sam Houston and for colored persons in the Prairie View Normal School. The white school under the supervision of the board of education offers two scholarships for every senatorial district to persons 16 or over who sign a written statement that it is their intention to teach at least one year after leaving the school; the normal school for colored persons 16 or over, one from each senatorial district and three at large. The school is under the immediate authority of the board of directors of the Agricultural and Mechanical College of Texas. University diplomas given by the University of Texas to students completing the degree course in pedagogy or some other course shall have the force of permanent State certificates. Those showing completion of the special professional course shall have the force of first-grade State certificates; those showing completion of the course in elementary pedagogy shall have the force of State certificates of the first grade for a period of two years. Any teacher of three years' standing in Texas who is a degree man of a university or college of standing may receive a permanent State certificate. Those holding a diploma from a Texas State normal school, or from the Peabody Normal School, or the North Texas College, or Coronal Institute may teach in the public schools as being entitled to a permanent State certificate without examination.

Normal institutes and meetings.—The State superintendent shall prescribe regulations for holding summer normal institutes and prescribe rules for granting summer normal certificates, which shall be State certificates, good for four years. The county superintendent shall organize and hold, with such assistance as may be necessary, at least three or more institutes of two days each during the year, and failure to conform to this will cause his removal. It is the duty of all teachers in the public schools in the State to attend the summer normals and county institutes as far as possible.

3. Schools.

Attendance.—Character of instruction.—Buildings.

Attendance.—The children of the white and colored races shall be taught in separate schools, and in no case shall any school consisting of partly white and partly of colored or mixed blood receive any aid from the public-school fund. All

children over 8 years of age and under 17, at the beginning of any scholastic year, shall be entitled to the benefit of the public-school fund for that year for the period of six months at least.

Character of instruction.—There shall be taught in the public schools orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, composition, physiology and hygiene, including the effects of alcoholic stimulants and narcotics on the human system, and other branches as may be agreed on by the trustees or directed by the State superintendent.

Buildings.—When a school district has no schoolhouse or an insufficient number, or those it has are in need of repairs or furniture, the trustees may contract for the building, repairing, or furnishing required, and may use not more that 25 per cent annually of the school fund of the district for a period of five years, provided that in case a house is to be erected the citizens must furnish in labor or means an amount equal to one-third of the school fund to be so used, and a suitable piece of land shall be donated as a site. But if the people of the district tax themselves for the purpose of erecting the building required, the tax to be devoted exclusively to building, and so much of the available school fund of any year, not to exceed 25 per cent, as the county superintendent may deem expedient, may be used in the purchase of suitable school property. The trustees may rent or lease a suitable building.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—All funds, lands, and other property heretofore set apart and appropriated for the support of the public schools, all the alternate sections of lands reserved by the State out of grants heretofore made, or that hereafter may be made, to railroads or other corporations of any nature whatsoever, one-half of the public domain of the State, and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a perpetual public-school fund. The interest arising from the fund and the taxes [State] herein authorized shall be the available school fund, to which the legislature may add not exceeding 1 per cent annually of the total value of the permanent school fund. The available school fund shall be distributed to the several counties according to the scholastic population.

Taxation.—One-fourth of the revenue derived from the State occupation taxes and a poll tax of $1 on every male inhabitant 21 to 60 years of age shall be set apart annually for the benefit of public free schools, and in addition thereto there shall be levied and collected an annual ad valorem State tax of such an amount, not to exceed 20 cents on the $100, as with the available school fund income will be sufficient to maintain and support the public free schools for a period not less than six months in each year; and the legislature may authorize the school districts to raise an additional ad valorem tax, to be levied and collected within such districts, for the further maintenance of the public schools and the erection of school buildings therein, provided that two-thirds of the taxpayers shall vote such tax, not to exceed in any one year 20 cents on the $100; but this limitation does not apply to incorporated cities or towns constituting separate or independent school districts.

OHIO.

1. Organization of the System.

State commissioner.—State board of examiners.—State text-book board.—County board of examiners.—Board of education.—City and village examiners.—City superintendent.—Truant officer.

State commissioner of common schools.—There shall be elected at the general election for State officers a State commissioner of common schools, who shall hold office for three years, a vacancy to be filled by the governor. He shall give bond to the amount of $5,000, with two or more sureties, and shall keep official books and papers at his office at the capital, where he shall be in attendance not fewer than ten months, except when absent on public business. He shall visit annually each judicial district of the State, superintending and encouraging teachers' institutes, conferring with boards of education or other school officers, counseling teachers, visiting schools, and delivering lectures on topics calculated to subserve the interests of popular education; shall secure the safety and proper application of State educational funds, and may require all persons having charge of

the same to account to him; shall prescribe suitable forms and regulations for making all reports and conducting all necessary proceedings under the school laws, and shall transmit them to the local officers with instructions; shall prepare as many copies of the school laws as are necessary and distribute them; shall make an annual report to the general assembly, or when that body is not in session to the governor; send a copy to the legislature when it convenes. In his report he shall give the condition and amount of all funds and property appropriated to education, the number of common schools, the number, by sex, attending them, and the branches taught, the number of private and select schools in the State, and their attendance, by sex, and the branches taught. He shall also give the number of teachers' institutes, the attendance thereat and the number of instructors, and the amount paid to each, the estimated cost of the schools and the accounts of the expenditures of every description, plans for the management and improvement of common schools, and such other information as he may deem of importance. He shall annually require of the president, manager, or principal of every seminary, academy, and private school a report of such facts, arranged on such form as he shall furnish.

State board of examiners.—There shall be a State board of examiners, which shall consist of five competent persons, residents of the State, to be appointed by the State commissioner for five years, not more than three of whom shall belong to the same political party, one member to retire annually. Each member shall receive $5 per diem of actual service and 6 cents mileage each way from his residence and back.

State text-book board.—(See Schools, Text-books.)

County boards of examiners.—There shall be a county board of examiners, to consist of three competent persons, to be appointed for three years by the probate judge. Two members shall have had at least two years' experience as teachers, and shall be or shall have been within five years actual teachers in properly recognized schools. They shall all be residents of the county for which they are appointed, and shall not be connected with or interested in any school for the special education or training of persons for teachers, or any other private school, or be employed as instructor in any institute in his own county; and violation of these provisions vacates the office held by the offender. A clerk shall be appointed from the members, who shall keep a record of the proceedings, of the certificates issued, and report to the State commissioner annually. Each board shall fix upon the time and place for holding meetings for the examination of applicants for certificates.

Board of education.—The State is divided into school districts, to be styled, respectively, city districts of the first grade of the first class, of the second grade of first class, city districts of the first class, city districts of the second class, village districts, special districts, and township districts. Each city having a population of 250,000 or more, including the territory annexed to it for school purposes and excluding that detached from it for school purposes, shall constitute a city district of the first grade of the first class; each city having a population of 150,000 to 250,000 shall constitute a city district of the second grade of the first class, and each city having a population of 10,000 to 150,000 shall constitute a city district of the first class; each city of the second class having a population of fewer than 10,000 shall constitute a school district to be styled a city district of the second class; each village shall constitute a school district to be styled a village district; each organized township, exclusive of any of its territory included in a city, village, or special district, shall constitute a school district to be styled a township district. All other legally constituted districts shall be styled special districts.

In city districts of the first grade of the first class the board of education shall consist of one member from each ward, who shall be an elector and shall hold for two years. But the members of such board shall not as individuals or as local committees exercise supervisory authority over the schools in the several wards or districts, or have the selection or nomination of teachers. The board shall hold regular meetings once every two weeks.

Boards of education in city districts of the second grade of the first-class shall consist of a school council of 7 and a school director, and shall organize by electing one of its members president and a nonmember clerk, whose salary shall not exceed $2,000 per annum. The members shall be elected biennially, one group retiring annually. The council has legislative power and authority in regard to school affairs within its district, but no resolution levying a tax shall be adopted unless the resolution, together with the estimates on which the same is based, has been submitted to and approved by the board of tax commissioners in the city coextensive with or partly lying in the district. Every resolution involving an expenditure of money or the approval of a contract for the payment of money or the purchase, sale, lease, or transfer of property, or levying any tax, or for the

change or adoption of any text-book, shall before it takes effect be presented, duly certified by the clerk to the school director, who shall sign it or return it to the council at its next meeting, and on his failure to return it as above directed the measure shall become a law; but he may approve or disapprove any part of a resolution appropriating money if the item has no bearing or connection with any other part of such resolution, and the council may override his objections by a two-thirds vote. The council shall have power to provide for the appointment of all necessary teachers and employees, to prescribe their duties, and fix their compensation.

In city districts of the second class and in village districts the board of education shall consist of 6 members, except in districts organized under a law providing for only 3 members, unless such districts elect to have 6 members: but the electors of any city district of the second class may vote that the board shall consist of as many members as the city has wards, in which case a member shall biennially be elected in each ward. In other city districts of the second class the members shall be elected to serve for three years, 2 members to retire annually if composed of 6, 1 member to retire annually if composed of 3 members.

In village districts members of the board of education shall be elected for a term of three years, 1 to retire annually, but the district may vote to increase the membership to 6, when 2 shall retire annually.

The board of education of each township district divided into subdistricts shall consist of the township clerk and one director elected for a term of three years from each subdistrict, the township clerk being ex officio clerk of the board, but having no vote except in case of a tie. The directors thus elected shall be divided into three classes, one class to retire annually. The board shall hold regular sessions on the third Monday of April, June, August, October, December, and February, and may hold special meetings. The board may at any regular session increase or diminish the number or change the boundaries of subdistricts, but no subdistrict shall contain fewer than 60 resident scholars, except where the board deems it necessary to reduce the number.

The board of education of each special district shall consist of 3 resident members having the qualifications of electors, but the electors may vote that the membership be increased to 6, one-third of the board to retire annually.

When the better accommodation of scholars makes it desirable to form a subdistrict composed of parts of two or more townships, the boards of education of the townships interested may by mutual agreement at a joint meeting, or by three special commissioners, establish the same, the school being under the control of the board of education of the township in which the school is situated.

The boards of education of all districts are bodies politic and corporate, but when a board of education decides to dispose of any property held by it in its corporate capacity, exceeding $300 in value, it shall sell the same at auction after thirty days or more notice by advertisement in a newspaper and placard. All property vested in any board of education shall be exempt from tax, sale on execution, or other similar writ. Each board shall organize by choosing one of its members president, and, excepting township boards, by choosing also a clerk, who may or may not be a member. Vacancies are to be filled by the board. A majority of the board of education shall constitute a quorum. The board shall make such rules as it may deem expedient for its own government and of its appointees and the pupils, and shall make and enforce rules for the vaccination of those attending school.

The board of education of each district shall make a report to the county auditor containing a statement of the receipts and expenditures of the board, the number of schools sustained, the length of time such schools were sustained, the enrollment of pupils, the average monthly enrollment, the average daily attendance, the number of teachers employed and their salaries, the number of schoolhouses and schoolrooms, and such other items as the commissioners of common schools may require.

City and village examiners.—There shall be a board of examiners of 3 or 6 persons for each city district of the first class, to be appointed by the board of education of the district. Two of the persons appointed shall have at least two years' practical experience in teaching and shall otherwise be competent for the position and residents of the district for which they were appointed.

City superintendents.—Each board of education shall have the management and control of the public schools of the district with full power to appoint a superintendent and assistant superintendent of the schools, and a superintendent of buildings, whose salaries may be increased, but shall not be diminished, during the term for which the appointment is made.

Truant officer.—(See Schools, attendance.)

2. Teachers.

Appointments, qualifications, and duties.—Meetings.

Appointment, qualifications, and duties.—No person shall be employed as a teacher in a common school who has not obtained from a board of examiners having competent jurisdiction a certificate of good moral character, stating that the holder is qualified to teach orthography, reading, writing, arithmetic, geography, English grammar, and the history of the United States, physiology and hygiene, and possesses an adequate knowledge of the theory and practice of teaching, and if required to teach other branches that the requisite qualifications are possessed, but persons who desire or are expected to teach only special studies, such as music, drawing, painting, penmanship, gymnastics, German or French, or any one of them, or the primary department in any graded school, may be examined in regard to such study or studies, or their special qualifications to teach in a primary department only. The secretary of the State board of examiners and the State commissioner shall prepare a series of questions for each examination to be used in each county for the examination of teachers, which are to be opened in the presence of a majority of the examining board on the day and hour of examination.

The State board of examiners may issue three grades of life certificates to such as are found to possess the requisite scholarship and who exhibit satisfactory evidence of good moral character and professional experience and ability. The certificates shall be for different grades of schools, according to branches taught, and shall be valid in schools specified therein. Each applicant for a certificate shall pay to the board of examiners a fee of $5. The board of county examiners may grant certificates for one, two, and three years, valid in the county wherein they are issued, except in city and village districts that have boards of examiners. The examiners may grant certificates for five years to such applicants as in addition to the necessary qualifications have been for three years next preceding their application engaged in teaching, twelve months of which experience shall have been in one place, and such certificate shall be renewable upon the same conditions but without examination, at the direction of the examining board. Each board of education shall have full power to appoint teachers, janitors, and other employees and fix their salaries, which may be increased but not diminished during the term for which the appointment is made, but no person shall be appointed for a longer time than that for which a member of the board is elected nor dismissed except for cause.

It shall be the duty of all principals and teachers of all schools, public, private, and parochial, to report to the clerk of the board of education the name, age, and residence of every pupil in attendance at their schools, together with such other facts as the clerk may require to facilitate the enforcement of the compulsory-attendance law. Principals and teachers shall report to the truant officer, the superintendent of schools, or the clerk of the board all cases of truancy or incorrigibility. No clerk of a board of education shall draw an order on the treasurer for the payment of a teacher for services until the teacher files with him such reports as are required by the State commissioner and the board of education. All teachers of common schools within any county in which a county institute is held, except those employed in city districts of the first class, may dismiss their schools for the purpose of attending during the week it is held, and boards of education of city districts of the first class within counties having an institute may, by resolution, permit teachers to attend, but no union or graded school shall be dismissed for such purpose unless a majority of its teachers assent. Teachers may suspend pupil until the meeting of the board.

Preliminary training.—A teachers' institute may be organized in any county by the association of not fewer than 30 practical teachers of common schools residing therein who shall declare their intention in writing to attend such institute, the purpose of which shall be the improvement of such teachers in their professional qualifications. Each institute shall elect annually by ballot a president, secretary, and an executive committee to manage the affairs of the institute, which committee shall enter into a bond with sufficient surety, to double the amount of the institute fund in the county treasury, conditioned on the proper employment of the money and on reporting to the State commissioner within five days after the adjournment of the institute the number of teachers in attendance, the names of the instructors and lecturers, the amount of money received and disbursed by the committee, and such other information relating to the institute as the commissioner may require; and failure to make such report shall cause the committee to forfeit to the State $50. When a teachers' institute has not been held for two years in any county, the State commissioner may cause an institute

to be held. The board of education of each city district of the first class may provide for holding an institute yearly for the improvement of their teachers; and general meetings of the teachers of any such city district held not fewer than four days in any year, whether consecutive or not, for the purposes of instruction, shall be deemed to constitute a teachers' institute and shall be sustained out of the institute fund, and if the board of any district does not provide for such institute in any year it shall cause the institute fund to be paid to the treasurer of the county, who shall place it to the credit of the county institute fund; and under such circumstances the teachers in the schools of such district shall be entitled to the advantages of the county institute. An association of teachers of several adjacent counties may organize an institute for the specific purpose of providing for the professional instruction of the teachers of the graded schools in such counties, and the boards of all city, village, and special districts within such counties may contribute from the institute and contingent funds under their control to defray the expenses and may permit teachers employed by them to attend the institute one week. All other institutes shall continue at least four days.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The schools of each district shall be free to all youth between 6 and 21 years of age who are children, wards, or apprentices of actual residents of the district. All parents, guardians, and other persons who have care of children shall instruct them, or cause them to be instructed, in reading, spelling, writing, English grammar, geography, and arithmetic. Every parent, guardian, or other person having charge of any child between the ages of 8 and 14 years shall send such child to a public, private, or parochial school for the following period: In city districts, in each school year, beginning September 1, not fewer than twenty weeks, at least ten weeks of which, commencing within the first four weeks of the school year, shall be consecutive; and in special, village, and township districts not fewer than sixteen weeks in each school year, eight of which, commencing in the first four weeks of the school year, shall be consecutive, unless the child is excused from such attendance by the superintendent of the public schools in city or other districts having such superintendent, or by the clerk of the board of education in districts having no superintendent, or by the principal of the private or parochial school, upon a satisfactory showing either that the bodily or mental condition of the child does not permit of its attendance at school or that the child is being instructed at home by a person qualified, in the opinion of the superintendent of schools in districts having that officer or by the clerk of the board of education in other districts, to teach the required branches, but in case of refusal to excuse attendance an appeal may be made to the probate judge of the county, upon the giving a bond within ten days after such refusal. All children between the ages of 8 to 16 years not engaged in some regular employment shall attend school for the full term of the school district in which they reside that are in session during the school year.

No child under the age of 14 shall be employed by any person, company, or corporation during the school term; shall attend school at least one-half of each day or attend a public night school, or take regular private instruction from some person qualified, in the opinion of the superintendent of schools or of the clerk of the board of education in districts having no superintendent, to teach such branches until such minor obtain a certificate from such superintendent or clerk that he or she can read at sight and write legibly simple sentences in the English language. Every person, company, or corporation employing or having in employment any such minor shall exact the school attendance or instruction required as a condition of employment and shall, on request of the truant officer, furnish evidence that such minor is complying with the requirements of the enforced-attendance law. Every person, company, or corporation which employs or has in employment any such minor without exacting the school attendance or instruction mentioned above, or employs or has in employment any such minor who is not complying with the requirements of this section shall be fined not fewer than $25 nor more than $50, provided that any employer may, with the approval of the superintendent or clerk above mentioned, make provision for the private instruction of such minors in his employ.

Every child between the ages of 8 and 14 years and every child between the ages of 14 and 16 years unable to read and write the English language or not engaged in some regular employment who is an habitual truant from school, or who absents itself habitually from school, or who while in attendance at any public, private, or

parochial school is incorrigible, vicious, or immoral in conduct, or who habitually wanders about the streets and public places during school hours, having no business or lawful occupation, shall be deemed a juvenile disorderly person and be subject to the provisions of this act for enforced attendance.

To aid in the enforcement of the law in regard to attendance, truant officers shall be appointed and employed as follows: In city districts the board of education shall appoint and employ one or more truant officers; in special, village, and township districts the boards of education shall appoint a constable or other person as truant officer. The compensation of the truant officer shall be fixed by the board appointing him. The truant officer shall be vested with police powers and shall have authority to enter workshops, factories, stores, and all other places where children may be employed and do whatever may be necessary in the way of investigation or otherwise to enforce this act. The truant officer shall institute proceedings against any officer, parent, guardian, person, or corporation violating the law regarding attendance at school, and shall otherwise discharge the duties prescribed in this act and perform such other services as the superintendent of schools or the board of education may deem necessary to preserve the morals and secure the good conduct of school children and to enforce the law. The truant officer shall keep a record of his transactions for the inspection and information of the superintendent of schools and the board of education, and shall make daily reports to the superintendent of schools during the school term in cities and to the clerk of the board of education as often as required by him in special, village, and township districts, suitable blanks being furnished him.

It shall be the duty of all principals and teachers of all schools, public, private, and parochial, to report to the clerk of the board of education of the city, special, village, or township district in which the schools are situated, the name, age, and residence of every pupil in attendance, together with such other facts as the clerk may require in order to facilitate the execution of the law regarding attendance, and the clerk shall furnish blanks for such purpose, and such report shall be made in the last week of September, December, February, and April of each year. It shall be the further duty of such principals and teachers to report to the truant officer, the superintendent of public schools, or the clerk of the board of education all cases of truancy or incorrigibility in their respective schools as soon as practicable after the offense has been committed.

On the request of the superintendent of schools or the board of education, or when it otherwise comes to his notice, the truant officer shall examine into any case of truancy within his district and warn the truant and its parents, guardian, or other person in charge, in writing, of the final consequences of truancy if persisted in. When any child between the ages of 8 and 14 years or 14 and 16 years who can not read and write the English language or is not engaged in some regular employment, or any child between the ages of 14 and 16 who has been discharged from employment to obtain instruction at school is not attending school, without lawful excuse and in violation of the law, the truant officer shall notify the parent, guardian, or other person in charge of such child of that fact, and require such parent, guardian, or other person in charge to cause the child to attend some recognized school within five days from the date of the notice; and it shall be the duty of the parent, guardian, or other person in charge of the child so to cause its attendance at some recognized school. Upon failure to do so the truant officer shall make complaint against the parent, guardian, or other person in charge of the child in any court of competent jurisdiction in the city, special, village, or township district in which the offense occurs. For such failure and upon conviction the parent, guardian, or other person in charge shall be fined not fewer than $5 nor more than $20, or the court may in its discretion require the person so convicted to give a bond in the penal sum of $100, with sureties, to the approval of the court, conditioned that he or she will cause the child under his or her charge to attend some recognized school within five days thereafter, and to remain at such school during the term prescribed by law; and upon the failure or refusal of any such parent, guardian, or other person to pay said fine or furnish said bond according to the order of the court, then said parent, guardian, or other person shall be imprisoned in the county jail not fewer than ten nor more than thirty days.

If the parent, guardian, or other person in charge of any child shall, upon the complaint under the provision immediately preceding, for failure to cause the child to attend a recognized school, prove inability to do so, then he or she shall be discharged, and thereupon the truant officer shall make complaint that the child is a juvenile disorderly person. If such complaint be made before any mayor or justice of the peace it shall be certified by such magistrate to the probate judge. The probate judge shall hear such complaint, and if he determine that the child is a juvenile disorderly person within the meaning of the provision regarding habitual

truants or incorrigible, vicious, and immoral children 8 to 16 years of age, he shall commit the child if under 10 years of age and if eligible for admission to a children's home, or if not eligible then to a house of refuge, if there be one in the county, or the boys' industrial school or the girls' industrial home, or some other juvenile reformatory. No child over 10 years of age shall be committed to a county children's home, and any child committed to a children's home may on the request of trustees of such home, and on its being shown that it is vicious and incorrigible, be transferred by the probate judge to the boys' industrial school or the girls' industrial home. A child committed to any juvenile reformatory under the law requiring attendance shall not be retained there beyond the age of 16 years, and may not be discharged sooner by the trustees under the restrictions applicable to other inmates. Any order of commitment to a juvenile reformatory may be suspended in the discretion of the probate judge for such time as the child may regularly attend school and properly conduct itself. The expense incurred in the transportation of a child to a juvenile reformatory and the costs in the case in which the order of commitment is made shall be paid by the county from which the child is committed after the manner provided in section 759 of the revised statutes: *Provided further*, That if for any cause the parent, guardian, or other person in charge of any juvenile disorderly person shall fail to cause such person to attend school, then complaint against such juvenile disorderly person shall be made, heard, and determined in like manner as provided in each case the parent proves inability to cause such juvenile disorderly person to attend school.

When any truant officer is satisfied that any child compelled to attend school is unable to because absolutely required to work at home or elsewhere in order to support itself or help support or care for others legally entitled to its services who are unable to support or care for themselves, the truant officer shall report the case to the authorities charged with the relief of the poor, who shall thereupon, if the case be a meritorious one, afford such relief as will enable the child to attend school the time each year required under this act. Such child shall not be considered or declared a pauper by reason of the acceptance of the relief herein provided for. In case the child or its parents or guardian refuse or neglect to take advantage of provisions thus made for its instruction, such child may be committed to a children's home or juvenile reformatory. Boards of education, in urgent and deserving cases where no other relief is available and where neither parents nor child are at fault, may make suitable temporary arrangements for the instruction of the child described in this section either at home or at school, and for such purpose may incur necessary expense, to be paid out of the school funds of the district.

The provisions of this act shall apply to children entitled, under existing statutes, to attend school at the institution for the deaf and for the blind.

Any officer, principal, teacher, or person mentioned in the act for enforced attendance neglecting to perform any duty imposed upon him shall be fined not fewer than $25 nor more than $50 for each offense. Any officer or agent of any corporation violating any provision of this act, who participates or acquiesces in or is cognizant of such violation, shall be fined not fewer than $25 nor more than $50. Any person who violates any provision of the act for enforced attendance, for which a penalty is not elsewhere provided, shall be fined not more than $50. Mayors, justices of the peace, and probate judges shall have jurisdiction to try the offenses described in this act, and their judgment shall be final. When complaint is made, information filed, or indictment found against any corporation for violating any provision of the law for enforced attendance, summons shall be served, appearance made, or plea entered, as provided in section 7231, Revised Statutes, except that in complaints before magistrates service shall be made by the constable. In every case of complaint against a child involving commitment to any children's home or juvenile reformatory, the board of county visitors shall be notified and must attend and protect the interests of the child on the hearing, as provided in the act of March 29, 1892, and the order of the commitment of the child to a State reformatory must show that the county visitors were so notified and attended the hearing.

Every person who after being once convicted for violating any of the provisions of the law for enforced attendance shall be convicted of again violating them or any of them may, in addition to the punishment by way of a fine elsewhere provided for, be imprisoned not fewer than ten days nor more than thirty days. On complaint before a mayor or justice of the peace of a second violation of this act, involving the punishment of imprisonment, if a trial by jury be not waived, a jury shall be chosen and the case tried after the manner provided in section 3718a, revised statutes.

This law shall not be operative in any school district where there are not sufficient accommodations in the public schools to seat children compelled to attend

the public schools under the provisions of this act. It is hereby made the duty of every board of education to provide sufficient accommodations in the public schools for all children in their district compelled to attend the public schools under the provisions of this act. Authority to levy the tax and raise the money necessary for such purpose is hereby given the proper officers charged with such duty under the law.

It shall be the duty of the State commissioner within sixty days after the passage of the enforced-attendance law, and from time to time thereafter whenever he may deem it advisable, to formulate and forward to the boards of education throughout the State regulations and suggestions for the instruction and guidance of all boards, officers, superintendents, principals, teachers, and persons charged with the enforcement of the law.

Each board of education shall establish a sufficient number of schools to provide for the free education of the youth of school age within the district under its control, at such places as will be most convenient for the attendance of the largest number, and shall continue each and every day the school so established not fewer than twenty-four nor more than forty-four weeks in each school year.

No pupil shall be suspended from school by a superintendent or teacher except for such time as may be necessary to convene the board of education, and no pupil shall be expelled except by a vote of two-thirds of such board, and not until the parent or guardian has been notified and has been given opportunity to be heard. But no pupils shall be expelled or suspended from any school beyond the current term thereof.

Character of instruction.—Each township board of education shall establish at least one primary school in each subdistrict under its control, and any board of education may establish one or more schools of higher grade than the primary schools whenever it deems the establishment of such school or schools proper or necessary for the convenience or progress of the pupils attending the same, or for the conduct and welfare of the educational interests of the district; and such school or schools shall not be discontinued under three years from the time of the establishment thereof, except by a vote of three-fourths of the members of the board of education of each township. For the purpose of providing schools of higher grade, any township, district, village, and special district, situate within the boundaries of such township, may be united and organized as a special district for high school purposes, by a vote of the electors of the township at any general election, 10 or more qualified electors giving ten days' notice thereof. In any township, special, village, or city district, or part thereof, parents or guardians of youth of school age may petition the board of education to organize an evening school. The petition shall contain the names of not fewer than 25 persons of school age who will attend such school, and who, for reasons satisfactory to the board, are prevented from attending day school. The board may discontinue the school when the average attendance falls below 12. The board of any city, special, or village school district may establish a public kindergarten in connection with the public schools for children 4 to 6 years of age. But no part of the State fund shall be appropriated therefor.

Text-books.—The State commissioner of common schools shall procure by June 4, 1891, as near as he can, one copy of the latest and best edition of each of the school books now in use, so far as he can learn, in the public schools of this State, and thereupon the governor and secretary of state, constituting a board to be known as the State school-book board, shall secure all such information as may be necessary to fully advise them, and by July 4, 1891, fix the price not to exceed which each of said text-books may be sold to and purchased by boards of education, but the price so fixed on any book shall not in the aggregate, as near as can be ascertained, exceed 75 per cent of the present wholesale list prices. The governor shall be president of said board, and the State commissioner of common schools shall be secretary thereof, and the secretary shall keep a record of all the proceedings and write in each book procured by him the price so fixed and preserve the book in his office, and as revisions of the books may be made or new school text-books may be placed on the market from time to time deserving, in the opinion of the board, to be considered, the commissioner shall in like manner obtain copies and the board shall fix the maximum price thereof at which they may be sold and purchased.

Whenever the maximum price of the books now in use has been so fixed by the board, the State commissioner shall forthwith notify the publishers of the books of the action of the board and invite written proposals as to what books—which shall in all respects be exact duplicates of those so on file with the commissioner—they will furnish to the State at a price not exceeding that fixed for the period of five years, in such quantities and at such times as they may be ordered, the board of education making the order to pay all costs of transportation. At the date of

July 4, 1895, the text-book board shall meet and consider the proposals submitted; and if the board is of the opinion that from the proposals thus received the public schools can be well supplied with good school books equal to the necessities and best interests thereof, the board shall accept, record, and preserve them, and each publisher shall be bound by his proposals for five years from the date of such acceptance; and any accepted publisher failing or refusing to promptly fill any order or ship any books ordered shall forfeit and pay to the State $500 for each failure for the benefit of the common-school fund.

The commissioner shall forthwith make out a complete list of the books named in the accepted proposals, fully describing each and giving the price so fixed thereon, the price named in the proposal, and the name and address of the publisher of the book, and the same shall contain such further information as the commissioner may deem necessary or as may be ordered by the board, and he shall at once transmit by mail to each board of education a copy of the statement, which the board shall preserve and enter on its record. From time to time the commissioner shall in like manner make additional statements concerning the action of the board. Each board on receiving the statements first above mentioned shall, on the last Monday in August, meet and shall within two weeks determine, by a majority vote of all the members elected, the studies to be pursued and which of the text-books contained in the list shall be used in their schools, and after the books have been selected they shall not be changed or modified in any way without the consent of three-fourths of all the members elected, given at a regular meeting; and each board of education shall cause it to be ascertained, and at regular meetings in April and August shall determine which and the number of each of said books the schools under its charge will require until the next regular meetings in April and August, and shall cause an order to be drawn for the amount in favor of the clerk of the board of education, payable out of the contingent fund; and the clerk shall at once order the books so agreed upon by the board of the publisher, who shall, upon the receipt of the order, ship the books to the clerk without delay, and if the clerk shall find the shipment correct, he shall pay for them and their transportation. If the boards of education can, at any time, secure of the publisher the books so adopted by the board at a price less than said maximum[1] price, it shall be its duty so to do, and may, without unnecessary delay, make effort to secure such lower price before adopting any particular text-books. Each board shall have power to and shall make all necessary provisions and arrangements to place the books so purchased within easy reach of and accessible to all the scholars in their district, and for that purpose may make such contracts and take such security as they may deem necessary for the custody, care, and sale of such books and accounting for the proceeds, but not to exceed 10 per cent of the cost price shall be paid therefor, and said books shall be sold to the pupils of school age in the district at the price paid the publisher and not to exceed 10 per cent thereof added, and the proceeds of such sale shall be paid into the contingent fund of the district; and whoever receives such books from the board of education for sale to the pupils and fails to account fully and honestly for them or the proceeds arising from their sale shall be guilty of embezzlement and be punished accordingly. But the boards of education may contract with local dealers to furnish the books at prices above specified, such dealers becoming responsible to the publishers for all books purchased by them.

When pupils remove from any district and have text-books of the kind adopted in such district, and not being of the kind adopted in the district to which they remove, and wish to dispose of the same, the board of the district from which they remove, when requested, shall purchase the same at a fair valuation, to be resold.

Each board of education may furnish the necessary school books free of charge to enable the parent or guardian, without expense therefor, to comply with the requirements of this chapter, the same to be paid for out of the contingent fund; but such pupils as are already wholly or in part supplied with necessary school books shall be supplied free of charge only as other or new books are needed, and all school books furnished as herein provided shall be considered and be the property of the district and loaned to the pupils on such terms and conditions as each board may prescribe.

Buildings.—The board of education of any district is empowered to build, enlarge, repair, and furnish the necessary schoolhouses, purchase or lease sites therefor or rights of way thereto. When in the judgment of any board of education it will be for the advantage of the children to have meetings of literary societies, school exhibitions, singing schools, religious exercises, select or normal schools, the board of education shall authorize the opening of such schoolhouses for such purpose, and it may authorize their use for any other lawful purpose, but not to

[1] That reported by the State Commissioner.

interfere with the public school work. When the board of education determines to build, repair, enlarge, or furnish a schoolhouse, the cost of which will exceed, in city districts of the first and second class, $1,500, and in other districts $500, except in cases of urgent necessity, or for the security and protection of school property, it shall proceed as follows:

The board shall advertise for bids for four weeks in two newspapers of general circulation in the district, or, if there be no newspaper of general circulation, then by posting such advertisements in three public places. The bids, duly sealed, shall be filed with the clerk and shall be opened at the meeting of the board immediately succeeding the last day for filing them, and they shall then be publicly read by the clerk and entered on the records of the board. Each bid shall contain the name of every person interested in the same, and shall be accompanied by a sufficient guaranty from some distinguished person that if the bid be accepted a contract will be entered into and the performance of it properly secured. When both labor and materials are embraced in the work bid for, each must be separately stated in the bid, with the price thereof. None but the lowest responsible bid shall be accepted, but the board may in its discretion reject all the bids, or accept any bid for both labor and material which is the lowest in the aggregate. Any part of a bid which is lower than the same part of any other bid shall be accepted whether the residue of the bid is higher or not, but in case the lowest bid is made by two bidders the work shall not be divided between them.

Whoever maliciously injures or defaces any schoolhouse, its fixtures or appurtenances, or commits any nuisance therein, or maliciously trespasses its inclosed grounds or fixtures, shall be fined not more than $100. Whoever maliciously burns or attempts to burn any schoolhouse shall be imprisoned in the penitentiary for not more than twenty years. Whoever in the night maliciously and forcibly breaks and enters any schoolhouse with intent to commit felony or to steal shall be imprisoned not more than ten nor less than one year. Whoever maliciously in the daytime breaks and enters any schoolhouse with intent to steal shall be fined not more than $300 and imprisoned not fewer than sixty days. Whoever willfully interrupts or disturbs any assembly of persons met for a lawful purpose, or any person while he is at or about the place where such assembly is to be held or is and has been held, shall be fined not more than $50 or imprisoned not more than ten days, or both. A member of the board of education is liable as other persons, his liability being limited to the extent that mere errors of judgment with good intent exonerate him.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The money which has been and may hereafter be paid into the State treasury on account of sales of lands granted by Congress for the support of public schools in any original survey township or other district of country shall constitute the "common-school fund," of which the auditor of State shall be superintendent, and the income of which shall be applied exclusively to the support of common schools. This common-school fund shall constitute an irreducible debt of the State, on which the State shall pay interest annually at the rate of 6 per cent per annum. When any grant or devise of land or any donation or bequest of money or other personal property is made to the State of Ohio, or to any person, or otherwise, in trust for the common-school fund the same shall become vested in that fund, and when the money arising therefrom is paid into the State treasury proper accounts thereof shall be kept by the auditor of the State, and the interest accruing therefrom shall be applied according to the intent of the grantor, donor, or devisor. The auditor shall keep an account of the fund and the interest which accrues thereon, crediting each county with its share and the amonnt disbursed to each.

The State shall pay interest semiannually at the rate of 6 per cent per annum upon all money which has been paid into the State treasury on account of sales of lands commonly called salt lands, and upon all money hitherto paid, or which may be hereafter paid, into the State treasury on account of sales of swamp lands granted to the State by Congress. The money received from such sales shall constitute an irreducible debt of the State, and the interest shall be apportioned annually on the same basis as the State common-school fund. [The manner of distributing the interest arising from the salt-lands fund is the same as for the State common-school fund.]

Taxation.—For the purpose of affording the advantages of a free education to all the youth of the State there shall be levied annually a tax on the grand list of taxable property of the State, which shall be collected in the same manner as other State taxes, and the proceeds of which shall constitute the State common-

school fund; and for the purpose of higher agricultural and industrial education, including manual training, there shall be levied and collected in the same manner a tax on the grand list of the taxable property of the State, which shall constitute the "Ohio State university fund." The rate of such tax in each case shall be designated by the general assembly at least once in two years, and if the general assembly shall fail to designate the rate for any year, the same shall be, for the State common-school fund, 1 mill, and for the Ohio State university fund one-twentieth of 1 mill upon each dollar of valuation of such taxable property. The auditor shall apportion the State common-school fund to the several counties semiannually, upon the basis of enumeration of the youth therein, as shown by the latest abstract he has received from the State commissioner of common schools.

Each board of education shall annually, at a regular or special meeting, determine as nearly as possible the entire amount of money necessary to be levied as a contingent fund for the continuance of the school or schools of the district after the State funds are exhausted, to purchase sites for schoolhouses, to erect, enlarge, purchase, lease, repair, and furnish schoolhouses, and for other school expenses; and any city, special, or village school district may levy a sum sufficient to support a kindergarten in connection with the public schools.

Such levy shall not exceed in cities of the first grade of the first class 3½ mills and 1 mill additional for every 5,000 pupils over and above 25,000 enrolled in the public schools of said cities, but such additional levy shall not exceed 4 mills. In all other districts the levy shall not exceed 7 mills on each dollar of valuation: *Provided, however*, That in counties containing a city of the first grade of the first class, in districts outside such city in which a high school is maintained, and in all special and village districts of any county such levy shall not exceed 8 mills on each dollar.

But a greater tax than is authorized above, except in city districts of the first-class, may be levied if two-thirds of the electors so vote. The amount to be so levied the board shall certify in writing to the auditor of the county, who shall assess the entire amount upon all property of the district, and the county treasurer shall collect the same as other taxes are collected. Each county auditor shall annually apportion the school funds of the county. The State common-school fund shall be apportioned in proportion to the enumeration of youth to districts, subdistricts, joint subdistricts, and fractions of districts and joint subdistricts within the county. The common-school fund shall be apportioned to the school districts and parts thereof in proportion to the enumeration of youth therein, and all other money not otherwise appropriated by law shall be apportioned annually in the same manner as the State common-school fund. The auditor shall collect or cause to be collected all fines and other money for the support of common schools in his county and pay the same to the county treasurer.

INDIANA.

1. Organization of the System.

State board of education (and text-book commissioners).—State superintendent of public instruction.—County board of education.—County superintendent.—Township, town, and city trustees, director, and superintendent.—City board of school commissioners.

State board of education.—(See Teachers, Appointment, Qualifications, etc.; also Schools, Text-books.)

State superintendent of public instruction.—There shall be elected by the qualified voters of the State at a general election a State superintendent of public instruction, who shall hold his office for two years. He shall be charged with the administration of the system and a general superintendence of the business relating to the common schools, and of the funds and revenues set apart for their support. He shall be provided with a suitable office at the seat of government, where the records of his office shall be kept, and at which he shall give a reasonable attendance to the business and duties of the position. He shall render an opinion, in writing, to any school officer asking the same, touching the construction of the school law. He may employ two clerks, for whom $1,800 is appropriated. He shall make a biennial report to the governor, indicating in general terms the enumeration of the children of the State for common-school purposes, the additions to the permanent school fund within the year, the amount of school revenue collected within the year, and the amounts apportioned and distributed to the schools. At each regular session of the general assembly he shall make a brief exhibit of his labors, the results of his experience and observation as to the operation of said system, and suggest the remedy for observed imperfections; of the amount of the permanent school funds and their placement, revenue given by them and arising from other

sources, and the estimated value of all other property; of the condition of affairs with the condition at previous periods, and of such matters as he thinks of interest to the general assembly.

He shall visit each county in the State at least once during his term of office, and examine the auditor's books and records relative to the school funds and revenues, with a view to their security, meet with such officers as may attend his appointment, counseling with teachers and lecturing upon educational topics. To enable him to defray his traveling expenses he shall be allowed $600 annually. He may require county auditor, superintendent, treasurer, district trustees, clerks, and treasurers to furnish copies of all reports made by them and such other information as he may desire. He may prepare and transmit the forms used in making reports, and shall publish the school laws.

County board of education.—The county superintendent and the trustees of the townships and the chairman of the school trustees of each town and city of the county shall constitute a county board of education, which shall meet semiannually at the office of the county superintendent. The board shall consider the general wants and needs of the schools and school property of which they have charge and all matters relating to the purchase of school books, furnitrue, maps, etc. The change of text-books, except in cities, and the care and management of township libraries shall be determined by the board, and each township shall conform as nearly as practicable to its action.

County superintendent.—The township trustees of the several townships of each county shall meet at the office of the county auditor every two years and appoint a county superintendent, who shall be a citizen of such county, shall execute a bond in the amount of $1,000, and shall be removed for cause. He shall examine at least once a month all applicants for license to teach, and shall license successful competitors, which he may for cause revoke. He shall have general superintendence of the schools of the county; shall attend each township institute at least once in each year, conducting its exercises; shall visit each school of the county at least once each year; shall encourage teachers' institutes and associations and shall labor in every practical way to elevate the character of instruction and the condition of the schools; shall decide questions arising under the school laws, with appeal to the State superintendent; shall be the intermediary between the State superintendent and the local school authorities (cities having a superintendent may be removed from his jurisdiction, however), and in general shall carry out the orders of the State superintendent. He shall, in case of failure of any trustees to do it, cause an enumeration of children in any township, town, or city; shall make an annual report to the State superintendent the enumeration of their respective counties, with the same particular discrimination required of the trustee; shall annually furnish the statistical information which the trustees are required to report to them in such form as may be prescribed by the State superintendent, together with such additional information, embodied in a written report, relative to the conditions of the schools, schoolhouses, and the general progress of education in the county as the State superintendent may require. Failure to make the report of enumeration of children by September 1 causes the county to lose $25 in the next apportionment of school revenue, and failure to make the other reports required by September 15 causes the county to lose $10; both forfeits to be collected from the delinquent superintendent in proceedings before a justice of the peace. He shall cast the apportionment of school revenues from the lists of enumerations and reports of transfers of the several townships, towns, and cities, and report it to the county auditor. He shall receive $4 per diem for every day actually employed in discharge of his duties, but the board of commissioners may determine the number of days, though they shall not be fewer than the whole number of schools under the jurisdiction of the superintendent.

Township school trustees and city and town school boards.—Each civil township and each incorporated town or city in the several counties of the State shall be a district municipal corporation for school purposes by the name and style of the civil township, town, or city corporation, respectively, and the trustees of the township and the school board of each city and town shall be school trustees and perform the duties of clerk and treasurer for school purposes. In cities and towns the common council shall annually elect a school trustee for a term of three years. These three trustees shall constitute the school board of the city or town, and shall elect one of their number president, one secretary, and one as treasurer, the last executing a bond, with two securities not members of the board, in a sum double the amount annually coming into his hands; the other officers shall give bond in any sum not less than one-third of the treasurer's.

The school trustees of every township, incorporated town, or city, shall receive the special school revenue belonging thereto, and the revenue for tuition which may be apportioned to the township, town, or city by the State for tuition for the

common schools, and shall pay out the same for the purpose for which such revenues were collected and appropriated, reporting annually the particulars to the county commissioners. They shall have charge of the educational affairs of their respective townships, towns, and cities; shall employ teachers, establish and conveniently locate a sufficient number of schools for the education of the children of school age, and build or otherwise provide suitable houses, furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of the schools; may establish graded schools or such modifications of them as may be practicable; shall have the care and management of all property except the Congressional township school lands. They may in cities and incorporated towns employ a superintendent for their schools and prescribe his duties. They shall annually make a report to the county superintendent containing the statistical information furnished by the teachers, and embody in tabular form the following additional items: The number of districts, schools taught and their grade, teachers by sex, average compensation of each grade, balance of tuition revenue on hand at the commencement of the current year, amount received during the year from the county treasurer and the amount expended for tuition, balance on hand, length of time school was taught in days, schoolhouses erected during the year, the cost of the same, the number and kind before erected, and the estimated value thereof and of all other school property, number of volumes in the library and the number taken out during the year and the annual increase, the assessment on each $100 of taxable property and on each poll of special tax for schoolhouse erection, and the amount of such levy, balance of special school revenue on hand at the commencement of the current year, amount received during the year from the county treasurer, the amount expended during the year and balance on hand, the number of acres of unsold school lands, their value and income given, together with such other information as may be required by the county or State superintendent. Failure to make the reports required subject the township, town, or city to a loss of $25 and the trustee in fault shall be liable to all damages arising from his neglect to the locality concerned. (For election and duty of director see Schools, Buildings.)

City board of school commissioners.—In all cities of 30,000 or more inhabitants there shall be elected by each school district one school commissioner for a term of three years. The board of school commissioners thus formed shall district the city, levy taxes for the support of schools and libraries in addition to those elsewhere authorized; examine applicants for teachers' places; purchase sites, construct buildings; purchase supplies; pay teachers; appoint superintendents; disburse the sums required for the support of schools and libraries; regulate the grading, the course of instruction, and the government in the schools of the city; and issue bonds in anticipation of the revenue to obtain money not exceeding in the aggregate $100,000 for building purposes. All parts of the general school laws not inconsistent with the provision for cities of 30,000 and over hold good for them. The members of the board of school commissioners serve without compensation.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The trustees of townships, towns, and cities shall employ teachers, but no teacher shall be employed unless holding a license to teach issued by the proper State or county authority and in force at the date of employment, but if the license expire during a term the teacher may complete the term within the then current school year. A trustee shall not employ a teacher whom the other two trustees have decided at any regular meeting they do not wish to employ. Teachers may be dismissed for cause.

The State board of education shall consist of the governor, State superintendent, president of the State university, of Purdue University, of the State normal school, and superintendents of common schools of the three largest cities in the State. The board may grant certificates of qualifications to such teachers as may, after a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character. The certificates the board grants shall be valid during life, and good in any locality for any school. The applicant shall, on making application, pay a fee of $5.

The county superintendent shall examine all applicants for license as teachers for the common schools of the State by a series of written or printed questions, requiring answers in writing; but in addition questions may be put and answered orally, and if from the ratio of correct answers and other evidences disclosed by the examination the applicant is found to possess a knowledge which is sufficient to enable him to successfully teach in the common schools of the State orthogra-

phy, reading, writing, arithmetic, geography, English grammar, physiology, and the history of the United States, the county superintendent shall license the applicant for the period of six, twelve, twenty-four, or thirty-six months, according to the ratio of correct answers and other evidences of qualification, given upon said examination, the standard of which shall be fixed by the county superintendent. In examining persons to teach in graded schools in cities and towns the county superintendent may take into consideration the special fitness of such applicants for the services required of them, noting the kind of work they are specially qualified for on the license. Before being licensed every applicant must produce satisfactory evidence of good moral character. The license for six months, however, shall be regarded as a trial license, and not more than one of the kind shall be granted to an applicant in the same county. Any person who shall receive two thirty-six month licenses in succession may receive at the expiration of the latter a license for eight years after such an examination as may be prescribed by the State board of education; but such license shall issue only on approval of the State board of education, and shall be styled a professional license, entitling the holder to teach in any school.

The teacher shall make a complete report to the proper trustee at the end of the term, and until such report has been made the trustee shall not pay more than 75 per cent of the teacher's salary.

Preliminary training.—There shall be established and maintained a normal school, the object of which shall be the preparation of teachers for teaching in the common schools of Indiana, which shall be governed by a board of four trustees appointed by the governor and approved by the senate. The board shall prescribe the course of study for the normal school, shall elect the instructors and fix their salaries, and shall determine the conditions of admission, but the applicant must be 16 years of age if women and 18 if men, of good health, of undoubted moral character, and file a pledge that he or she will, as far as practicable, teach in the common schools of Indiana a period equal to twice the time spent as a pupil in the normal school. Tuition shall be free. The trustees shall make a biennial report to the legislature in years that it meets, and in other years to the governor. The board is authorized to grant, from time to time, certificates of proficiency to such teachers as shall complete any of the prescribed courses of study and whose moral character and disciplinary relations to the school have been satisfactory. After the lapse of two years after graduation, and on satisfactory evidence of professional ability, they shall be entitled to diplomas appropriate to professional degrees, entitling them to teach in any school.

Meetings.—At least one Saturday in each month during which the public schools may be open shall be devoted to township institutes or model schools for the improvement of the teachers. The township trustee shall specify in a written contract with each teacher that such teacher shall attend the full session of each institute or forfeit one day's wages for every day's absence therefrom unless the absence is caused by sickness.

In order to encourage the holding of teachers' institutes in counties, whenever the county superintendent shall file with the county auditor an official statement that there has been held a teachers' institute in the county for five days, with an average attendance of 25 teachers or persons intending to become such, the auditor shall draw his warrant on the county treasurer for $35, and in case there be an average attendance of 40, for $50, for any one year. When any such institute is in session the common schools of the county shall be closed. The county superintendents are required to hold an institute annually.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The trustees of each township, town, or city may organize the colored children into separate schools, having all the rights, privileges, and advantages of the other schools, provided that when any child attending a colored school shall, on examination and certificate of his or her teacher, that he or she has made sufficient advancement to be placed in a higher grade than that afforded by such colored school, he or she shall be entitled to attend a white school having the grade for which such colored pupil is qualified, and no distinction shall therein be made on account of race or color of such pupil. All schools in a township shall be taught an equal length of time as nearly as the same can be done. The school meeting determines the length of time schools are to be taught.

Character of instruction.—The common schools of the State shall be taught in the English language, and there shall be taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior, and such other branches and languages as the

advancement of the pupils and the county board may require. The trustees may establish graded schools or such modifications of them as they may deem practicable. The board of any incorporated town or city is empowered to establish kindergartens for children 4 to 6 years of age, cost to be defrayed from local funds. All cities having a population of 3,000 or more shall maintain a night school from 7 to 9 p. m. during the regular school term open to pupils from 14 to 30 years of age employed in business during the day. In cities of 100,000, manual-training schools may be established.

Text-books.—The State board of education shall constitute a board of commissioners for the purpose of making a selection or the compilation for use in the common schools of a series of text-books on the following branches: Spelling, reading, arithmetic, geography, English grammar, physiology, history of the United States, and a graded series of writing books, no book to contain anything of a sectarian character. As soon as the board shall have entered into contract for the furnishing of the books the governor shall announce the fact, and the school trustees of every school corporation within thirty days shall certify to the county superintendent the number required by the schools under their care. The county superintendent makes requisition upon the State superintendent and the latter upon the contractor, who shall, within ninety days, ship the books to the county superintendent, from whom the school trustees shall immediately procure and furnish them to the patrons at the price fixed. It shall be the duty of each township trustee and each school board to furnish the necessary school books to all such indigent children as may desire to attend the schools.

Buildings.—The voters shall annually elect one of their number director, who shall serve without pay. He shall have charge of the school property, under the general concurrence of the trustees (see District trustees under Organization), and shall make all temporary repairs and provide the necessary fuel, and may expel pupils for cause.

When a schoolhouse is unoccupied by a common school of the State and the people who form the school at such house desire that a private school be taught therein, and a majority of them make application to the trustee having charge of such house for the use of it for a private school, the use shall be granted, provided the house be vacated when desired for a public school and the private-school teacher report the number of teachers, of pupils, the average attendance, and the average cost of tuition for each pupil. When a majority of the legal voters of any school district desire the use of the schoolhouse the trustee having charge of the same shall authorize the director to permit such use.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The common-school fund shall consist of the surplus revenue fund, the saline fund and the lands belonging thereto, the bank-tax fund and the fund arising from section 114 of the charter of the State bank of Indiana, the fund arising from fines assessed for breaches of the penal laws of the State and from all forfeitures which may accrue, all lands and other estate which shall escheat to the State for want of heirs, all lands granted to the State without designation of a purpose, the proceeds of the sales of swamp lands granted to the State, and taxes on the property of corporations that may be assessed by the general assembly for common-school purposes. The Congressional township school fund shall consist of the fund derived from the sale of Congressional township school lands and the unsold lands belonging thereto. These funds shall never be decreased, but the income shall always be invariably appropriated to the support of common schools.

Taxation.—There shall be assessed[1] annually 11 cents on each $100 on taxable property, real and personal, in the State, irrespective of color, and 50 cents on each taxable poll for the purpose of supporting a general system of common schools.

The trustees of the several townships, towns, and cities shall have the power to levy a special tax for the construction, renting, or repairing of schoolhouses, for providing furniture, school apparatus, and fuel, and for the payment of other necessary expenses of the school except tuition; but no tax [for such purpose] shall exceed the sum of 50 cents on each $100 worth of property and $1 on each poll in any one year, and the amount derived from the tax shall be denominated the special school revenue. The trustees of the several townships, towns, and cities shall have power annually to levy a tax not exceeding 35 cents on each $100 of taxable

[1] After 1894.

property and 25 cents on each taxable poll, which shall constitute a supplementary tuition fund to extend the terms of school after the tuition funds apportioned by the State to such localities shall have been exhausted. They may also lay a special tax to pay debts, but not to exceed 25 cents on each $100 in any one year.

ILLINOIS.

1. Organization of the System.

State superintendent.—County superintendent.—Township school trustees.—District board of directors.—City and village boards of education.

State superintendent.—There shall be elected every four years a State superintendent of public instruction, who shall hold his office for four years. He shall take the oath of office, and shall give bond in the penalty of $25,000 with securities, conditioned for the prompt discharge of his duties as superintendent and for the faithful application and disposition, according to law, of all school moneys that may come into his hands by virtue of his office. His salary shall be fixed by law as a salary for the services required under the provisions of this act or other law that may be passed. All necessary contingent expenses for books, postage, and stationery pertaining to his office, shall be audited and paid by the State as the salary and contingent expenses of other officers are paid. It shall be his duty to keep an office at the seat of government of the State; to file all papers, reports, and public documents transmitted to him by the school officers of the several counties each year separately; to keep and preserve all other public documents, papers, and books relating to the schools coming into his hands as superintendent, and to hold the same in readiness to be exhibited to the governor or to any committee of either house of the general assembly; to keep a fair record of all matters pertaining to the business of his office; to pay without delay all money which may come into his hands by virtue of his office to the officer or person entitled to receive the same in the legal manner; to counsel and advise in such manner as he may deem best, with experienced and practical school teachers, as to the best manner of conducting common schools; to supervise all the common and public schools in the State; to be the general adviser and assistant of county superintendents of the schools of the State; to address circular letters to county superintendents from time to time, as he shall deem for the interests of schools, giving advice as to the best manner of conducting schools, constructing and furnishing schoolhouses, and examining and procuring competent teachers; to report to the governor the condition of the schools, their number for each preceding year by counties, the number taught exclusively by men and exclusively by women, the number taught by men and women at same time and at different periods, the attendance, the number of persons under 21 years of age, and the number 12 to 21 years that are unable to read and write, the amount of township and county funds, the amount of the interest of the State or common-school fund, and of the interest of the township and county fund annually paid out, the amount raised by an ad valorem tax, the amount annually expended for schools, the number of schoolhouses, their kind and condition, the number of townships and parts of townships in each county, the number and description of books and apparatus purchased for the use of schools and school libraries, the price paid therefor, the total amount purchased and what quantity and how distributed, the number and condition of the libraries, together with such other information and suggestions as he may deem important in relation to the school laws, schools, and the means of promoting education throughout the State, which report shall be laid before the general assembly at each regular session; to make such regulations as may be necessary and expedient to carry into effect the provisions of the school law; to be the legal adviser of all school officers, and when requested by a school officer to give his opinion in writing upon any question arising under the school laws; to hear appeals from county superintendents they having certified to a written statement of the facts in issue; to grant State certificates to such teachers as may be found worthy to receive them; to be ex officio a member of the board of trustees of the University of Illinois, of the Southern Normal University, and of the State board of education,[1] and to act as secretary thereof; to report to the general assembly at its regular session the condition and expenditures of the Normal University, and such other information as the State board or the general assembly shall direct; and finally, to visit such of the charitable institutions of the State as are educational and to examine their facilities for instruction, and to prescribe forms for such reports as he may desire from the superintendents thereof. He shall be vested with the following powers: To direct and cause the county superintendent of any county, directors or boards of trustees or township treasurer or other school officer to withhold from any officer, township, district, or teacher any part of the common

[1] See Teachers, Preliminary training.

school or township or other school fund until such person or corporation shall have made all schedules, reports, and returns required of him by this act, and until such persons or bodies, unless excused by him, shall have executed and filed all official bonds and accounted for all common-school or township or other school funds which have theretofore come into his hands; to require county superintendents to furnish him the information he desires to embody in his report to the general assembly, and to require at any time from the township board a report on the condition of schools under its care, and to determine what statistics local officers shall report to county superintendents; to authorize county superintendents to procure such assistance as may be necessary to conduct county institutes; to require annual reports from the authorities of incorporated towns, townships, cities, or districts having a system under special charter to the same extent as regular school officers are or may be required to make such reports; to require the president, principal, or other proper officer of every organized (whether incorporated or not) institution of learning to make a report that he may exhibit a fair and full statement of the condition of such institutions and of the educational resources of the State. He shall not be interested in the sale of any book or apparatus or furniture used or to be used in any school in the State, and for violation of this provision shall be fined not fewer than $25 nor more than $500, and may be imprisoned in the county jail not less than one month nor more than one year.

County superintendents.—There shall be elected every four years a county superintendent of schools who shall be sworn in and shall execute a bond with joint and several sureties for $12,000, to be increased if deemed best, conditioned on the faithful discharge of his duties. In case of vacancy the county board shall appoint a successor. He shall be provided with a suitable office. In counties of not more than 100 schools the time of the superintendent may be limited by the county board; in counties of 50 or fewer schools the limit shall not be less than 150 days in the year; in counties of 51 to 75 schools, not less than 200 days a year; in counties of 76 to 100 schools, not less than 250 days a year. He may employ the assistants he needs for the full discharge of his duties at a compensation fixed by the county board, but they shall be persons of attainments, versed in the principles and methods of education, familiar with public school work, and competent to visit schools. The county superintendent shall receive in full for all services rendered by him 3 per cent upon the amount of sales of school lands or sales of lands upon mortgage, or of sales of real estate taken for debt, including all services therewith; 2 per cent upon all sums distributed, paid, or loaned out by them for the support of schools. For all other duties required of him by law $4 a day for each day of actual service and $1 a day for expenses for the number of days actually spent in school visitation. He shall present a sworn-to itemized statement of his per diem compensation and expenses, together with a report of all his official acts or those of his assistants, including a list of all the schools visited. It shall also be his duty to sell township-fund lands, issue certificates of purchase, report to the county board and State auditor, and the other legal duties connected therewith; to register applicants for admission to the State normal universities and to the University of Illinois, and to assist in the examination of the same as directed; to visit each school in the county at least once a year, and in the performance of this duty he shall spend at least half the time given to his office, and more if practicable, in visiting ungraded schools, noting the methods and the character of instruction; to direct teachers in the science and art of teaching; to act as the official adviser and constant assistant of the school officers and teachers, carrying out the advice of the State superintendent; to conduct a teachers' institute, and to aid and encourage the formation of other teachers' meetings and to assist in their management and in every way to improve the condition of common schools; to examine all notes, bonds, mortgages, and other evidences of indebtedness which the township treasurer holds officially; and if he finds that the papers are not in proper form or that the securities are insufficient, he shall so state in writing to the board of trustees; to give notice of the election of trustee or director in default of the board's doing so; to hold meetings quarterly for the examination of teachers and to grant certificates, keeping a record of the same; to keep a just and true account of all moneys received and all moneys paid out on account of the institute fund and report to the county board; to report to the county board annually at its first regular meeting; to notify presidents of boards of trustees and clerks of school districts on or before September 30 annually of the amount of money paid by him to the township treasurer, with dates, and to receive and file, on or before the 15th day of July preceding each regular session of the general assembly and at such other time as may be required by the State superintendent or himself, a statement from the board of trustees of each township, giving such statistics and information as may be called for. He shall have power to require the township board of trustees to report the condition of the schools under it, to recommend the remission of the penalty for failure to report; to renew teachers' certificates at their expiration by his indorsement; to revoke the certificate of any teacher for immorality, or other cause; to direct in what manner township treasurers shall keep their

books and accounts; to bring suit against the county collector for a failure to pay State auditor's warrant, to remove any school director from office for willful failure to perform the duties of his office, and to lease and sell school lands.

Trustees of schools.—Each township is a township for school purposes. The school business of the township shall be done by three trustees, one elected by the township annually, to serve three years. No person shall be eligible to the office of trustee of schools unless 21 years of age and a resident of the township, and no two trustees shall reside when elected in the same school district nor be eligible to the office of trustee of schools and school director at the same time. In case of vacancy, it shall be filled by popular election. Within ten days after the annual election of trustees the board shall organize by appointing one of their number president and a person who, though a resident, is neither a director nor trustee, as treasurer, if there be a vacancy in that office, who shall act as clerk. The board shall hold regular semiannual meetings, and special meetings may be held on the call of the president or two members. At the regular meetings, the trustees shall ascertain the amount of State, county, and township funds on hand and subject to distribution, and shall apportion the same as follows: Whatever sum may be due for the compensation and the books of the treasurer, and such sum as may be deemed reasonable and necessary for dividing school lands, making plats, etc., and the remainder of such funds shall be divided among the districts or fractions of districts in which schools have been in accordance with the provisions of the law and the instructions of the State and county superintendents during the preceding year ending June 30 in proportion to the number of children under 21 years in each. The funds thus apportioned shall be placed on the books of the treasurer to the credit of the respective districts, and the same shall be paid out by the treasurer on the order of the directors. The board of trustees shall cause the treasurer, the clerk of the board, the directors of the several districts, or other person to prepare and forward to the county superintendent a statement exhibiting the condition of schools for the preceding biennial period, giving separately each year, commencing on the 1st of July, which statement shall be as follows:

The whole number of schools which have been taught in each year; what part have been taught by men exclusively, by women exclusively, by men and women at the same time, and what part by men and women at different periods; the whole number of scholars in attendance at all the schools by sex; the number of teachers by sex; the highest, lowest, and average monthly compensation given to men and women teachers, giving each item separately; the number of persons under 21 years of age, making a separate enumeration of those above the age of 12 years who are unable to read and write, and the cause of the neglect to educate them; the amount of the principal of the township fund; the amount of interest of the township fund paid into the township treasury; the amount raised by ad valorem tax, and the amount of such tax received into the township treasury; the amount of all other funds received into the township treasury; amount paid for teachers' wages, for schoolhouse lots, for building, repairing, purchasing, renting, and furnishing schoolhouses, for school apparatus, books, and other incidental expenses for the use of school libraries, and as compensation to township officers and others; the whole amount of the receipts and expenditures for school purposes, together with such other statistics and information in regard to schools as the State or county superintendent may require. Any township from which such report is not received in the manner and by the time required by law shall forfeit its portion of the public fund for the next ensuing year, subject to explanation and remission. The board may sell school property, establish a high school if directed to do so by a majority of the electors, lay off the township into one or more school districts, change districts when petitioned for by a majority of each of the districts affected by the change and by two-thirds of the voters in the territory transferred. In case any school district shall for two consecutive years fail to maintain a public school as required by law to do, the trustees of schools of the township or townships in which such district lies shall attach it to one or more adjoining districts.

District board of directors.—In all school districts having a population of fewer than 1,000 inhabitants and not governed by any special act in relation to free schools now in force, there shall be elected a board of 3 directors, elected for three years, one retiring annually. Any person of either sex, married or single, 21 years of age, able to read and write in the English language, shall be eligible as long as he resides in the district, to the office of school director, if not a member of the board of school trustees; vacancies are filled by a new election. The directors, within ten days after every election shall meet and organize by appointing one of their number president and another clerk. They shall hold regular meetings at such times as they may designate and special meetings as occasion may require. No director shall be pecuniarily interested in school affairs. It shall be the duty of the board to make a detailed report of their receipts and expenditures to the voters, and transmit a copy to the township treasurer within five days; to report to the county superintendent within ten days after employment the full names of all persons employed

as teachers, the date of the beginning and the end of their contract; to provide for the necessary revenue to maintain free schools in their district in the manner provided; to maintain free schools for at least one hundred and ten days; to adopt and enforce all necessary regulations for the management and government of schools and to inspect them; to appoint teachers, fix and pay their salaries; to direct what branches of study shall be taught, what text-books and apparatus shall be used; to purchase text-books for children of indigent parents; to furnish proper blanks to teachers. In addition, they shall be clothed with the following powers: To use any funds belonging to their district for their records, to pay their clerk if the amount of his services justify it, to dismiss teachers, to assign pupils to the several schools in the district, fix rates of tuition and collect the same; to suspend or expel pupils who may be guilty of gross disobedience or misconduct, and no action shall lie against them for such expulsion or suspension; to appropriate for the purchase of libraries and apparatus any funds remaining after all necessary school expenses are paid; to sell personal property belonging to district when not needed; to grant special holidays; to control and supervise all school buildings; to borrow money and issue bonds therefor to build schoolhouses, purchase sites, and improve and repair buildings; but it shall not be lawful for a board of directors to purchase or locate a schoolhouse site, or to purchase, build, or move a schoolhouse, or to levy a tax to extend schools beyond nine months without a vote of the people.

Board of education.—Incorporated cities and villages, except such as now have charge and control of free schools by special acts, shall be and remain parts of the school townships in which they are respectively situated and be subject to the general provisions of the school law except as follows: In all school districts having a population of not fewer than 1,000 and not over 100,000 and not governed in educational matters by any special act, there shall be elected, instead of the directors provided by law in other districts, a board of education, consisting of a president of the board, 6 members, and 3 additional members for every additional 10,000 inhabitants, but in no case to consist of more than 15 members. One-third the members shall retire annually, but the president shall be elected annually. The powers of the board shall be to establish and levy tax to support free schools not fewer than six nor more than ten months in each year, except upon petition of the majority of the voters of the district; to repair and improve schoolhouses and furnish them with the necessary fixtures, furniture, apparatus, libraries, and fuel, and have charge of the same; to examine teachers as supplemental to other examination; to employ teachers and to fix the amount of their salaries; to establish schools of different grades and make regulations for the admission of pupils into the same and their government; to buy or lease sites for schoolhouses, with the necessary grounds, if authorized by the voters at an election called in pursuance of a petition signed by at least 500, or one-fifth of the voters; to employ a competent and discreet person or persons to superintend the schools and to fix the salary of such persons (each superintendent may be required to act as principal or teacher in the schools); to lay off and divide the district into subdistricts, to alter and consolidate the same; to visit all the public schools as often as once a month; to inquire into the progress of scholars and the government of the schools; to prescribe the method and course of discipline and instruction; to expel grossly disobedient or misbehaving pupils, and no action shall lie against them for such expulsion; to dismiss unqualified teachers, to provide fuel and other like necessities as may be required; to appoint a secretary; to annually prepare and publish in some newspaper or in pamphlet form a report of the number of pupils instructed in the year preceding and the several branches of study pursued by them, of the number of persons between the ages of 12 and 21 unable to read and write, and of the receipts and expenditures of each school, specifying the source of such receipts and the objects of such expenditures.

In cities having a population exceeding 100,000 inhabitants the board of education shall consist of 21 members, to be appointed by the mayor, by and with the advice and consent of the common council, one-third to retire annually. Any person having resided in a city more than five years next preceding his appointment shall be eligible to membership of such board. The board shall have charge and control of the public schools, and with the concurrence of the city council may erect or purchase buildings, buy or lease sites, issue bonds for providing sites or buildings or to pay bonds, and to borrow money.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be authorized to teach a public school who is not of good moral character, at least 18 years of age if a man, or 17 years if a woman, and who does not possess a certificate of qualifications. The district board of directors or city or village board of education shall employ teachers and fix their pay.

The State superintendent is authorized to grant State certificates which shall be of two grades, the higher of which shall be for life and the lower for five years. Both grades shall only be given after public examination (of which due notice shall be given) in such branches and upon such terms and by such examiners as the State superintendent and the principals of the State [normal] universities may prescribe. Such certificates are revocable for cause.

It shall be the duty of the county superintendent to grant certificates to such persons as may upon due examination be found qualified. They shall be of two grades; those of the first grade shall be valid in the county for two years, and shall certify that the holder is of good moral character, and is qualified to teach orthography, reading (in English), penmanship, arithmetic, English grammar, modern geography, the history of the United States, and effects of alcohol and narcotics. The county superintendent may renew such certificates at their expiration, and may at any time revoke them for cause. For the purpose of examining teachers, the county superintendent shall hold meetings at least quarterly, and oftener if necessary. He shall require a fee of $1 from every applicant and for each certificate renewed he shall also charge $1, which fees shall go to the institute fund.

It shall be the duty of every public-school teacher to see that the school property of the district is not unnecessarily damaged or destroyed, and no teacher shall be paid any part of the school funds unless he shall have kept and furnished the schedules required by law, and shall have satisfactorily accounted for all books, apparatus, and other property belonging to the district. Each teacher shall keep correctly daily registers, which shall exhibit the name, age, and attendance of each pupil, the day of the month and the year, which register shall be handed to the clerk of the board under penalty of loss of pay.

Preliminary training.—There shall be established the Illinois Normal University and the Southern Normal University, with the object of qualifying teachers for the common schools of the State, by imparting instruction in the art of teaching and all branches of study which pertain to a common-school education, in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology, in the fundamental laws of the United States and of the State in regard to the rights and duties of citizens, and such other studies as the governing body of each institution may prescribe. Each county shall be entitled to have two pupils instructed gratuitously in each school, and each representative district shall be entitled in each school to a number of pupils equal to the number of representatives in the district, the pupils to be selected from applicants passing the best examination. The Illinois State Normal University is managed and controlled by the "State board of education," and the Southern Illinois Normal University by a board of trustees not exceeding five in number. No member of the State board of education or of the board of trustees shall receive any compensation other than his necessary traveling expenses.

In each county adopting township organization the board of supervisors, and in other counties the county court (if authorized by vote of the people), may establish a county normal school for the purpose of fitting teachers for the common schools, which shall be under the county board of education. Two or more counties may unite in establishing a normal school.

Meetings.—The county superintendent shall hold annually a teachers' institute, continuing in session not fewer than five days, for the instruction of teachers and those who may desire to teach, and with the concurrence of the State superintendent procure such assistance as may be necessary to conduct the institute at such time as the schools of the county are generally closed. Two or more counties may hold a joint institute. Instruction shall be free to those who hold certificates good in the county. The time, not exceeding three days in any one term or five days in any one school year, during term time, actually spent by a teacher of any public school in this State in attendance upon a teachers' institute held under the direction of the county superintendent of schools, shall be considered time lawfully expended by such teacher, and no deduction of wages shall be made in the teacher's pay.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every person having control of any child between the ages of seven and fourteen years shall annually cause such child to attend for at least sixteen weeks, twelve of which shall be consecutive, some public or private day school: *Provided*, That this act shall not apply to any child that has been or is being otherwise instructed for a like period of time in the elementary branches of education or whose physical or mental condition renders its attendance impracticable, or who is excused for good reasons by any competent court of record. For every willful neglect of such duty as prescribed above the offender shall be fined from $1 to $20 and costs of suit.

The board of education in cities, towns, villages, and school districts and the board of school directors in school districts may at their discretion appoint one or more proper persons, whose duty it shall be to report all violations of this act in writing to such board of education or board of directors whose duty it shall be, when in their opinion the evidence renders such action necessary, to notify in writing the parent or guardian that such complaint has been made, and if cause be not shown within five days to at once proceed against the responsible person. It shall also be the duty of the board of education in cities, towns, villages, and school districts to appoint one of their number, who shall be a discreet and proper person, whose duty it shall be to hear excuses and reasons of parents or guardians for the nonattendance of children at school and to report in writing to the board at the next regular or special meeting the names, ages, and post-office addresses of all persons prosecuted. The persons so appointed shall be entitled to such compensation as may be fixed by the board and shall be paid out of the distributable school fund. Any fine or penalty mentioned above may be sued for and recovered before any court of record or justice of the peace of the proper county. Any person having control of a child who, with intent to evade the provisions of this law regarding compulsory attendance, shall make a willfully false statement concerning the age of such child or the time such child has attended school, shall forfeit from $3 to $20, for the use of the public schools.

It shall be unlawful for any person, firm, or corporation to employ or hire any child under 13 years of age, unless such child is by its labor wholly or partially the means of support of an aged or infirm relative, and has attended some public or private day school for at least eight weeks in the current school year. Any person, firm, or corporation violating the provisions of this act, and any father, guardian, or person having control of any child under the age of 13 years who willingly permits or consents to the employment of such child shall be fined in a sum from $10 to $50, and every day of such employment shall be deemed a separate offense. The district directors shall have power to assign pupils to the several schools in the district, to admit nonresidents, to fix rates of tuition, to provide that children under 12 years of age shall not be confined in school more than four hours daily, to establish and keep in operation for at least one hundred and ten days of actual teaching in each year, without reduction by reason of closing schools on legal holidays or for any other cause and longer if practicable, a sufficient number of free schools for the accommodation of all children in the district 6 to 21 years of age, and shall secure for all such children the right and opportunity to an equal education in such free schools. It shall be the duty of boards of education in cities and villages to support free schools not fewer than six nor more than ten months.

Character of instruction.—Every public school established shall be for instruction in the branches of education prescribed in the qualifications for teachers and in such other branches, including vocal music and drawing, as the directors, or the voters of the district at the annual election of directors, may prescribe. If the majority of the voters in a township shall vote to establish a township high school, a township board (high school) shall be elected, consisting of 5 members, which shall enjoy the powers and discharge the duties of directors for such district.

Text-books.—The directors shall direct what branches of study shall be taught and what text-books shall be used in the public schools, and shall strictly enforce uniformity of text-books therein, but shall not permit text-books to be changed oftener than once in four years. The directors shall have power to purchase at the expense of the district a sufficient number of the text-books used to supply children whose parents are not able to buy them. The text-books bought for such purpose shall be loaned only, and the directors shall require the teacher to see that they are properly cared for and returned at the end of each school term.

Buildings.—District directors shall have the control and supervision of all schoolhouses in their district, and may grant the temporary use of them, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and literary societies, and for such other meetings as the directors may deem proper; but they shall not purchase or locate a schoolhouse site, or purchase, build, or move a schoolhouse unless directed by vote of the people.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The common-school fund of this State shall consist of the proceeds of a two-mill tax, to be levied upon each dollar's valuation of the property of the State annually until otherwise provided by law; the interest on what is known as the school-fund proper being 3 per cent upon the proceeds of the sales of the public lands in the State, one-sixth part excepted, and the interest on what is known as the surplus revenue distributed by act of Congress and made a part of the common-school fund by the legislature March 4, 1837.

The State shall pay the interest mentioned in the preceding paragraph at the rate of 6 per cent per annum, to be paid into and become a part of the school fund.

On the first Monday in January in each and every year next after the taking of the census of the State by Federal or State authority, the auditor of public accounts shall ascertain the number of children in each county under 21 years of age, and shall thereupon make a dividend to each county of the sum of the tax and the interest due on the school fund proper and surplus revenue in proportion to the number of children in each county under 21 years, and issue his warrant to the superintendent of each county.

All bonds, notes, mortgages, moneys, and effects heretofore accrued or may hereafter accrue from the sale of sixteenth section of the common-school lands of any township or county or from the sale of real estate or other property taken on any judgment or for any debt due to the principal of any township or county fund and all other funds of every description which have been or may hereafter be carried to and made a part of the principal of any township or county fund by any law, shall forever constitute the principal of the township or county fund, and no part thereof shall ever be distributed or expended for any purpose whatever, but shall be loaned and held to use, rent, or profit, as provided by law. But the interest, rents, issues, and profits arising and accruing from the principal of the township or county fund shall be distributed by the county superintendent on a basis of the number of children under 21 years, if the several townships and parts of townships have kept school in accordance with the law.

All fines, penalties, and forfeitures imposed or incurred in any of the courts of record or before any justice of the peace of the State, except fines, forfeitures, and penalties incurred or imposed in incorporated towns or cities for the violation of the by-laws or ordinances thereof, shall be, when collected, paid to the county superintendent of schools, who shall annually distribute such fines, penalties, or forfeitures in the same manner as the common-school funds of the State are distributed.

Taxation.—For the purpose of establishing and supporting free schools for not fewer than 5 nor more than 9 months in each year and defraying all the expenses of every description of the same, the directors of each district and the authorities of each village or city is authorized to levy a tax annually upon the taxable property of the district, village, or city, not to exceed 2 per cent for educational and 3 per cent for building purposes. [Note the 2-mill State tax forming a part of the common-school fund]. All money raised by taxation for school purposes or received from the State common-school fund or other sources for school purposes shall be held by the township treasurer as a special fund for school purposes, subject to the order of the board of education upon warrants signed by the president and secretary thereof.

For the purpose of building schoolhouses or purchasing school sites or repairing and improving the same, the directors of any school district, when authorized by a majority of the voters at an election called for the purpose, may borrow money, issuing bonds signed by not fewer than two members of the board of directors, in sums of not less than $100 at 7 per cent per annum, provided that the sum borrowed in any one year shall not exceed 5 per cent, including existing indebtedness, of the taxable property of the district.

MICHIGAN.

1. Organization of the System.

State board of education.—State superintendent.—County board of school examiners.—County commissioner of schools.—Township school inspectors.—Township board of school inspectors.—District board of directors.—Board of trustees.

State board of education.—There shall be elected every two years a member of the State board of education, who shall serve for six years. The State superintendent shall be ex officio a member as well as secretary of the board. The board shall have the general supervision of the State Normal School, and shall grant teachers' certificates to certain persons as hereinafter set forth.

State superintendent.—At each biennial election there shall be elected a superintendent of public instruction, who shall have his office at the seat of government. A vacancy shall be filled by the governor, by and with the advice of the senate. The State superintendent shall have general supervision of public instruction and of all the State institutions, other than the University, that are essentially educational in their character, and he shall visit the University, the Agricultural College, the Institutions for the Deaf, for the Blind, the industrial school for boys and for girls, the school for dependent and neglected children, and meet with the governing boards of each institution at least once in each year. He shall biennially report to the governor, containing the following matter: The condition of the University and of each of the other State educational institutions, all incorporated institutions of learning,

and the primary, graded, and high schools; the estimated cost of the system and amount of expenditures from all educational funds and plans for their better management; plans for the better organization of the educational system; the annual reports and accompanying documents, so far as he shall deem the same of sufficient public interest, of all the State institutions of educational character; abstracts of the annual reports of the school inspectors of the several townships and cities of the State, and all such other matter relating to his office and the subject of education in general as he may deem expedient to communicate. He shall compile and cause to be printed all general laws relating to schools, together with all necessary forms, regulations, and instructions for conducting all proceedings under said laws or relative to the organization and governing of the schools, including rules and regulations for the management of township and district libraries, and shall transmit the same to the several officers intrusted with the care and management of said schools. He shall semiannually apportion the primary school interest fund among the several townships and cities of the State in proportion to the number of children in each, between the ages of 5 and 20 years, as the same shall be reported to him by the board of school inspectors made to him for the school year closing prior to the May apportionment, drawing on the State treasurer in favor of the treasurer of each county.

County board of school examiners.—The board of supervisors of each county shall biennially appoint two persons as school examiners, who, together with the county commissioner, shall constitute a board of school examiners, who shall examine all persons who offer themselves at two regular public examinations at the county seat, and shall also hold, for the same purpose, not more than four special public examinations, as the interests of the schools may demand. The board shall grant certificates to those found qualified. The appointed members shall receive $4 per diem for each day actually employed in performance of duty.

County commissioner of schools.—There shall be elected biennially a county commissioner of schools, and in case of vacancy the judge of probate, together with the county board, shall appoint some suitable person to the office. The person so elected or appointed shall execute a bond, with two sureties, to be approved by the county clerk, in the sum of $1,000, for the faithful performance of fiscal duties. No person shall be eligible to the office of county commissioner who shall not be a graduate in the literary department of some reputable college, university, or State normal school, or hold a State teacher's certificate, or who shall not have held a first-grade certificate within two years next preceding the time of his or her election; provided, that in counties having fewer than 50 schools subject to the supervision of the county commissioner a person holding, at the time of election, a second-grade certificate shall be eligible. It shall be the duty of the county commissioner to notify the superintendent of public instruction and the chairman of each township board of school inspectors of the county to keep a record of all examinations held by the board of school examiners and to sign all certificates and other papers and reports issued by the board; to receive the institute fees provided by law, and to pay the same to the county treasurer quarterly; to keep a record of all certificates granted, suspended, or revoked by the board or himself, showing to whom issued, with the date, grade, and duration of each certificate, and if suspended or revoked with the date and reason therefor; to furnish to each township clerk a list of persons, with data, legally authorized to teach in the county at large and in the township; to visit each of the schools in the county at least once in each year, and to examine carefully the discipline, the mode of instruction, and the progress and proficiency of the pupils, provided, that if the county commissioner is unable to visit all the schools of the county, as herein required, he may appoint such assistant visitors as may be necessary, who shall perform such duties pertaining to the visitation and supervision of schools as the commissioner shall direct, but their expense shall not in any one year exceed $90; to counsel with the teachers and school boards as to the courses of study to be pursued and as to any improvement in the discipline and instruction in the schools; to promote the improvement of the schools in the county and of the teachers and officers, and act as assistant conductor of institutes appointed by the superintendent of public instruction; to receive the duplicate annual reports of the several boards of school inspectors, examine into the correctness of the same, and, when approved, forward one copy of each to the State superintendent and the other to the county clerk; to make an annual report to the State superintendent, and obey all instructions from him, and distribute the blanks and communications forwarded by him. His compensation shall be not less than $500 in a county having 50 schools, not less than $1,000 where there are 100 schools under such supervision, and not less than $1,200 where there are 125 schools under supervision, but in no case shall it exceed $1,500 per annum. The necessary contingent expenses of the commissioner for printing, postage, stationery, record books, and room rent for public examination shall be allowed by the county supervisors to the sum of $200, and no more. No traveling expenses shall be allowed either to a commissioner or any assistant visitor or school examiner. No commissioner shall receive an order for compensation

until he shall file with the county clerk, first, a certified statement from the State superintendent that all reports required of him have been properly made and filed; and second, a detailed statement, made under oath, showing what schools have been visited by him during the preceding quarter and what amount of time was consumed in each school, naming township and school district. No commissioner shall act as agent for the sale of any school furniture, text-books, maps, charts, or other school apparatus, nor be interested financially in any summer, normal, or teachers' training class in the county for which he was elected. In case of vacancy, the office is filled by the chairmen of the township boards of school inspectors in joint session.

Township board of school inspectors.—At the annual meeting of each township there shall be elected one school inspector, who shall hold office for two years and be an elector of the district, or a woman 21 years of age who has resided in the State three months and in the township ten days.

The school inspectors of each township, together with the township clerk, shall constitute the township board of school inspectors. The township clerk shall be clerk of the board, and the other member shall be elected chairman and treasurer, and shall give bond to double the amount of moneys to come into his hands.

The board shall annually make in triplicate a report, setting forth the whole number of districts in their townships, the amount of money raised and received for township and district libraries, and such other items as are given in the reports of the district school directors for the preceding year or as may be required by the State superintendent. Two copies of the report shall be forwarded to the commissioner and one filed in the office of the township clerk. Before making their annual report, it shall be the duty of the board to examine the list of legally qualified teachers on file in the office of the township clerk, and if the examination shows school has not been taught for the legal period, the board shall certify to the facts in the case in the annual report. It shall be its duty also to render to the township board a full account of all moneys received and disbursed by them. The whole number of meetings of the township board of school inspectors at the expense of the township during any one school year shall not exceed eight.

The chairman of the township board of school inspectors shall have general supervisory charge of the schools of his township, subject to such advice and direction as the county commissioner may give, and shall make such reports of his official labors and of the condition of the schools as the State superintendent may direct or the commissioner request.

The board shall divide the township into school districts, which they may from time to time alter and regulate, but no district shall contain more than 9 sections of land of contiguous territory, and shall be as compact as may be.

District board of directors.—At the first meeting in each school district there shall be elected by ballot a moderator for the term of three years, a director for two years, and an assessor for one year, and on the expiration of their respective terms and annually thereafter their successors shall be elected in like manner for a term of three years. Removal from the district, or neglect to file his acceptance or renew any official bond, or other vacancy, however caused, shall be filled by the board thus created, or in case of two vacancies, by the district in special meeting, or in case of the entire membership of the board being vacant or any vacancy is unfilled for twenty days, then the township board of school inspectors shall appoint a new board or fill the vacancy, as the case may be. Any qualified voter in a school district who has property liable to assessment for school tax shall be eligible to office in such school district, unless an alien. Meetings may be called by one member serving the other with notice twenty-four hours in advance, but a majority shall constitute a quorum.

The board shall purchase the necessary books and stationery for doing and recording the business of the district in an orderly manner; shall have the general care of the schools, and shall make and enforce suitable rules and regulations for their government and management and for the care and preservation of school property which is under their care, if not specially confided to the custody of the director; shall lease or purchase sites and build or rent school houses; shall sell sites and other property when directed by the district meeting; shall estimate the amount to be raised which, in addition to other school funds, is necessary for the entire support of the schools and to meet the deficit of the previous year; shall report to the township clerk the amount of taxes voted and the character of all taxes which the board is authorized to impose on the taxable property of the district, and present to the district in writing an accurate statement of all moneys of the district received and disbursed by it; shall contract in writing with duly qualified persons who desire to teach in the public schools, and shall specify what studies shall be taught in the public schools other than those required by law, and may purchase text-books for impecunious pupils.

The moderator shall preside at all meetings of the district and board, countersign all orders legally drawn by the director, prosecute for the district on the assessor's bond, and such other duties as may be required.

The director shall act as clerk to the district and board meetings, draw and sign warrants upon the township treasurer and the assessor, provide the necessary ap-

pendages for the schoolhouse and keep the same in repair, present at each annual meeting an estimate of the expenses necessary to be incurred by the director and for the payment of any district officers, preserve and file copies of all reports made to the school inspectors, and safely preserve and keep all books, etc., belonging to his office or to the district when not otherwise provided for, take the census of the district, making a list of the names and ages of all the children from 5 to 21 years verified by oath, but children in almshouses, prisons, or asylums not residents of the district or attending the schools, shall be omitted, as also Indian children, report to the board of school inspectors at the close of each school year the whole number of children belonging to the district between the ages of 5 and 20 years, the number attending school during the year under 5 or over 20 years of age, the number of nonresident pupils of the district that have attended school during the year, the whole number that have attended school during the year, the length of time the schools have been taught during the year by qualified teachers, the teachers' names, wages, and duration of service, the average time pupils 5 to 20 years of age have attended school during the year, the amount of money received from the township treasurer, the amount raised by the district and the purpose for which intended, the kind of books used, and such other facts as may be required. The director of a fractional district shall make his annual report to the clerk of the township in which the schoolhouse is situated and also to the clerk of the other township in which the fractional district is situated.

The assessor of each school district shall give bond in double the amount probably coming into his hands with two sureties, shall pay all orders of the director, shall report to the district board in writing concerning the receipts and expenditures, shall appear for the district when directed by it, except in cases in which he is interested adversely to the district.

Any school district containing more than 100 children between the ages of 5 and 20 years may, by a two-thirds vote of the qualified electors present at any annual or special meeting, organize as a graded district, and shall elect by ballot from the qualified voters of the district a trustee for one year, another for two years, and a third for three years, and annually thereafter one trustee for three years, who shall select among themselves a moderator, director, and assessor, and for cause shall remove any of them, and shall fill vacancies until the next meeting of the district, and twenty days after the meeting the vacancies left by it unfilled shall be filled by the school inspectors of the township or city. The board of trustees shall classify and grade the pupils attending schools in their district, and shall cause them to be taught in such schools or departments as they may deem expedient (including a high school, if ordered at the annual district meeting to establish a high school). When ordered at annual district meeting, the board shall fix the requisites for admission to and the fees to be paid in such high school, shall audit the accounts of the director, who shall be limited to an expenditure of $50 annually upon the school property of the district, unless authorized by the board to exceed that amount; shall employ the teachers and other necessary employees and determine the amount of their compensation, provided that when nonresident pupils, their parents or guardians, shall pay a school tax in the district, they shall be required to pay only a sum equal to the difference between the amount of the tax and the amount charged for tuition in the high school.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No contract with any person not holding a legal certificate of qualification shall be made by the district board or a majority thereof.

The board of school examiners shall meet at the county seat on the last Thursday in March and the first Thursday in August, and upon not more than four other occasions, for the purpose of examining all persons who may offer themselves as teachers of the public schools. First and second grade certificates shall be granted only at the regular public examinations. The board of school examiners shall meet on the Saturday following each public examination. The board shall grant certificates to persons in such form as the State superintendent of public instruction shall prescribe, licensing as teachers all persons who are 17 years of age who have attended the public examinations and who shall be found qualified in respect to good moral character, learning, and ability to instruct and govern a school, but no certificate shall be granted to any person who shall not have passed a satisfactory examination in orthography, reading, writing, grammar, geography, arithmetic, theory and art of teaching, United States history, civil government, physiology, and hygiene, with reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system. The board of examiners shall have the right, however, to renew without examination the certificates of persons who shall have previously obtained an average standing of at least 85 per cent in all studies covered in two or more previous

examinations and who shall have been since the examination continuously and successfully teaching in the same county. All certificates shall be signed by the county commissioner and by at least one other member of the board of examiners. All examination questions shall be prepared by the State superintendent, to be furnished by him to the county commissioner under seal, only to be broken in the presence of the persons to be examined on the day of examination.

There shall be three grades of certificates granted. The certificate of the first grade shall be issued only to those who have taught at least one year with ability and success and shall be valid for four years; when granted, however, the examination papers and certificate shall be within ten days forwarded to the State superintendent for inspection, and if countersigned by him, shall be good in any county other than that in which issued. A certificate of the second grade shall be granted only to those who shall have taught at least seven months with ability and success, and it shall be valid throughout the county in which issued. The certificate of the third grade shall be either of two classes, to wit: Third-grade certificates of class A shall be granted only to persons who have taught successfully and continuously for at least three years next preceding the examination in primary departments of graded schools, and such certificate shall entitle the holder to teach in primary departments of graded schools only; third-grade certificates of class B shall license the holder to teach in any school of the county in which it shall be granted for one year, but no more than three certificates of this class shall be granted to the same person. The county commissioner, however, shall have power, upon the results of an examination satisfactory to himself, to grant certificates licensing the holder thereof to teach in a specified district, but a second special certificate shall not be granted the same person, nor shall it continue in force longer than the next public examination. Any certificate may be revoked for cause. [The force of normal-school certificates is given below.]

The teacher shall keep a correct list of the pupils and their age, the number of days each pupil attends, and shall furnish this information to the director with a correct copy of the same.

Preliminary training.—The purpose of the State normal school shall be the instruction of persons in the art of teaching and in all the various branches pertaining to the public schools of Michigan, and the school shall have a course of study intended specially to prepare students for the rural and the elementary graded schools, giving not fewer than twenty weeks of professional instruction. The State board of education shall provide the necessary rules for the government of the school, the courses of study, a fully equipped training school as a school of observation and practice, grant diplomas, and upon the completion of the course specially prescribed for rural and elementary graded schools shall grant, upon the recommendation of the principal and a majority of the heads of departments of the school, a certificate, which shall be signed by the board and the principal of the normal school, and shall contain a list of the studies included in the course. This certificate shall entitle the holder to teach in any of the appropriate schools of the State for five years. Upon the completion of either of the four years advanced courses of study prescribed by the board, it may grant, upon recommendation of the principal and a majority of the heads of the departments, a certificate, which shall set forth the studies completed, and shall be a life certificate.

Meetings.—The State superintendent is authorized to hold annually an institute for the State at large, the cost of which shall not exceed $1,800, to be paid out of the general fund.

The superintendent shall annually appoint a time and place in each county for holding a teachers' institute unless there are fewer than 1,000 children between the ages of 5 and 20 years, when it may be held at the option of the State superintendent, and if 15 teachers interested do not request that an institute be held, the superintendent may hold a joint county institute for several counties, drawing from the institute fund the amount to the credit of each county. Inability of the State superintendent to conduct an institute warrants him in appointing a conductor to act under his supervision. Every teacher attending an institute thus provided for shall be given a certificate setting forth the fact, and no teacher shall be deprived of pay for the time lost in attending.

Any 15 or more teachers or other persons residing in the State who shall associate for the purpose of promoting education and science and improvements in the theory and practice of teaching, may form themselves into a corporation under such name as they may choose, providing they shall have published in some newspaper published at Lansing, or in the county in which the association is to be located, for at least one month previous to its organization, and shall file in the office of the secretary of State a copy of the constitution and by-laws of said association. The association may hold and possess real and personal property to the amount of $5,000, but the funds or property thereof shall not be used for any other purpose than for the legitimate business of the association in securing the objects of its incorporation. It shall have all the powers and duties of a corporation.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—All persons residents of any school district and 5 years of age, shall have an equal right to attend any school therein, and no separate school or department shall be kept for any persons on account of race or color, but this shall not prevent the grading of the schools according to the intellectual progress of the pupil [said schools of different grades] to be taught in separate places, as may be deemed expedient. The district meeting shall determine the length of time school shall be taught which shall not be less than 9 months in districts having 800 children 5 to 20 years of age, nor less than 5 months in districts having from 30 to 800 children of like ages, nor less than 3 months in all other districts, on pain of forfeiture of their share of the one mill tax.

Every parent, guardian, or other person having control or charge of any child or children between the ages of 8 and 14 years shall 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 six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to the board's satisfaction that the child's bodily or mental condition has been such as to prevent its attendance at school or application to study for the period, or that such child or children are taught in a private school or at home in such branches as are usually taught in primary schools or have already acquired the ordinary branches of learning taught in public schools: *Provided*, In case a public school shall not be taught for four months during the year within 2 miles by the nearest traveled road of the residence of any person within the school district, he shall not be liable to the provisions of this act.

No child under 10 years shall be employed in any factory, warehouse, or workshop. No child under 14 years of age 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 for at least four months of the twelve next preceding the month in which such child shall be so employed: *Provided*, That a certificate from the director of the school district or superintendent in which such child shall have attended school shall be evidence of a compliance with the provisions of this act.

Every parent, guardian, or other person having charge or control of any child from eight to fourteen years of age who has been temporarily discharged from any business or employment shall send such child to some public or private day school for a period for which such child shall have been discharged, unless such child shall have been excused from such attendance by the board of the school district for reasons stated in the paragraph next preceding this.

Failure to comply with the above provisions is a misdemeanor, subjecting the guilty person to a fine of not fewer than $5 nor more than $10 for the first and of not fewer than $10 for each subsequent offense; and it shall be the duty of the officers detailed or appointed under the provisions of this act to assist in the enforcement thereof and to institute proceedings.

In all cities, villages, and townships in this State maintaining and supporting a graded school the board of education or other authority may establish one or more ungraded schools for the instruction of certain children, and may require such children to attend the school through the city police or village marshal. The following classes of persons, eight to sixteen years, shall be subject to this compulsion: Habitual truants from any school, the incorrigibly turbulent or disobedient, the vicious or immoral, and loiterers on the streets. If parent or guardian shall, after warning, fail to comply with the law, he or she shall be proceeded against before a justice of the peace and subjected to a fine of not fewer than $10 nor more than $25, or may be required to give bond for $100 that he will comply with the law. But if the offending party plead his inability to cause the child to attend school, then the child shall be sent to one of the State industrial schools, according to its sex.

Character of instruction.—The district board shall specify the studies to be pursued in the schools of the district in addition to the branches in which instruction is now required to be given in the public schools [see Teachers, Appointment and qualifications]. Any school district containing more than 100 children between the ages of 5 and 20 years may, by a two-thirds vote of the qualified electors present at any meeting, organize as a graded school district, and shall immediately elect a board of trustees, who shall classify and grade the pupils of the district and cause them to be taught in such schools or departments as they may deem expedient, including a high school, if that grade of instruction be ordered by the district meeting, and to charge fees for any branch of such secondary instruction.

Text-books.—The district board may purchase at the expense of the district such text-books as may be necessary for the use of children when parents are not able to

furnish the same, and they shall include the amount of such purchase in the report to the township clerk or clerks, to be levied in like manner as other district taxes. From and after June 30, 1890, each school board of the State shall, when authorized by the district, purchase the text-books used by the pupils of the schools in its district in each of the following subjects: Orthography, spelling, writing, reading, geography, arithmetic, grammar (including language lessons), national and State history, civil government, and physiology and hygiene, and all text-books used in any district shall be uniform in any one subject. Text-books so adopted shall not be changed within five years. The text-books to be used for instruction in physiology and hygiene, with special reference to the nature of alcohol and narcotics and their effects upon the human system, shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics, and the books used in the highest grade of graded schools shall contain at least 20 pages of matter relating to this subject, and all text-books used in giving the foregoing instruction shall first be approved by the State board. When the district has authorized the district board to raise by tax a sufficient sum to comply with the foregoing provisions, it shall contract, at a price not greater than the net wholesale price or through advertisement, for the books selected, to be loaned to the pupils. Any district may take further action at a subsequent annual meeting after it has either adopted or rejected free text-books. Any officer refusing or neglecting to purchase or to provide the money for purchasing the text-books voted shall be deemed guilty of a misdemeanor, and upon conviction shall be liable to a fine of $50 or imprisonment in the county jail for thirty days, or both. But any board may buy its books of local dealers if sold as cheaply as offered in the lowest bid.

Buildings.—The district board shall have the care and custody of the schoolhouse and other property of the district, except so far as the district shall not have confided the care and custody thereof to the director. It may be opened for public meetings unless determined otherwise. The director shall provide the necessary appendages and keep it in good condition and repair during the time school shall be taught, but he shall not purchase charts or any apparatus to be used in the schoolroom without a vote of the district authorizing him to do so. The district board shall purchase or lease in the corporate name of the district such sites for schoolhouses as shall have been lawfully designated, and shall build, hire, or purchase such schoolhouses as may be necessary out of the fund provided for that purpose and make sale of any site or other property of the district when lawfully directed by the qualified voters; but no district in any case shall build a stone or brick schoolhouse upon any site without having first obtained a title in fee to the same or a lease for ninety-nine years, nor shall any district build a frame schoolhouse on any site for which they have not a title in fee or a lease for fifty years without securing the privilege of removing the said schoolhouse. After schools have been maintained at least 8 months in the year, any surplus money arising from the one mill tax may be used in purchasing sites, buildings, or furniture, if so ordered by district meeting.

4. Finance.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The proceeds from the sales of all lands that have been or hereafter may be granted by the United States for educational purposes, and the proceeds of all lands or other property given by individuals or appropriated by the State for like purposes, shall be a perpetual fund, the income of which shall be inviolably appropriated annually to the specific objects of the original gift, grant, or appropriation. All escheated lands shall become a part of the school fund. The State superintendent shall semiannually, on receiving notice from the auditor-general of the accounts thereof, and between the 1st and 10th day of May and of November, apportion interest of the primary school fund among the several townships and cities of the State in proportion to the number of children in each between the ages of 5 and 20 years, as shall appear from the reports of the boards of school inspectors made prior to the May apportionment or from the best sources of information at his command, and shall prepare a statement of the amount in the aggregate payable to each county; and on reception of such statement the auditor-general shall draw his warrant upon the State treasurer in favor of the treasurer of each county to the amount due. The superintendent shall also send written notices to the clerks of the several counties of the aggregate amount to be disbursed in their respective counties and the amount payable to the townships and cities therein respectively. In case any county, township, city, or district shall fail to receive its share of the interest of the school fund, such deficiency shall be made up in the next apportionment; and whenever any district has had three months' school, but has failed to have the full time of school required by law through no fault of the district or its officers, he may include such district in his apportionment.

All money derived from the dog tax remaining after the satisfaction of the claims of sheep owners shall be apportioned among the several school districts, if over $100, in proportion to the number of children of school age.

Taxation.—It shall be the duty of the supervisor of the township to assess the taxes voted by every school district in his township, and also of all other taxes provided for by the school law chargeable against such district or township, upon the taxable property of the district or township respectively, and to place the same on the township assessment roll in the column for school taxes, and the same shall be collected and returned by the township treasurer in the same manner and for the same compensation as township taxes. He shall also assess 1 mill upon each dollar of taxable property, and all money so raised shall be apportioned by the township clerk to the district in which it was raised. The supervisor, on delivery of the warrant for the collection of taxes to the township treasurer, shall also deliver to him a written statement of the amount of school and library taxes, the amount raised for district purposes on the taxable property of each district in the township, the amount belonging to any new district on the division of the former district, the names of all persons having judgments assessed upon the taxable property of any district, with the amount payable, and the amount of the 1-mill tax levied within the bounds of a fractional school district a part of which is situate within his township but the returns of which are made to the clerk of another township, and the treasurer shall pay to the township treasurer of such other township the amount of the taxes so levied and certified to him for the use of such fractional school district. The township treasurer shall retain in his hands out of the moneys collected by him, after deducting the amount of tax for township expenses, the full amount of the school taxes on the assessment roll, and hold the same subject to the warrant of the proper district officers, to the order of the school inspectors or other persons authorized to draw thereon, and give written notice to the township clerk of the amount.

Any school district may by a two-thirds vote of its qualified electors present at an annual or at a meeting called specially for the purpose, issue bonds to pay for a schoolhouse site and to erect or furnish school buildings as follows:

Districts—	Indebtedness.
Of fewer than 30 persons 5 to 20 years may incur not more than	$300
Of 30 persons 5 to 20 years may incur not more than	500
Of 50 persons 5 to 20 years may incur not more than	1,000
Of 75 persons 5 to 20 years may incur not more than	2,000
Of 100 persons 5 to 20 years may incur not more than	3,000
Of 125 persons 5 to 20 years and an assessed valuation of property of $150,000 or more may incur not more than	5,000
Of 200 persons 5 to 20 years may incur not more than	8,000
Of 300 persons 5 to 20 years may incur not more than	15,000
Of 400 persons 5 to 20 years may incur not more than	20,000
Of 500 persons 5 to 20 years may incur not more than	25,000
Of 800 persons 5 to 20 years may incur not more than	30,000

But in no case shall the indebtedness of a district extend beyond ten years for money borrowed. And in all proceedings under these provisions the director, assessor, and one person appointed by the district board shall constitute a board of inspection, who shall cause a poll list to be kept and a suitable ballot box to be used, which shall be kept open for two hours. When the school district shall have voted to borrow any sum of money, the district board shall issue the bonds thereof in sums of not less than $50 and at a rate of interest not greater than 8 per cent, and the district is authorized to provide for the payment of principal and interest by taxation [see also under Schools, Attendance].

WISCONSIN.

1. Organization of the System.

State superintendent.—Inspector of free high schools.—State board of examiners.—County superintendent.—District and high school boards.—Township board of directors.—City board of education.—Truant officers.

State superintendent.—A State superintendent shall be elected every two years. He may appoint an assistant, who shall perform such duties as the superintendent shall prescribe, also a chief clerk at a salary of $1,500 per annum, a clerk at not more than $1,200 who shall aid in the establishment and administration of libraries, and such other clerks, no one of which is to receive more than $1,000, as the work of his office may require. He shall have general supervision over the schools of the State; shall visit and inspect schools as far as practicable in every county, shall awaken an interest in public education and its improvement, shall recommend text-books

and secure uniformity as far as practicable, discourage the use of sectarian books and instruction, and open correspondence which will acquaint him with the movement of educational affairs throughout the State. He shall prescribe rules for the management of school-district libraries, prepare suitable forms for the use of local officers, and cause the laws and necessary instructions to be printed in pamphlet form, and distribute them to those having care of the public schools, with whom he shall also communicate through circulars and bulletins of information. He shall publish courses of study for ungraded and high schools, decide all cases appealed to him, and prescribe rules of practice, collect such books, apparatus, maps, and charts as can be obtained without expense to the State, and purchase rare and valuable works on education, for which $150 may be drawn from the treasury, apportion and distribute the school fund, and make copies at the rate of 12 cents a folio of any papers on file in his office. He shall hold at least four conventions of county superintendents, and make a biennial report which shall contain an abstract of all the common-school reports received by him from the several clerks of the county board of supervisors, a statement of the common schools in the State, estimates and accounts of expenditures of the school money, plans for the improvement and management of the common-school fund and for the better organization of common schools, a statement of his official visits during the year, and all such matters relating to his office and the common schools of the State as he may deem expedient to communicate.

Inspector of free high schools.—The State superintendent may appoint a person of suitable qualifications to assist him in visiting, inspecting, and supervising the free high schools of the State and to aid in giving any needed assistance to localities in organizing and maintaining free high schools in towns where no graded schools exist.

State board of examiners.—(See Teachers, Appointment, qualifications, and duties.)

County superintendent.—There shall be elected (biennially) by each county a superintendent of schools, whose duty it shall be to examine and license teachers; to visit schools at least once in each year and note the condition of instruction and the buildings, including the adornment of the school grounds; to direct alterations and repairs required by hygienic laws if costing no more than $25; to condemn houses unfit for use; to report annually to county board of supervisors; to transmit to the State superintendent the abstract of the report received from city, town, or village clerks; to report upon such matters as the State superintendent may require; to organize and conduct at least one institute for the instruction of teachers during the year; to advise upon questions arising under the operation of the school board; to form inspection districts for the purpose of teachers. He shall not engage in teaching if receiving fewer than $800 per annum nor any other occupation, nor absent himself from the county or district to engage in any occupation during the term for which he is elected for such time or in such manner as to interfere with the proper discharge of his duties as superintendent of schools. Whenever the county seat is located in a city having a school system of its own and there shall be two county superintendent districts in the county both superintendents may reside at the county seat. The county board of supervisors may allow the county superintendent his traveling expenses, not over $200. Upon petition setting forth the reasons, the county judge, after a judicial investigation, may remove any county superintendent for cause shown.

District board.—The town board of each town shall have power to form and alter districts, but no district shall contain more than 36 square miles and must be composed of contiguous territory, nor shall a district be so diminished in size as to leave it with an indebtedness exceeding 5 per cent of its taxable property. The annual meeting of all school districts shall be held on the first Monday of July of each year, at 7 p. m., unless otherwise ordered by the district. The district shall have power to choose a director, treasurer, and clerk; to designate a site for a schoolhouse; to vote a tax to procure site and build, repair, or furnish the schoolhouse (*Provided*, That a district having fewer than 250 inhabitants must obtain the consent of the town board to raise more than $600 for building or purchasing a schoolhouse, and districts having fewer than 1,000 inhabitants must obtain the consent of the town board to raise more than $1,000); to vote a tax for teachers' wages on the following schedule: Districts having an average attendance of 15 shall not raise more than $350; 15 to 30, not more than $450; 30 to 40, not more than $550; to authorize the sale of any schoolhouse site or other property; to tax to pay indebtedness; to buy apparatus; to raise $100 or less sum annually to procure library; to borrow money; to admit to the schools persons over 20; to authorize the board to purchase text-books; to determine duration of the session of school; and to fix compensation of clerk. [For free high school district see "Schools, Character of instruction," and "Finances, Taxation."]

The officers of each school district shall be a director, treasurer, and clerk, who shall be residents of the district, and shall hold for three years, one being elected annually; together they form the district board, and in case of vacancy the other members shall fill it. The district board shall execute the decisions of the district

meeting, and shall have the care and keeping of the school property, may purchase national flags, shall contract with teachers, expel pupils for cause, and determine what schoolbooks shall be used and what branches other than as required by law be taught in the school under their charge.

The clerk shall annually make a report under oath to the town clerk containing the number of children, by sex, 4 to 20 years of age, and the names of their parents or guardians; the number, 4 to 20, taught in the schools, by sex; the number in school under 4 and over 20; the number of days schools are taught by qualified teachers, including holidays, and the days teachers have attended an institute; the names of all teachers employed during the year, the number of days taught by each, the monthly wages paid to each, and the time allowed for attendance on teachers' institute; the amount of money received from the town treasurer during the year, designating the amount received from apportionment of the common school income, the amount of public money received in each, the number of children taught in each, and the number 4 to 20 years; the amount of money received in the town for school purposes since the date of the last preceding report (setting forth separately the amount received from the State, the amount levied by the county board, the amount raised by the town at its annual meeting in towns where the township system of school government has been adopted); the amount raised by district tax, the manner in which such moneys have been disbursed, the balance on hand, and generally such other facts as the State superintendent may require concerning public or private schools.

Each town clerk shall make a report to the county superintendent, stating the whole number of school districts set off within the town and the number of parts of joint districts in which the schoolhouses belonging thereto are located, the districts or parts of districts in which reports shall have been made, and length of time school has been taught in each district reporting.

Township board of directors.—Any town may vote to adopt the township system, and the several school districts and parts of joint districts within the town shall then be styled subdistricts. The clerks of the several subdistricts and parts of joint districts shall constitute the town board of school directors.

The board of school directors of each town shall have power, out of the funds provided by the town for that purpose, to purchase or hire sites, houses, and rooms for the use of schools, and to fence and improve the same, as they may deem proper, and upon such sites to build, enlarge, alter, improve, and repair schoolhouses, outhouses, or any other building for school purposes, as they may deem advisable; and also, whenever in the opinion of the board any schoolhouse or schoolhouse site is no longer needed for school purposes, the same may be sold and conveyed in the corporate name of the board, such conveyance to be executed by the president and secretary of the board.

Said board shall establish and maintain such and so many schools in the several subdistricts under their charge as they may deem requisite and expedient: *Provided*, That there shall be at least one common school in each subdistrict, and that all such schools shall be kept each year not less than six months. The board shall have, in all respects, the supervision and management of all the schools, with full power to adopt, enforce, modify, and repeal from time to time all rules and regulations not inconsistent with the laws of this State necessary for their organization, gradation, and control, and for the instruction given by them in the different branches of education taught therein, and to establish and enforce proper penalties for the violation of such rules. It shall elect a secretary, who may or may not be a member, who shall perform the duties of clerk and superintendent.

All powers conferred upon district boards by the provisions of the school law excepting those the exercise of which would conflict with the provisions of law relative to the township system, are hereby conferred upon the town boards of directors herein provided for.

Truant officers.—See under Schools, Attendance.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—Every person who shall desire to teach in any of the common schools, unless holding a diploma or certificate then authorizing that person to teach, shall procure such certificate from the proper examining officer, and no certificate shall have force except in the district of the examining officer issuing it; but any county superintendent may call upon another to send him the examination papers upon which a certificate was issued, and if satisfactory may issue a certificate of like grade.

Certificates shall be of three grades. The third-grade certificate shall entitle the holder to teach one year or less in any town of the superintendent's district in which

the teacher has been examined, but may be limited to any town or district, and shall show that the holder has passed in orthography, orthoepy, reading, penmanship, arithmetic, English grammar, geography, history and Constitution of the United States, the constitution of Wisconsin, physiology and hygiene with special reference to the effects of stimulants and narcotics upon the human system, and the theory and art of teaching. The second-grade certificate shall entitle the holder to teach for two years, and embraces all the subjects required for the third-grade certificate and grammatical analysis, physiology, physical geography, and elementary algebra. A first-grade certificate shall entitle the holder to teach for four years (but the county superintendent may limit its duration to one year subject to removal of the restriction after six months of successful teaching by the holder), and shall embrace all the subjects of the second-grade certificate and higher algebra, natural philosophy, and geometry.

The State superintendent shall annually appoint three competent persons at $5 per diem for actual service, residents of the State, who shall constitute a board of examiners, and meet at least once a year to examine applicants for State certificates (provided the State superintendent is thereby authorized to examine principals of high schools and of free high schools who shall have been elected superintendents of the city schools containing such high schools, and to grant certificates to successful candidates valid for one single locality). The State superintendent shall prescribe the manner of conducting and managing such examinations, reporting the results thereof, and with the advice of the examiners in what branches of study in addition to those fixed by law the applicant for an unlimited State certificate shall be examined. The required subjects are those of a first-grade county certificate, mental philosophy, and English literature. In addition, evidence shall be required of good moral character, experience, and success in teaching. An unlimited State certificate shall qualify to teach in any public school of the State. A limited State certificate shall qualify to teach in any public school for five years from its date.

The State superintendent is authorized to examine principals of high schools and of free high schools who shall have been elected superintendents of the city schools containing such high schools, and to grant certificates valid for one year and for a single locality. The State board of examiners may grant diplomas of scholarship and ability to teach to normal school graduates passing a thorough and satisfactory examination in the course of study prescribed by the board, and when any such graduate has, after receiving such diploma, taught a public school in the State for one year the State superintendent may countersign the diploma after investigating the moral character and professional ability of the holder, which shall thereafter have the force of an unlimited State certificate. Any graduate of the State university successfully having taught a public school in the State for sixteen months is entitled to have his diploma countersigned by the State superintendent after examination as to moral character and professional ability. The diploma so countersigned has the force of an unlimited State certificate. Graduates of any college or university incorporated by the State having courses fairly equivalent to the corresponding courses in the State university may have their diplomas countersigned as above described for the State university. Graduates of the course in the science and art of teaching in the State university may have their diplomas countersigned by the State superintendent after the holder has successfully taught a public school in the State eight months and examination as to moral character and professional ability. Graduates of the Milwaukee normal school having taught five years in a public school of the State shall have their diplomas countersigned, after examination as to character and professional ability, by the State superintendent, making it in effect an unlimited State certificate.

Preliminary training.—For the government of the normal schools established, and which may hereafter be established, there is constituted a board called "the board of regents of normal schools," composed of the governor and State superintendent, as ex officio regents, and of nine appointed regents. The term of office of the regents appointed shall be three years, the term of office of three regents expiring each year; and not more than two such members of the board shall reside in any one Congressional district. The governor shall fill all vacancies by appointment, by and with the approval of the senate, if the legislature be in session, and if not, then subject to the approval of the senate at the next succeeding session; but in case of a vacancy before the expiration of a term, the appointment shall be for the residue of the term only.

In addition to those heretofore established, the board of regents may establish other State normal schools at such places as they may designate, upon sites selected by them, and when, in their opinion, the educational interests of the State require it they may proceed to erect suitable buildings upon the sites so selected, and they may enlarge, alter, or repair any normal school building.

The exclusive purposes and objects of each normal school shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a good common-school education, and in

all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental laws of the United States and of this State in what regards the rights and duties of citizens. Said board shall also establish a model school or schools for practice in connection with each State normal school, and shall make all the regulations necessary to govern and support the same; and they may, in their discretion, admit pupils to such model schools free of charge of tuition.

The said board shall have the government and control of all the normal schools, and shall have power therefor.

Meetings.—Institutes for the instruction of teachers shall be held in each year in such counties as may be designated by the State superintendent, with the advice and concurrence of the board of regents of the normal schools, preference being given to such counties as receive the least direct benefits from the normal schools. The State superintendent, by and with the advice and consent of said board, may make such rules and regulations as they shall deem proper for organizing and conducting such institutes, and may, by and with the like advice and consent, employ an agent or agents to perform such work in connection therewith as by such rules and regulations may be prescribed. Each of said institutes shall be held under the direction of such agent or agents, assisted by the county superintendent. The course of study pursued in such institutes shall, as far as practicable, be uniform, and be prescribed by the State superintendent, with the assistance of such agents, but subject to revision by the board. The board may use such sum, not exceeding eight thousand dollars in any year, as it may deem necessary, of which not exceeding six thousand dollars shall be paid from the normal school fund income and not exceeding two thousand dollars from the general fund, and the State superintendent may use such additional sum, not exceeding one thousand dollars, to be also paid from the general fund, as he shall deem proper for the purpose of providing public lectures in connection with such institutes by the professor of the theory and art of teaching of the university or such other competent person as the State superintendent may designate, and such amounts as shall be so expended are hereby annually appropriated from the said funds respectively.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The electors of a district shall determine the length of time a school shall be taught, which shall not be less than six months free, to all.

Every parent or other person having under his control any child between the ages of 7 and 13 years shall cause such child to attend, for at least twelve weeks in each and every school year, some public or private school: *Provided, however,* that this act shall not apply to any child that has been or is being otherwise instructed for a like period of time in the elementary branches of learning, or that has already acquired such knowledge, or whose mental or physical condition is such as to render his or her attendance at school and application to study inexpedient or impracticable, or who lives more than 2 miles from any school by the nearest traveled road, or who is excused for sufficient reasons by any court of record. Every person who shall violate the provisions of this section shall, upon conviction thereof, be fined in any sum not less than $3 nor more than $20 for each and every offense.

It shall be the duty of the director of any school district, or the president of any board of education of any incorporated village or city, or any truant officers appointed by such board of education to prosecute any offense occurring under this act, and such person neglecting to prosecute for such fine within fifteen days after a written notice has been served upon him by any qualified elector or taxpayer within the district, village, or city within which the offending party shall reside shall be liable to a fine of not less than $10 nor more than $20 for each and every offense.

The board of education of every city and incorporated village and the district school board in every school district may appoint one or more persons, who shall be designated as truant officers, whose duty it shall be, acting discreetly, to apprehend upon view all children between 7 and 13 years of age who habitually frequent or loiter about public places and have no lawful occupation, and place such children, when so apprehended, in such schools as the parent or other person having the control of such children may designate. And such officers shall report all cases of truancy to their respective boards of education within a reasonable time. The persons appointed such truant officers shall be entitled to such compensation as shall be fixed by the boards appointing them, and such compensation may be paid out of the school fund.

The fines provided for by this act shall, when collected, be paid over by the officers collecting the same to the proper school treasury of the city, village, or school district in which such person convicted resides, to be applied and accounted for by such

treasurers in the same way as other moneys raised for school purposes, and shall be placed by such treasurers to the credit of any city or district in which such person resided at the time of conviction.

It shall be the duty of all officers empowered to take the annual school census to ascertain the number of children between the ages of 7 and 13 years in their respective districts, the number of children between such ages who did not attend school, and, in so far as possible, the cause or causes of such failure to attend school.

Character of instruction.— Orthography, orthoepy, reading, writing, grammar, geography, arithmetic, the Constitution of the United States and of Wisconsin, and the influence of alcoholic drinks and narcotics shall be taught in every school district, and such other branches as the district board may determine. All instruction shall be in the English language, except that the district board or the board of education of any incorporated village or city may cause any foreign language to be taught by a competent teacher to such pupils as may desire it, not to exceed one hour each day.

Any incorporated village or city or school district which contains within its limits an incorporated village, or which has a graded school of not less than two departments, with not less than 25 pupils prepared to begin a high-school course, and a town, or two or more towns may establish and maintain not exceeding two high schools. The question of establishing such schools may be submitted by the town, school district, or village board, or common council at any annual or duly called special meeting or election, upon written resolution therefor proposed for adoption. If the resolution be adopted, such towns, school districts, village, or city shall constitute a high-school district. [See also under Organization, District board and Township board.]

Towns containing no graded schools may establish a free high school, and when maintained three months the State superintendent shall include it in a separate and distinct class of schools of the kind, each member of which shall receive from the general fund of the State one-half the amount actually expended for instruction in the school, but the whole amount paid to this class of institutions shall not exceed $25,000 in any one year.

Text-books.—The electors of a district shall have power to authorize the board of trustees to purchase text-books for use in the public schools, to be loaned or furnished pupils under such conditions as the board may prescribe, and may levy a tax for the purpose.

The district board shall determine what school and text books shall be used in the several branches taught in the schools; they shall make a list of such books, and file one copy with the clerk and keep one copy posted in the schoolhouse. When any such text-books shall have been adopted (except in districts furnishing free text-books to all pupils attending school therein) they shall not be changed for the term of three years, and no change of text-books shall be made by a school board (except in districts furnishing free text-books as aforesaid) unless authorized by a majority vote of the legal voters of a district, at a regular annual school meeting; and it is hereby made the duty of the district clerk to embody in his notice of such annual meeting the fact that the question of a change of text-books will be submitted to the meeting.

The several boards of education having the government in cities of the public schools shall determine what school and text books shall be used in the several branches of study pursued in the schools, and shall make a list of such books, file a copy with their clerk or secretary, and keep a copy publicly posted in each school building. When any such text-books shall have been adopted they shall not be changed for the term of three years. Any board of education in any city where the district system is not in force may, under the limitations of this act, order changes in text-books: *Provided*, That said changes shall be approved by the common council or board of aldermen of such city; and the aforesaid boards of education are hereby authorized to purchase text-books for use in the public schools, and to loan or furnish them to pupils under such conditions or regulations as they may prescribe. But no text-books shall be permitted in any free public schools which would have a tendency to inculcate sectarian ideas.

Buildings.—The district electors shall designate the site for a schoolhouse, and vote the money to build it or to repair it when built, and furnish it, but no district containing a population of fewer than 250 inhabitants shall vote a tax for building a schoolhouse costing more than $600, in any one year, unless the town board shall certify to the necessity of a larger sum, and in districts of fewer than 1,000 inhabitants, costing more than $1,000, unless the town board certify to a larger amount. The electors may direct the sale of school property. The district board shall have the care and keeping of the school property, and shall keep it in good repair, and provide all necessary appendages, which may include an American flag. They may grant leave to any responsible inhabitant or inhabitants of the district to occupy the schoolhouse for such public meetings as will aid in disseminating intelligence and good morals. The county superintendent may condemn a school building as unfit for use.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all lands that have been or hereafter may be granted by the United States to this State for educational purposes (except the lands heretofore granted for the purposes of a university), and all moneys, and the clear proceeds of all property that may accrue to the State by forfeiture or escheat, and all moneys which may be paid as an equivalent for exemption from military duty, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys arising from any grant to the State where the purposes of such grant are not specified, and the 500,000 acres of land to which the State is entitled by the provisions of an act of Congress entitled "An act to appropriate the proceeds of the sales of the public lands and to grant preemption rights," approved the 4th day of September, 1841, and also the 5 per cent of the net proceeds of the public lands to which the State shall become entitled on her admission into the Union (if Congress shall consent to such appropriation of the two grants last mentioned) shall be set apart as a separate fund, to be called the "school fund," the interest of which, and all other revenues derived from the school lands, shall be exclusively applied to the following objects, to wit:

1. To the support and maintenance of common schools in each school district and the purchase of suitable libraries and apparatus therefor.

2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

The school-fund income shall be annually apportioned by the State superintendent. Such apportionment shall be made among the several counties and the several towns, specially incorporated villages and cities in each county according to the number of children in each over the age of 4 and under the age of 20 years, as shown by the reports made to the State superintendent during the year preceding; but no apportionment shall be made to any town, village, or city which shall have failed to raise by tax during the preceding year, for the support of common schools therein, a sum equal to the amount of its share from the school-fund income, as determined by the county board of supervisors, unless the town or village board or common council of such city so failing shall have transferred, as they are hereby authorized to do, from the general fund to the school fund of the town, village, or city, for such purpose the amount of deficit in such school tax, and the town, village, or city clerk shall have filed with the State superintendent his certificate showing such transfer to the school fund and his apportionment thereof to the proper school districts or transfer to the board of education, and no apportionment shall be made to any city, village, or town for any school district therein, for any year during which such district shall not have maintained a common school, taught by a qualified teacher, for six months, unless the State superintendent shall be satisfied that school was so taught for three months, and the failure to maintain it for the full six months was occasioned by some extraordinary cause, and not arising from neglect or intent to avoid the legal obligation; nor to any town, village, or city, nor for any school district, reports of which, as required by law, shall not have been made and transmitted during the preceding year to the State superintendent; nor to any city for any year the report for which shall not show that the number of children between the ages aforesaid residing therein has been ascertained by an actual census taken under the direction of the board of education, or other body having the government of common schools therein, by their clerks or persons of their appointment for that purpose.

Taxation.—There shall be levied and collected annually a State tax of 1 mill for each dollar of the assessed valuation of the taxable property of the State, which amount, when so levied and collected, is appropriated to the common-school-fund income, and shall be disbursed in the same manner and under the same conditions and restrictions required by law for the disbursement of the common-school-fund income.

The district electors shall vote such tax as the meeting shall deem sufficient to purchase or lease a suitable site for a schoolhouse, to build, hire or purchase a schoolhouse, and to keep in repair and furnish the same with the necessary fuel and appendages. (See Schools, Buildings.)

To vote such tax as the meeting shall deem proper for the payment of teachers' wages in the district: *Provided*, That for such purposes, in all school districts having an average attendance at school for the year of 15 scholars or less, not more than $350 shall be raised in any one year; in all school districts having an average attendance of not more than 30 nor less than 15 scholars, not more than $450 shall be raised in any one year; and in all school districts having an average attendance of not more than 40 nor less than 30 scholars, not more than $550 shall be raised in any one year.

If any district shall not at its annual meeting or at a subsequent special meeting, prior to the third Monday of November following, vote a tax sufficient to maintain a

school in said district for the term of six months during the ensuing year, the district board shall then, on or before the Wednesday next following said third Monday of November, estimate and determine the sum necessary to be raised to maintain such school, and the district clerk shall forthwith certify to the town clerk the amount so fixed, who shall assess the same as other district taxes are assessed. All school money received from the school-fund income shall be applied exclusively to the payment of teachers' wages.

The high-school board (see Schools, Character of instruction) shall annually determine the amount necessary to be raised by tax for the support of such high school, and certify the same to the proper town, city, or village clerk; if a joint high-school district, they shall certify to the town clerk of each town the proportionate amount thereof to be raised by such town, such proportion to be determined according to the total valuation of all the taxable property in such town and paid to the high-school district treasurer. Any town which is a single high-school district may, by resolution adopted at the annual town meeting, limit the amount to be raised for high-school purposes in such town during such year. In case of a joint high-school district, the town boards of the several towns embraced may, by a joint resolution adopted by all such town boards before the first day of July, likewise limit the amount to be raised in such district.

MINNESOTA.

1. Organization of the System.

State superintendent of public instruction.—High-school board.—County superintendent of public instruction.—District trustees.—City, town, and village board of education and superintendents and examiners.

State superintendent of public instruction.—A superintendent of public instruction shall be appointed by the governor, by and with the consent of the senate, and shall hold his office for two years. An office shall be provided for him at the seat of government, in which he shall file all papers, reports, and public documents transmitted to him by county superintendents, county auditors, and from other sources; and he shall keep a fair record of all matters pertaining to his office. He is required to appoint an assistant superintendent, to perform such service in the department as may be assigned to him. He shall meet the county superintendents of each judicial district, or two or more districts combined, if he shall deem it more conducive to the interests of education, at such time and place as he shall appoint, with the object of accumulating valuable facts relative to schools, and in general to listen to all communications and suggestions and enter into all discussions relative to the work of the schools. He shall annually hold in the sparsely settled counties as many State institutes as may be practicable. He shall report to the legislature through the governor biennially, which report shall contain (1) An abstract of the common-school reports received by him from the several county superintendents, showing the number of organized school districts in the State, the number of schools taught, and the enrollment and average attendance in the same; (2) A statement of the condition of public schools and of all other institutions of learning in the State that may report to him; (3) The amount of school moneys collected and expended each year from all sources, specifying the amounts from each source respectively; (4) All matters relating to his office, the public schools of the State, and the school fund, the number and character of teachers, and whatsoever he may deem expedient to communicate.

He shall prepare and distribute, through the county superintendents of schools, suitable school registers and blanks for teachers' and clerks' reports to the county superintendents.

State high-school board.—The governor, State superintendent, and the president of the University of Minnesota are hereby constituted a high-school board, with power to establish rules for the examination, acceptance, reporting, and courses of study of secondary schools having all the branches prescribed as prerequisite for admission to the collegiate department of the University of Minnesota. The actual expenses incurred by the board shall be paid and those of any examiner appointed by them, who may in addition receive a per diem not to exceed $3 per day or 50 cents an hour, provided he is not receiving a salary from any State institution.

County superintendent of public instruction.—In each county of this State there shall be elected biennially a county superintendent of schools for two years. Vacancies to be filled by county commissioners.

County superintendents of schools shall examine and license teachers and annul certificates for causes shown; visit and instruct the schools of their counties at least once in each term, and give such advice to the teachers as may be requisite and necessary; shall organize and conduct at least one institute for the instruction of teachers in each year, if they deem the same expedient; encourage teachers' associations,

introduce to the notice of teachers and the people the best modes of instruction, the most approved plans of building and ventilating schoolhouses, of ornamenting and adapting school grounds to convenience and the healthful exercise of children; stimulate school officers to the prompt and proper discharge of their duties; receive the reports of school-district clerks and teachers, and transmit an abstract of the same to the State superintendent, adding thereto a written statement on the condition and prospects of the schools under their charge, together with such other information and suggestions as they think proper to communicate. To secure uniformity and accuracy in such reports county superintendents may call meetings of district clerks.

The salary of the county superintendent shall be fixed by the county board of commissioners, but shall not be less than $10 for each organized district in the county. In case of physical inability to visit schools or examine teachers, the county superintendent may appoint a deputy for not more than sixty days in any one year. He may also, in counties having 100 or more school districts, appoint, with the consent of the county board of commissioners, an assistant for twenty days of work in visiting schools in the first part of each term, winter and summer, who shall be paid a per diem of $3 and necessary traveling expenses. In counties having 175 or more organized districts a permanent assistant may be appointed, at a salary of not more than $1,500 per annum. Every failure of the county superintendent to make the reports required by law causes him to forfeit $50 of his salary.

District board of trustees.—School districts shall be classified as follows: First, common school districts, including all districts not embraced in either of the two following classes; second, independent school districts, including all districts now organized as such or that may hereafter be organized; third, special school districts, including all districts now organized as such, or that may hereafter be organized wholly or in part under any special laws of this State.

Districts are made or changed by the county commissioners after hearing of the localities concerned; but any district may contain the entire township in which it is situated, or a tract 6 miles square in different townships. The legal voters of school districts when lawfully assembled, not fewer than 5 being present, shall have power, by a majority of votes of those present, to elect a director, clerk, and treasurer, which election shall be by ballot; to designate a site for a schoolhouse—provided, that the site for a schoolhouse shall not be changed after having been designated, unless at least a majority of the legal voters in the district, who have resided therein for a period of at least six months prior to such vote, and two-thirds of the voters so qualified who are present and voting, vote in favor of such change, except that whenever a majority of the legal voters of any school district, voting thereon, shall determine to build a new schoolhouse, or to remove a schoolhouse already built in such district, and the schoolhouse site therein shall be more than one-quarter of a mile from the center of the district, then a majority of the legal voters of such district, voting thereon, may change the site to a more central location; to vote an amount of money, to be raised by a tax on the taxable property of the district, sufficient to meet the conditions on which apportionments from State school funds are made to districts, and to raise such additional amounts as the district may determine to purchase or lease a site for a schoolhouse, and to build, hire, or purchase such schoolhouse when the same is necessary; to keep in repair and provide the same with the necessary furniture and appendages; to procure fuel; and to purchase or increase the library and school apparatus; to appoint a librarian; and to make all rules necessary for the usefulness, preservation, and increase of the library.

The director, treasurer, and clerk shall form the board of trustees, and the remaining members fill any vacancy.

The board of trustees shall have the general charge of the interests of schools and schoolhouses in their district; shall lease or purchase in the corporate name of the district a site for a schoolhouse designated by the legal voters of the district; shall build, hire, or purchase a suitable schoolhouse with the funds provided for that purpose, and when directed by the legal voters of the district at any legal meeting of the same, may sell or exchange any such site or schoolhouse; shall submit an estimate of the expenses of the district for the coming year; shall levy a tax if the district neglects to vote it, and shall contract with and hire teachers.

City, town, and village boards of education.—Any city, town, village, township, or school district, now or hereafter organized, may be organized into and established as an independent school district in the manner and with the powers hereinafter specified, but this shall not apply to any township or school district containing less than 500 inhabitants, unless said school district consists in whole or in part of an incorporated city, town, or village, nor to any city, town, or village, or any part thereof, which now has any special law regulating its schools, and the territorial limits of no independent district hereafter organized shall exceed 6 miles square.

In case a majority of the voters are in favor of creating an independent district, the district shall elect 6 directors, 2 to retire each year, who shall collectively be

styled the board of education (of the city, town, village, or township), who shall elect a president, clerk, and treasurer, and may also elect a superintendent at such salary as they may fix. The superintendent shall visit the schools of the district, shall superintend the grading of them, the examinations for promotion, shall perform such other duties as the board prescribe, and shall report to the State superintendent of public instruction through the county superintendent or directly.

The board shall establish such grades of schools, alter, and discontinue the same; shall provide necessary rooms or buildings for schoolhouses, and grounds about the same; shall, when authorized by the district, purchase or erect one or more schoolhouses and purchase sites; shall purchase, sell, and exchange school apparatus, furniture, stoves, and other appendages for schoolhouses, and furnish fuel for the same; shall take care of the property of the district, and procure insurance, and make ordinary repairs upon the same, or any part thereof, when deemed expedient; shall contract with, employ, and pay teachers who have received certificates, as provided herein, and discharge the same; shall defray the necessary expenses of the board, pay the compensation of the clerk, treasurer, and superintendent, and for such printing, record books, stationery, and other incidental matters as may be deemed proper; shall superintend and manage in all respects the schools of said district, and from time to time adopt, alter, modify, and repeal rules for their organization, government, and instruction, for the keeping of registers, for the reception of pupils, resident and nonresident within the district, their suspension, expulsion, and transfer from one school to another, prescribe text-books and a course of study for the schools, and visit each school in the district not less than once in three months; shall provide for the prompt payment at maturity of the principal and interest of any indebtedness of the district by voting from time to time taxes upon the taxable property of said district sufficient to meet the same, making allowances for delinquency in paying any part of such taxes; shall appoint and furnish to the board of examiners the necessary blanks for all such grades of such certificates as the board may at any time order, which certificates shall severally contain the branches fixed for the several grades of certificates; shall, when authorized by a vote of the district, make, execute, and deliver, for and in behalf of said district, deeds, mortgages, releases, and all other instruments relating to the real property thereof.

[For the board of school examiners of an independent district, see "Teachers, Appointment, qualifications, and duties."]

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Buildings.

Appointment, qualifications, and duties.—The board of trustees, at a meeting called for that purpose, shall hire such teachers only as have certificates of qualification, on written contracts, specifying the wages per month and time employed as agreed upon by the parties; but no contract shall be made with any teacher who is related by blood or marriage to any member of the school board without the concurrence of all the members of the board of trustees, by vote duly entered on the clerk's record of proceedings.

Every county superintendent of schools shall hold, each spring and fall, in and for his county, at least three meetings for the examination and licensing of teachers, one of which shall be held at the county seat, of which meeting at least ten days' notice shall be given. The examinations thus held shall be public, and be conducted by both written and oral questions and answers. They shall be uniform for the county in which they are held, and no certificate of qualification shall be given by any county superintendent except upon his own personal examination, held in accordance with the provisions of this section: *Provided*, That any teacher may be examined by the county superintendent at any time other than as above specified, on proof that such teacher was unable to be present at a public examination and on payment to the county superintendent of 50 cents for making such private examination.

County superintendents shall examine persons proposing to teach common schools in the county in orthography, reading in English, penmanship, arithmetic, grammar, modern geography, history of the United States, and the practical elementary facts of hygiene, asking questions to test the general knowledge of candidates and their ability to impart oral instruction relating to the subjects treated in the text-books. If satisfied that the candidates are of good moral character and qualified to teach in all the aforesaid branches, certificates shall be granted, the grade of which shall be determined by the examination. County superintendents are authorized to issue three grades of certificates, viz: First grade, valid in the county for two years; second grade, valid in the county for one year; third grade, valid in a given district only for six months. County superintendents may renew certificates at their expiration by indorsement thereon: *Provided*, That in addition to the above branches pre-

scribed in this section all applicants for first-grade certificates shall be examined in elementary algebra, elementary plane geometry, physical geography, physiology, natural philosophy, civil government, and the theory and practice of teaching, and no person shall receive a first-grade certificate who has not taught with success at least one term of not less three months in length. County superintendents may on request examine applicants in independent school districts, which, when countersigned by the board of examiners of the independent district, shall be valid as their own act.

In independent districts the board of education, within twenty days after their election, shall appoint three competent persons, citizens of said district, to serve as school examiners of the public schools therein—one to serve one year, one for two years, and one for three years—from the time of their appointment and until their successors are appointed, and annually thereafter said board shall appoint one examiner, to serve for three years and until his successor is appointed and qualified; and said board shall fill all vacancies that may occur from death or otherwise. The examiners, or any two of them, shall examine any person that may apply for that purpose with the intention of becoming teachers in any of the schools of the district, and if they find the applicant, in their opinion, qualified to teach in any of the schools and to govern the same, and of good moral character, they shall give said applicant a certificate made on such blanks as may be provided by the board of education, naming the branches in which the holder of the certificate is found qualified to teach, setting opposite each branch the degree of attainment on a scale of which 5 shall be the maximum, and no person shall be permitted to teach in the schools without such certificate: *Provided*, That any examination of teachers herein provided for may, at the request of the board of examiners, be made by the county superintendent of schools, whose certificate, as herein provided for, when countersigned by said board of examiners, shall be valid as their own act. The examiners may in all cases, when two of their members concur, have power to annul such certificates, and when so annulled the same shall be reported to the board of education.

The teacher shall keep a register, and shall report to the county superintendent under penalty of having pay withheld.

Preliminary training.—The governor shall nominate, and with the consent of the senate appoint, 8 normal-school directors, not more than one residing in the same county, who, together with the State superintendent, shall constitute the State normal-school board. The board shall have the general supervision, management, and control of the State normal schools and of all the real and personal property thereto appertaining. They are empowered to contract for the erection of all buildings connected with the schools, to appoint all professors and teachers, to fix their salaries, but in no case shall the salary of any principal exceed $2,500 per annum.

The State normal-school board shall prescribe the courses of study in the normal schools, the conditions of admission, and prepare and confer suitable diplomas upon persons completing the full course of study in the normal department. Such board shall adopt any rules and regulations deemed necessary to the highest efficiency of the schools. It shall be the duty of the board, as a whole or through committee of their own number, to visit and thoroughly inspect the grounds, buildings, modes of instruction, and the discipline and management of each school at least once during each term. They shall report to the governor, on or before the first day of December in each year, through their president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as they may deem proper and necessary.

The principal of each normal school shall annually make a written report to the State superintendent of public instruction on or before the first day of September, covering the calendar or term year of his school. Such report shall set forth the general statistics of the school, and also a statement of the total number of graduates of such school who are then engaged in teaching, so far as may be known, with their names, and the name of the district and county in which they are teaching.

There shall be no charge for tuition or for incidental expenses to the students of any normal school who shall have filed with the principal thereof a declaration of intention to engage in the work of teaching in the public schools of this State for not less than two years after his or her connection with said school shall cease. The board may fix such rates of tuition for pupils in the model schools and for students not intending to teach as in their judgment may be equitable and just.

The State normal-school board shall have power to organize, in connection with each normal school, such model schools as they may deem expedient for the illustration of the best methods of teaching and government: *Provided*, That no more than one teacher shall be employed in either of the model schools, except at the school at Winona, where, so long as provision is made in the normal school for the education of soldiers' orphans, the board may employ one additional teacher in its discretion.

The board shall appoint one teacher for each normal school especially qualified to give instruction in teachers' institutes.

Meetings.—The superintendent of public instruction shall annually hold in the sparsely settled counties as many State teachers' institutes as he shall find practicable, each to continue in session one week at least. He shall give due notice thereof to all teachers and persons proposing to become such, and invite their attendance. He shall attend and have charge of each institute; invite the aid and cooperation of the superintendent of schools for the county; employ suitable instructors and lecturers to give instruction and addresses to aid the teachers in qualifying themselves for a more successful discharge of their duties:

Provided first, That the average expense of such institutes shall not exceed $100 a week. He shall annually, in so many and thickly settled localities as he may deem advisable, organize and, with the aid of others selected by himself, conduct normal-training schools for the benefit of teachers who desire such training but are unable to attend a full course at the State normal schools. Such schools shall be without charge for attendance and entirely practical, their object being to impart normal-methods of teaching and conducting schools, particularly common schools. They shall continue at least four and not more than six weeks at each place, and the average cost shall not exceed $100 for each week of the session:

Provided second, That during the time of holding a teachers' institute in any county of this State, it is hereby made the duty of all teachers and persons desiring a teacher's certificate to attend such institute, or present to the county superintendent satisfactory reasons for not so attending, before receiving such certificate, and any school that may be in session in such county shall be closed for one week upon the requirement of the county superintendent, and the teacher shall be allowed to make up the time lost.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—All schools supported wholly or in part by State school funds shall be styled The Public Schools, and admission to them shall be free to all persons between the ages of 5 and 21 years, residing in the district. In independent districts schools shall be kept open from twenty to forty-four weeks. No district can receive aid from the State which does not keep school open for five months.

Boards of trustees and boards of education may suspend or expel pupils for insubordination, immorality, or being infectiously diseased.

The board of trustees of any common-school district, or the board of education of any independent or special district, may by a vote of a majority of all the members of said board, at any regular meeting, exclude from the public school in the district all children under 6 years of age; and when such action has been once taken, it shall not be changed before the beginning of the next school year.

Every parent, guardian, or other person in the State of Minnesota having control of any child or children between the ages of 8 and 16 years shall be required to send such child or children to a public school, or private school taught by a competent instructor, for a period of at least twelve weeks in each year, at least six weeks of which time shall be consecutive, unless such child or children are excused from such attendance by the board of the school district or the board of education of the city or independent school district in which such parent, guardian, or person having control resides, upon its being shown to their satisfaction that such parent or guardian was not able, by reason of poverty, to clothe such child properly or that such child's bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught at home in such branches of study as are usually taught in the public schools subject to the same examination as other pupils of the district or city in which the child resides, or that he has already acquired the ordinary branches required by law, or that there is no school taught within 2 miles by the nearest traveled road.

Any parent, guardian or other person failing to comply with the provisions of this act shall, upon conviction, be deemed guilty of a misdemeanor and fined in a sum not less than $10 nor more than $25 for the first offense, nor less than $25 nor more than $50 for the second and every subsequent offense.

It shall be the duty of any school director or president of the board of education to inquire into all cases of neglect of the duty prescribed in this act, and ascertain from the persons neglecting the reasons, if any, therefor, and shall forthwith proceed to secure the prosecution of any offense occurring under this act, and any director or president neglecting to secure such prosecution for such offense within ten days after a written notice has been served on him by any taxpayer in said district or city, unless the person so complained of shall be excused by the district or city board or board of education, for reasons hereinbefore stated, shall be deemed guilty of a misdemeanor, and liable to a fine of not less than $20 nor more than $50.

Upon the trial of any offense as charged herein, if upon such trial it shall be

determined that such prosecution was malicious, then the cost in such case shall be adjudged against the complainant and collected as fines in other cases.

Character of instruction.—[For subjects upon which teachers are examined, see Teachers' Appointment, etc.] All instruction given and books used shall be in the English language, but teachers that are able to speak a language that is the vernacular of a pupil may use that language to aid in the teaching of English words, and may also give instruction in that language for one hour or less a day, provided the trustees have unanimously agreed to these innovations. In independent districts the board of education prescribes the course of study and grades the schools.

All school officers may introduce as part of daily exercises of each school in their jurisdiction, instruction in the elements of social and moral science, including industry, order, economy, patience, cleanliness, honesty, self-reflection, etc.

Buildings.—The board of trustees shall have the general charge of the schoolhouses in their district, shall lease or purchase a site, may permit the schoolhouse to be used when not interfering with school purposes, the users giving bond for $100 and paying a reasonable rent, provided the legal voters accede to the use. No district shall in any one year levy a tax exceeding 10 mills on the dollar for the purpose of building a schoolhouse.

In independent school districts, whenever the board of education shall deem it necessary to purchase or erect a schoolhouse or houses or to purchase sites for the same, it shall call a meeting of the voters of the district and act according to its decision.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of such lands as are or hereafter may be granted by the United States for the use of schools within each township in this State shall remain a perpetual school fund to the State, and not more than one-third of said lands may be sold in two years, one-third in five years, and one-third in ten years; but the lands of the greatest valuation shall be sold first: *Provided,* That no portion of said lands shall be sold otherwise than at public sale. The principal of all funds arising from sales or other disposition of lands or other property granted or intrusted to this State in each township for educational purposes shall forever be preserved inviolate and undiminished; and the income arising from the lease or sale of said school land shall be distributed to the different townships throughout the State in proportion to the number of scholars in each township between the ages of 5 and 21 years and have been in attendance forty days in the public schools and have had at least five months of term within the year by a qualified teacher and made the reports required by law.

Any public graded school in any city or incorporated village, or township organized into a district under the so-called township system, which school shall give preparatory instruction [see State high-school board] and shall admit students of either sex from any part of the State without charge for tuition, shall be entitled to receive the sum of $400 annually.

Taxation.—For the purpose of maintaining public schools, a tax of 1 mill, to be known as State school-tax fund, shall be annually levied upon the taxable property of the State, which shall be added to the general school fund, and they together shall be known as the current school fund, and apportioned as above provided.

The county commissioners shall also levy an annual tax of 1 mill, to be known as the local mill tax, on the amount of the assessment made by the assessors of each township, which shall be paid into the county treasury for the support of the public schools, to be apportioned by the county auditor, who shall distribute to each school district or portion thereof the amount of tax collected in said district or portion of district in his said county: *Provided,* That if in any case county commissioners shall neglect, refuse, or fail to make such levy as herein provided for, the county auditor shall nevertheless extend the same upon the assessment rolls of the year the same as if such levy had been so made by the said county commissioners. As a further provision for the support of schools, there shall be set apart by the county treasurer of each county the proceeds of all fines for breach of any penal law in this State not otherwise appropriated by law, and all moneys arising from the issuing of liquor licenses and from unclaimed moneys arising from the sale of estrays, as provided for by amendment to section 12, chapter 19, of the general statutes. And the county auditor shall open an account with each district or portion of district in his county, and keep an accurate account of all moneys received by or due to each of said districts, and all such matters as are necessary to show the condition of accounts between each of said districts and the county treasury, and for this purpose he shall examine any and all of the books in the office of the county treasurer.

There shall be levied annually for school-district purposes, in addition to the general tax of 1 mill, such sum as may be voted at any legal meeting of the qualified

voters of the district, the rate of which shall not exceed 9 mills, for the support of the school (provided it will support the schools for the legal term), or 1 per cent for the erection of a schoolhouse.

IOWA.

1. Organization of the System.

State superintendent.—State board of examiners.—County superintendent.—County board of education.—District board of directors.—Subdistrict director.

State superintendent of public instruction.—A State superintendent of public instruction shall be chosen at the general election in each odd-numbered year. He shall have the general supervision of all the county superintendents and of all the common schools of the State, may meet county superintendents in convention at such points in the State as he may deem most suitable, and by explanation and discussion secure a uniform and efficient administration of the school laws. He shall attend teachers' institutes in the several counties as far as possible, and assist by lectures or otherwise in their instruction and management. He shall render a written opinion to any school officer asking it touching the exposition or administration of the school law, and determine all cases appealed from the decision of county superintendents. He shall have an office at the seat of government, in which he shall file all papers, reports, and public documents transmitted to him by the county superintendents each year separately, and shall exhibit them when required by the governor or the legislature, and shall keep a fair record of all matters pertaining to his office. Every four years he may cause the school laws to be printed, with notes, rulings, forms, and decisions, as may seem of value to aid school officers in the proper discharge of their duties, appropriate reference being made to the previous law that has been amended or changed so as clearly to indicate the effect of amendments or changes. He shall send to each county superintendent a number of copies sufficient to supply each school district in his county. He shall also cause to be printed and bound in paper covers the annotated school laws, and shall furnish to the members of the board of directors one bound copy of the laws, to be turned over by each to his successor in office. He may subscribe for a sufficient number of copies of an educational journal, as he may elect, if published in the State, one copy to be furnished to each county superintendent, provided the journal selected shall contain his decisions concerning the school law. He shall, on the 1st day of January of each year, report to the auditor of the State the number of persons in each county between the ages of 5 and 21, and shall make to the governor a report embracing a statement of the condition of the common schools of the State, the number of district townships and subdistricts therein, the number of teachers, of schools, of schoolhouses and their value, of persons 5 to 21 years of age, the number of scholars in each county that have attended school the previous year as returned by the county superintendent, the number of books in the district libraries, the value of all apparatus in the schools, and such other statistical information as he may deem important, and such plans as he may have matured for the more perfect organization and efficiency of common schools. One thousand copies of this report shall be issued. He shall arrange for the holding of teachers' institutes, and shall be president of the State Normal School and of the State board of examiners and a member of the board of regents of the State University.

State board of examiners.—The superintendent of public instruction, the president of the State University, the principal of the State Normal School, and two persons to be appointed by the executive council, one of whom shall be a woman, for a term of four years, shall form a State board of examiners. One appointed member shall retire annually, and no member shall succeed himself. The board shall meet at such times and places as its president shall direct, and shall annually hold at least two public examinations of teachers, at each of which one member of the board shall preside, assisted by one or two teachers, as the board shall determine. The board may adopt rules not inconsistent with the law, and shall keep a full record of their proceedings and a record of all persons to whom certificates and diplomas are issued. Each member of the board not salaried shall receive $3 per diem and his actual expenses for time actually spent.

County superintendent.—In every odd-numbered year there shall be elected a county superintendent. No person shall be deemed ineligible by reason of sex to this or any other school office in the State of Iowa, but the county superintendent shall not hold any office in or be a member of the board of directors or of supervisors during the time of his or her incumbency.

On the last Saturday of each month the county superintendent shall meet all persons desirous of passing an examination and for the transaction of other business within his jurisdiction in some suitable room provided for that purpose by the board of supervisors at the county seat, at which time he shall examine all applicants for

teachers' positions, and shall give those found competent a certificate. He shall also hold annually a normal institute for the instruction of teachers and those who desire to teach, and may revoke a county certificate for cause and after defense. All disbursements of the institute fund shall be upon the order of the county superintendent, and he shall annually make a report to the State superintendent, containing a full abstract of the reports made to him by the respective district secretaries and of such other matters as he shall be directed to report by the State superintendent or may himself deem essential, and shall at the same time file with the comptroller the number of persons between the ages of 5 and 21 years in each school district of his county, and in case of failure to make either of these reports he shall forfeit $50 and be liable for all the damages caused by his neglect. He shall also report the number of blind or of deaf persons to the superintendents of the institutions for those persons. He shall serve as the medium of communication between the State superintendent and the local officers of the system, and may in his own discretion visit the different schools in the county and, at the request of a majority of the directors of a district, shall visit the school in said district at least once during each term. For his services the county superintendent shall receive from the county treasury the sum of $4 for every day necessarily engaged in the performance of official duties, and also the necessary stationery and postage for the use of his office, and he shall be entitled to such additional compensation as the board of supervisors may allow, provided he shall first file a sworn statement of the time he has been employed in his official duties with the county auditor. If for any cause the county superintendent is unable to attend to his official duties, he shall appoint a deputy to perform them in his stead, except as to visiting schools and trying appeals.

County board of education.—(See Schools, Text-books.)

District board of directors.—Each civil township now or hereafter organized and each independent school district originally organized as such is hereby declared a school district. The subdirectors of the several subdistricts shall constitute a board of directors for the district township, and shall organize by electing a president from their own number, and at a subsequent meeting elect a secretary and treasurer, who shall give bonds, but shall not be members of the board unless it have a membership of 5 or more, in which case they may be selected from the board.

The board shall hold two regular meetings annually, and may be convened by the president on special occasions. It shall make all contracts, purchases, payments, and sales necessary to carry out any vote of the district, but before constructing any schoolhouse they shall consult with the county superintendent as to the most approved plan of such building. It shall fix the site for each schoolhouse, taking into consideration the geographical position and convenience of each portion of the subdistrict; shall determine what number and for what period schools shall be taught beyond that required by law; shall determine where pupils may attend school, and for this purpose may divide the district into such subdistricts as may by them be deemed necessary, and regulate its affairs, provided that no such subdistrict shall be created for the accommodation of fewer than 15 pupils; but the board of directors shall have power to rent a room and employ a teacher for the accommodation of any 10 scholars; may establish graded or union schools wherever it may seem necessary, and may select a person who shall have the general supervision of schools in the district, subject to the rules and regulations of the board, and shall visit the schools from time to time through one of its members. The board is authorized to adopt textbooks for the teaching of all branches authorized to be taught in the public schools of the State, and to contract for and buy said books and other necessary supplies, and to sell the same at cost to pupils. The board shall cause 12 or more shade trees to be planted on each schoolhouse site if not having that number upon it, the expense to come out of the contingent fund, and may use unappropriated money from that fund to effect an insurance on the school property of the district.

The president shall have charge of the supplies, shall draw drafts on the county treasurer for the district money, naming the fund against which the draft is to be charged and the purpose for which drawn; shall sign all contracts made by the board, and shall appear for the board in all suits brought by or against the same, unless individually a party, when the secretary shall act.

The secretary shall record all the proceedings of the board and district meetings, file all papers, countersign all drafts, and keep a register of all orders drawn on the treasury, give ten days' previous notice of the district township meeting by posting notice in five conspicuous places, one of which shall be at or near the last place of meeting, and shall furnish a copy to the teacher of each school, to be read in the presence of the children; and such notices shall in all cases state the hour of meeting. He shall keep an accurate account of all the expenses incurred by the district, and shall present the same to the board of directors to be audited and paid as herein provided, notify the county superintendent when each school of the district begins and its length of term, and in a general report shall state the number of persons by sex 5 to 21 years in the district, the number of schools and branches taught, the num-

ber of pupils and the average attendance in each school, the number of teachers employed and the average compensation by sex, the length of school in days and the average cost of tuition per week for each pupil, the text-books used and the number of volumes in the district library and the value of apparatus belonging to the district, the number and value of the schoolhouses, the name, age, and post-office address of each deaf or blind person within the ages of 5 and 21 years, the number of trees set out and in thrifty condition on each school ground. Failure on the part of the secretary to file his report shall cause him to forfeit $25 and to make good all losses resulting from such failure by suit brought on his official bond.

The treasurer shall hold all moneys belonging to the district, and pay out the same on the order of the president, countersigned by the secretary, and shall keep a correct account of all expenses and receipts in a book provided for that purpose.

Subdirectors.—At the regular meeting of the board of directors of district townships in September, 1892, the board of directors shall specify what subdistricts, at the subdistrict election following in March, shall elect subdirectors for one year, two years, or three years respectively, making the three classes as nearly equal as possible. Thereafter subdirectors shall be elected and hold office for three years. Should a subdirector fail to qualify, the board of directors shall fill the office by appointment. Under such restrictions as the board of directors may prescribe, the subdirector shall negotiate and make in his subdistrict all necessary contracts for providing fuel for schools, employing teachers, repairing and furnishing schoolhouses, and for making all other provisions necessary for the convenience and prosperity of the schools within his subdistrict, and he shall have control of the schoolhouse, unless otherwise ordered by a vote of the district township meeting; but all contracts shall be approved by the president and reported to the board, which shall be responsible. He shall prepare a list of the names of heads of families in his subdistrict, together with the number of children between the ages of 5 and 21 years, by sex, and report the latter fact to the secretary of the district board. With the concurrence of the president of the board of directors he may dismiss any pupil from the schools in his subdistrict for gross immorality or persistent violation of the regulations of the schools. He shall visit the schools of his subdistrict at least twice during each term.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be employed to teach a common school, which is to receive its share in the distribution of the school fund, unless he shall have a certificate of qualification signed by the county superintendent of the county or other authorized person, and a person teaching without a certificate shall have no valid claim to compensation during the time he teaches without such certificate. All contracts with teachers shall be in writing, specifying the length of time in weeks the school is to be taught, the compensation, and such other matters as may be agreed on, and shall be signed by the subdirector or secretary of the district board of directors and the teacher, and be approved and filed with the president before the teacher enters upon duty.

Candidates for State certificates shall be examined upon the following branches: Orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa, and didactics; and candidates for State diplomas shall, in addition thereto, pass in geometry, trigonometery, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, and general history, and such other branches as the board of examiners may require. A state certificate shall authorize the person to whom it is issued to teach in any public school of the State for the term of five years from the date of its issue, and a State diploma shall be valid for the life of the person to whom issued; but both are revocable by the board of examiners for cause shown by a county superintendent. The fee for each State certificate shall be $3 and for the State diploma $5, the fees so received to be paid into the State treasury: *Provided*, That should the applicant fail one-half the fee shall be returned. On the last Saturday in each month the county superintendent shall meet all persons desirous of passing an examination as to their ability to teach orthography, reading, writing, arithmetic, geography, English grammar, physiology, and history of the United States. Persons desiring to teach only music, drawing, penmanship, bookkeeping, German, or other language, shall not be required to stand an examination for other than their specialty, nor shall they be permitted to teach branches upon which they have not been examined. If the examination is satisfactory, and the superintendent is satisfied that the respective applicants possess a good moral character and the essential qualifications for governing and instructing youth, he shall give them a certificate to that effect for not longer than one year. Any school officer or other

person shall be permitted to be present at the examination, and the superintendent shall make a record of the name, residence, age, and date of examination of all persons so examined, distinguishing between those to whom certificates were given and those rejected. The certificate given by any county superintendent is revocable for cause.

The teacher shall keep a correct daily register of the school, which shall exhibit the number or other designation thereof, the date, name, age, and attendance of each pupil, and the branches taught. When scholars reside in different districts, a register shall be kept for each district. The teacher shall, after the close of the school, immediately file in the office of the secretary of the board of directors a certified copy of the register. Incompetent teachers may be discharged by the board of directors at a regular meeting after defense.

Preliminary training.—A school for the special instruction and training of teachers for the common schools of this State is established at Cedar Falls. It shall be under the management and control of a board of directors, consisting of six members, no two of whom shall be from the same county, and the superintendent of public instruction shall be ex officio a member of said board and president thereof. The members shall be elected for six years, two to retire biennially; vacancies to be filled by the governor. No member shall be a teacher in the school nor receive any compensation other than his actual expenditures. The board shall employ competent teachers, shall control all State property for the use of the school and direct the expenditures, make rules and regulations for the government and admission to the school. Pupils shall be required to sign a statement of their intention to follow the business of teaching in the schools of the State. The board shall make all possible and necessary arrangements with the means at their disposal for the boarding and lodging of pupils, but the pupils shall pay the cost of the same as well as a contingent fee of not more than $1 a month, and they may be charged a tuition fee of $6 a term if it is necessary to support the school. The term shall not be shorter than twenty-six weeks. At the close of the year the board of trustees shall make a detailed report to the governor, showing the number of teachers employed in the school, their compensation, the number of pupils classified, an itemized account of the receipts and expenditures, and such information and recommendations as they may deem expedient.

The State University shall include a collegiate, scientific, normal, law, and such other departments, with such courses of instruction and elective studies as the board of regents may determine, and the board shall have authority to confer such degrees and grant such diplomas and other marks of distinction as are usually granted by other universities.

Meetings.—Whenever reasonable assurance shall be given by the county superintendent to the State superintendent of public instruction that not fewer than 20 teachers desire to assemble for the purpose of holding a teachers' institute, to remain in session for not fewer than six working days, he shall appoint the time and place of said meeting and give due notice to the county superintendent, and for the purpose of defraying the expenses of said institute $50 shall be appropriated annually from any moneys in the State treasury for one such institute in each county, to be expended by the county superintendent.

The county superintendent shall hold annually a normal institute for the instruction of teachers and of those who may desire to teach, and, with the concurrence of the superintendent of public instruction, procure such assistance as may be necessary to conduct the same, at such times as the schools in the county are generally closed. To defray the expenses of said institute he shall require the payment of a registration fee of $1 from each person attending the normal institute, and shall also require the payment in all cases of $1 from every applicant for a certificate, which he shall transmit to the county treasurer, to form, with the State appropriation for institutes, the institute fund. The board of supervisors may appropriate such additional sum as may be necessary for the further support of the institute. During the time of holding a teachers' institute in any county any school that may be in session shall be closed, and all teachers and persons desiring a teacher's certificate shall attend such institute or present to the county superintendent satisfactory reasons for not so attending before receiving such certificate.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—In each subdistrict there shall be taught one or more schools for the instruction of youth between the ages of 5 and 21 years for at least 24 weeks of 5 school days each, unless the county superintendent is satisfied that there is good cause for failure to comply with the law. Any person who was in the military service of the United States during his minority may be admitted to the schools on the same terms as youth 5 to 21 years. The majority of the board in independent dis-

tricts shall have power, with the concurrence of the board of directors, to dismiss or suspend pupils for cause.

Character of instruction.—The district township meeting shall have the power to determine what additional branches shall be taught in the schools of the district or to delegate the power to the board of directors, and may direct that German or other language shall be taught as a branch in one or more of the schools to pupils whose parents or guardians may so desire, provided that all other branches shall be taught in the English language. [With their power to establish and maintain graded schools all boards are invested with authority to prescribe a course of study in all branches taught.] The Bible shall not be excluded from any school or institution, but no pupil shall be required to read it contrary to the wishes of his parent or guardian.

Text-books.—The board of directors of each district, township, and independent district is authorized to adopt text-books for the teaching of all branches authorized to be taught in the public schools and to contract for and buy such books and all other necessary supplies from the contingent fund, and the board shall annually certify to the board of supervisors the additional amount necessary to levy for the contingent fund, not to exceed in any one year the sum of $1 for each pupil residing in the district, township, or independent school district, but the district shall contract no debt for that purpose. In the purchase of text-books it shall be the duty of the board of directors or the county board of education to take into consideration the books then in use in the respective districts, and they may buy such additional number of text-books as may from time to time become necessary to supply their schools, and they may arrange on equitable terms for exchange of books in use for new books adopted. If at any time the publishers of such books as have been adopted shall neglect or refuse to furnish them at lowest price furnished any other district or State board or were furnished in 1889, then the board of directors or county board of education shall bring suit upon the publishers' bond. Before purchasing text-books under the provisions of this act the board of directors or county board of education shall advertise, by publishing a notice for three consecutive weeks in one or more newspapers published in the county, stating the time up to which bids shall be received, the classes and grades for which text-books and other necessary supplies are to be bought, and the approximate quantity needed; and the board shall award the contract for the text-books and supplies to any responsible bidder or bidders offering suitable text-books and supplies at the lowest prices, taking into consideration the quality of material used, illustrations, binding, and all other things that go to make up a desirable text-book, and may, to the end that they may be fully advised, consult the county superintendent, or, in the case of city independent districts, with city superintendent or other competent persons, with reference to the selection of text-books. It shall be unlawful for any board of directors or county board of education to displace, except as provided for above, or change any text-book that has been regularly introduced before the expiration of five years, unless authorized to do so by a majority of the electors present and voting at their regular annual meeting, due notice having been given. Any person desiring to furnish books or supplies to the county shall deposit in the office of the county auditor samples of all text-books included in his bid, accompanied with lists giving the lowest wholesale and contract price for the same, and every successful bidder shall enter into sufficient bond and sureties for the performance of his contract.

Whenever a petition shall be signed by one-half of the school directors in a county, and the same shall be filed in the office of the county superintendent at least thirty days before the annual school elections in March, asking for uniformity of text-books in the county, then the county superintendent shall notify the county auditor and board of supervisors in writing, and the county board of education, to be composed of the county auditor, the superintendent, and supervisors, shall convene and arrange for a vote by the electors upon the question. Should a majority of the electors voting at such election favor a uniform series of text-books for use in the county, the county board of education shall select the text-books for the entire county and contract for the same, and the public schools of the county shall use the books so selected. The board may arrange for depositories, and may pay for the books from the county funds and sell them to the school districts at the same price, the proceeds to be returned to the county fund by the board of education monthly. But the above provisions regarding uniformity shall not apply to schools located within cities or towns, nor shall the electors of cities or towns vote upon the question of county uniformity, but they may vote to buy the books adopted at the prices fixed by the county board of education.

The district board of directors may use any unappropriated contingent fund in the treasury to purchase records, dictionaries, maps, charts, and apparatus for the use of the schools of their districts, but shall contract no debts for this purpose.

Buildings.—The school buildings and their appurtenances are under the charge of the subdirector and their construction and the purchase of their sites under that of the district board. All schoolhouses erected or repaired at a cost exceeding $300

shall be erected or repaired by contract, after advertisement in a newspaper of the county or one published nearest its boundaries if none there be published in the county.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The educational and school funds and lands shall be under the control and management of the general assembly of this State, and the money subject to the support and maintenance of common schools shall be distributed to the districts in proportion to the number of youths between the ages of 5 and 21 years in such manner as may be provided by the general assembly.

The university lands and the proceeds thereof, and all moneys belonging to said fund, shall be a permanent fund, for the sole use of the State University. The interest arising from the same shall be annually appropriated for the support and benefit of said university. The general assembly shall take measures for the protection, improvement, or other disposition of such lands as have been or may hereafter be reserved or granted by the United States or any person or persons to this State for the use of the university, and the funds accruing from the rents or sale of such lands or from any other source for the purpose aforesaid shall be and remain a permanent fund, the interest of which shall be applied to the support of the university, for the promotion of literature, the arts and sciences, as may be authorized by the terms of such grant. And it shall be the duty of the general assembly, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said university.

The proceeds of all lands that have been granted by the United States for the support of schools which shall hereafter (1857) be sold or disposed of, and the 500,000 acres of land granted to the new States under an act of Congress distributing the proceeds of the public lands among the several States of the Union, approved in the year of our Lord 1841, and all estates of persons who may have died without leaving a will or heir, and also such per cent as may have been granted by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all rents of the unsold lands and such other means as the general assembly may provide, shall be inviolably appropriated to the support of common schools throughout the State.

The money which may have been or shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, shall be exclusively applied, in the several counties in which such money is paid or fine collected, among the several school districts of said counties in proportion to the number of youths subject to enumeration in such districts to the support of common schools or the establishment of libraries, as the board of education shall from time to time provide.

The financial agents of school funds shall be the same that by law receive and control the State and county revenue for other civil purposes, under such regulations as may be provided by law.

Taxation.—The board of directors shall, at their regular meeting in March or at a special meeting for the purpose before the first Monday in May, estimate the amount required for the contingent fund, not to exceed $5 a pupil, and also such sum as may be required for the teachers' fund in addition to the amount received from the semiannual apportionment of the income of the State fund, together not to exceed $15 a pupil residing in the district, and shall cause the secretary to certify the same, together with the amount voted for schoolhouse purposes, not to exceed 1 mill on the dollar, within five days thereafter to the board of supervisors, who shall levy the per centum upon the property of the district township, which shall be collected and paid over as are other district taxes; and they shall apportion any tax voted by the district township meeting for schoolhouse fund among the several subdistricts in a just and equitable manner, taking as the basis of such apportionment the respective amounts previously levied upon the subdistricts; but if the electors of a subdistrict have increased the sum for schoolhouses above that voted by the district township at its meeting, the county supervisors shall levy such excess on the subdistrict asking it, provided that not more than 15 mills on the dollar shall be levied on the taxable property of any subdistrict during any year for schoolhouse purposes. The board of supervisors shall also at the same time levy a tax for the support of schools within the county of not less than 1 nor more than 3 mills on the dollar on all property in the county, receivable only in cash.

MISSOURI.

1. Organization of the System.

State board of education.—State superintendent of public schools.—State school-book commission.—County commissioner of public schools.—County school superintendent.—County institute board of examiners.—District directors.—City, town, and village directors.

State board of education.—The State superintendent, the governor, secretary of state, and attorney-general shall form the State board of education, which shall have general supervision over the entire educational interests of the State. The board of education shall report to the general assembly concerning their proceedings.

State superintendent of public schools.—There shall be elected by the qualified voters of this State at the general election every four years a State superintendent of public schools, who shall give bond with sureties in the sum of $10,000. He shall reside and keep the records and other accumulations of his office at the seat of government in an office furnished by the State, where he shall be found when not called thence by public business. He shall exercise such supervision over the educational funds of the State as may be necessary to secure their safety and correct application and distribution according to law; shall require of county clerks or treasurers, boards of education or other school officers, recorders and treasurers of cities, towns, and villages copies of all records by them required to be made, and also such other information in relation to the funds and condition of schools and the management thereof as may be deemed important; and he shall cause copies of the law and instructions to be printed and distributed, as well as all blanks that may be necessary. He shall examine teachers and grant certificates of qualifications to those who pass a satisfactory examination, but the applicant shall not be charged a fee. He may employ a chief clerk at a salary of $1,500; shall make an annual report to the general assembly when in session and on the following year to the governor, in which he shall present a statement of the condition and amount of all funds and property appropriated to purposes of education, the number of schools in the State, the number and sex of pupils attending the schools, the branches taught, the number of teachers employed, the average amount of wages paid to teachers, the number of teachers' institutes formed and their condition, the number of teachers engaged in teaching within the State who have been trained for not fewer than six months in either of the State normal schools, the estimates and accounts of the expenditures of public school funds of every description, plans for the improvement and management of public schools, and such other matter as he may deem important; but no such report shall exceed 200 pages of printed matter of ordinary book form. He shall annually spend at least five days in each Congressional district conferring with the board of education and other school officers, counseling teachers, visiting schools, and delivering lectures. All reasonable sums expended by him in the execution of his duties shall be allowed him on due proof.

State school-book commission.—(See under Schools, Text-books.)

County commissioner of public schools.—There shall be elected every two years a county commissioner of public schools who shall be at least 21 years of age, a resident of the county for at least one year prior to his election, and shall hold a first-grade county, normal, or State certificate entitling him to teach in the public schools of such county. The county commissioner shall examine all persons applying for certificates to teach and grant them to those qualified. He shall condense and forward to the State superintendent the educational statistics of the county, and see that the local authorities are supplied with copies of the school law and blanks. He shall receive for making his reports and perfecting the record of his office in counties of fewer than 10,000 inhabitants $20, in counties containing 10,000 to 15,000 $30, of 15,000 to 20,000 $35, and of 20,000 or more $40.

County school superintendent.—Whenever the inhabitants of any county in this State may desire to establish county-school supervision in and for the county the matter may be accomplished by 100 freeholders petitioning county court for the same, and the court shall order an election. The county superintendent shall give bond, with sureties in double the amount of his salary, shall keep his office and its records, etc., at the county seat, where a room shall be provided for him, with stationery, postage, etc. He shall have general supervision over all the schools of his county, except in cities having more than 1,000 children and organized as a city school district, and shall perform all the duties now required by the county commissioner and receive like compensation therefor. He shall visit each school district in his county as often

as practicable, examining the records, the character of instruction, and the condition of school property and shall (privately) advise the teacher in matters calling therefor, shall consult with the district clerks and examine their accounts, shall organize a county institute, shall hold public meetings in each principal township in the county annually for the purpose of discussing educational questions of all kinds, shall formulate a course of study and a plan for grading the schools of his county, and require the same to be observed as nearly as practicable. His compensation shall be on the following scheme: In counties wherein the number of children of school age is less than 2,000, he shall receive $200; where the number is from 2,000 to 3,000, he shall receive $300; from 3,000 to 4,000, he shall receive $400; from 4,000 to 5,000, he shall receive $500; from 5,000 to 6,000, he shall receive $600; from 6,000 to 7,000, he shall receive $700; from 7,000 to 8,000, he shall receive $800; from 8,000 to 9,000, he shall receive $900; and for 9,000 or more, he shall receive $1,000.

County institute board of examiners.—(See Teachers, Meetings.)

District school directors.—Each county is divided into districts, which may be modified by the voters of the locality interested. The qualified voters at the annual school meeting, when not otherwise provided, shall have power by a majority to choose by ballot one director, who shall hold his office for the term of three years; to fill vacancies caused by his death, resignation, removal, or change of residence; to determine the length of school term in excess of six months that the schools shall be taught; to determine the rate of taxation, if any; to vote such sum as may be deemed necessary for the purchase of books for a district library; to direct the sale of any school property; to vote for the county commissioner; to determine the amount to be levied to procure schoolhouse and site and its location.

The government and control of the district shall be vested in a board of directors, composed of three members, who shall be citizens of the United States, resident taxpayers for one year, and qualified voters of the district. The directors shall be elected by the voters and shall hold for the term of three years, one retiring annually; vacancies are to be filled by the other members, but if they fail to agree or there is more than one vacancy, the county commissioner shall fill the vacancy or vacancies. The board shall have the care and keeping of the schoolhouse and other property. It shall furnish maps, globes, and other necessary apparatus, shall regulate the organization and government of the schools, shall have power at a meeting to contract with legally qualified teachers, shall visit the schools, may remove the district clerk for dereliction of duty, shall annually take an accurate census of persons 6 to 20 years of age by race and sex, with the full name and post-office address of parent on penalty of $100 for falsification, shall annually estimate the amount of funds necessary to sustain the schools for the time required by law or by the district, together with the amount required for building and other expenses.

City, town, and village schools.—Any city, town, or village having filed a plat in the recorder's office may be organized into a school district, to be governed by the same general laws as other school districts, and every city, town, or village which has been organized under any law of this State as a board of education shall be styled the school district of such city, town, or village. Whenever it is desired to become a city, town, or village district the question shall be submitted to the voters, and if the vote is affirmative, six directors shall be elected, each for three years after the first election, two to retire annually.

The school board of any city having more than 50,000 inhabitants may relieve itself of the duty of enumeration for four consecutive years by passing a resolution each year adopting the last enumeration.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Text-books.

Appointment, qualifications, and duties.—The board of directors shall contract with persons holding a teacher's certificate in full force for the time for which the contract is made; but the board shall not appoint one of its members as teacher nor shall a teacher serve as clerk. No person shall be granted a certificate to teach in any of the public schools who is not of good moral character, and qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, history of the United States, civil government, theory and practice, and physiology and hygiene with special reference to the effects of alcoholic drinks and stimulants and narcotics generally upon the human system. Any teacher who shall enter a public school in this State to teach, govern, or discipline the same without being legally authorized shall be punished by a fine of not more than $100, as also any director indorsing or encouraging the unlawful act.

It shall be the duty of the county commissioner to examine all persons presenting

themselves for examination, and, if found qualified, to grant them certificates good in the county. Persons applying for examination shall pay $1.50. The county certificates shall be of two grades. The second grade shall contain all the branches enumerated above and shall entitle to teach one year; the first grade shall contain in addition to the branches required for a second-grade certificate etymology, algebra, zoology, rhetoric, botany, geometry, physics, and literature, and shall entitle to teach for two years. The applicant must obtain a general average of 80 per cent and not less than 60 in any one branch. The examination must be in writing. Each county superintendent shall hold one public examination each month at the county seat and shall be guided by the instructions of the State superintendent in the examination, grading, and licensing of teachers. The State superintendent may examine teachers and grant certificates of qualifications to those who pass a satisfactory examination, which are good anywhere in the State until revoked.

[For certificate granted by county institute board see Meeting, below.]

It shall be the duty of every teacher to keep a daily register and make monthly and term reports to the district clerk, giving the number of pupils in attendance during the month by sex, the average attendance, and such other statistics as the directors by order may require, and no warrant shall be ordered by the board for the month's salary until such reports have been filed when due. Every teacher shall attend the teachers' county institute as far as possible.

Preliminary training.—The following provisions shall apply to the normal departments of the University of Missouri and Lincoln Institute (for colored persons), as well as to the State normal schools proper: .

The normal diploma conferred upon pupils who have completed the "advanced course" shall entitle the holder thereof to teach in any county in the State, without further examination, until revoked for cause. The normal certificate, granted upon completing the "elementary course," shall bear the names of the branches of study completed and the grade obtained in each, and shall entitle the holder to teach the branches named in the certificate for a period of two years.

Meetings.—There shall be held in each county, in May, June, July, or August of each year, a teachers' institute for a period not less than two weeks. The compensation of conductors and instructors shall be fixed by the county board, but no conductor shall receive from the county institute fund more than $37.50 a week, and no instructor more than $25 per week for services rendered. The county institute board of examiners shall consist of the county commissioner of each county and the conductors and instructors of the institute. The county commissioner for this service shall receive $10, and when he is not an instructor $30 additional.

The board of examiners are authorized to issue three grades of certificates. Teachers shall be granted a third-grade certificate, valid for one year, who are of good moral character, who shall pass a satisfactory examination with an average of 80 upon the first year's work outlined in the institute course of study and upon the following branches: Arithmetic, language lessons, English grammar, geography, spelling, reading, penmanship, United States history, civil government, and physiology and hygiene, with special reference to the effects of alcoholic stimulants and narcotics. A second-grade certificate, valid for two years, shall be granted to teachers of moral character who have passed upon the branches given above, and upon the first and second year's work outlined in the institute course of study, with an average of 85. A first-grade certificate, valid for three years, shall be granted to teachers of moral character and one year's experience who pass on the forementioned subjects, and upon the three years' work of the institute, with an average grade of 90. No applicant shall receive a certificate if failing to obtain 60 on any branch. The last three days of the institute shall be devoted to these examinations. If the county commissioner is the only conductor or instructor, he shall be the board, and he may examine any applicant who for good and sufficient reasons did not attend the examination, and if found qualified may grant a certificate good until the next teachers' institute. Any institute board may accept the certificate of another board, and after close of the institute the county commissioner may also indorse certificates issued by the board of examiners of another county. For the formation of a county institute fund, each teacher shall pay to the county treasurer, on or before the opening of the institute each year, the sum of $3.

The State board of education shall appoint a committee of six, one of whom shall be the State superintendent, to prepare a course of study for teachers' institutes. The committee shall prepare a three-year's course in the branches to be taught in said institutes—arithmetic, language lessons, English grammar, geography, spelling, reading, penmanship, United States history, civil government, physiology and hygiene, methods, school management, and elementary mental science.

The State board is authorized to establish such teachers' institutes as may be necessary to train and license the colored teachers of the State.

These provisions for the examination of persons attending teachers' institutes do

not apply to cities having a population of 300,000 or more, nor to countries adopting county supervision.

[The public school board or boards of directors of cities having a population of 300,000 or more, have power to create a public school teachers' and administrative and clerical employees' pension and retirement fund, to constitute which the board may set apart an amount not exceeding 1 per cent of salaries of those who elect to participate, donations, and all other methods of increment coming into their hands for the purpose. Act of 1895.]

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Separate free schools shall be established for the education of children of African descent, and it shall be unlawful in the public schools for any colored child to attend a school for whites or for a white child to attend a school for colored children. When there are within any school district in this State 15 or more colored children of school age, the district board shall maintain a separate free school for such colored children, and the length of the school term for the colored school and their advantages and privileges shall be the same as those enjoyed by white children in schools of corresponding grade. The board shall in all cases conduct, manage, and control the school as other schools of the district are conducted, managed, and controlled; and all indebtedness incurred by the board in providing suitable buildings, employing teachers, and maintaining schools shall be paid out of the appropriate funds of the district. The board shall provide a suitable building and furnish the same, using the credit of the building or incidental funds of the district; but should the average daily attendance of colored children for any one school month be less than 8 then the board may discontinue the school for not more than six months at any one time.

In school districts the annual meeting shall determine by ballot the length of school term for children 6 to 20 years of age in excess of six months that the public schools of the district shall be maintained for the next scholastic year. The district board is required to continue the public schools for six months in each scholastic year Should any board fail to comply with these provisions, the district shall be deprived of any part of the public-school moneys for the ensuing year. In city, town, and village, schools shall continue for not fewer than seven nor more than ten months when it will not increase the estimated expenditure to an amount exceeding 40 cents on the dollar.

Character of instruction.—The school board shall have power to make all needful rules and regulations for organization, grading, and government. In counties having a county superintendent, that officer shall formulate a course of study and a plan for grading the schools of his county, and forward a copy thereof to each district clerk and to each teacher, and require the same to be followed as nearly as practicable. When the demands of the city, town, or village district require more than one public-school building, the board shall, as soon as sufficient funds have been provided, establish an adequate number of primary or ward schools, corresponding in grade to those of other public-school districts, and for this purpose the board shall divide the district into school wards and fix the boundaries thereof, and erect a suitable school building thereon and furnish the same. The board may also establish a school of higher grade in which other studies than orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, history of the United States, civil government, and temperance physiology and hygiene may be taught. All text-books [and instruction] shall be in English.

Text-books.—The governor shall appoint a commission of four persons, citizens of the State, chosen with special reference to their literary and business qualifications, as well as practical knowledge of the public-school system of the State, the State superintendent being ex officio a member. The school-book commission thus formed shall advertise for the lowest and best bids from all reliable publishing houses in the United States. If any bids be satisfactory to the commission, it shall select the cheapest and best course of text-books offered on the following subjects: Chart, reading, spelling, English grammar, arithmetic, geography, history, civil government, physiology, and penmanship, all of which shall be printed in the English language. The bidders shall give two prices, the contract price and the mailing price. No text-books upon the subjects name above shall be used in the public schools other than those selected by the commission, except in cities or districts containing over 100,000 inhabitants. Each successful bidder shall establish a depot in every city of 10,000 inhabitants or more, and any book dealer or merchant who shall file with the school commission of his county an application for an agency to buy for retail only the books contracted for, and agreeing therein that in consideration of

such agency he will not sell to any resident of this State any such books at a higher price than 10 per cent above the contract price thereof, shall be given authority by the commission to act as agent; but any resident of the State may purchase for his own use from the publisher.

Should any of the bids, or any considerable part thereof, be rejected by the commission, they shall compile, or cause to be compiled, a full series of text-books, or any part thereof, and shall let the contract for publishing and furnishing the same in sufficient quantities for the use of the common schools to the lowest and best bidder.

Buildings.—The annual meeting of the district fixes the location of the schoolhouse in new districts, and for the purpose of erecting schoolhouses and furnishing them the board of directors of cities, towns, or school districts are authorized to borrow money and issue bonds if directed by their constituents. The board of directors shall have the care and keeping of the schoolhouse and other property belonging to the district, and shall provide the necessary globes, etc., keep the building in good repair, and supplied with fuel, etc. The schoolhouse may be used for religious or agricultural, educational, or labor meetings if ordered by the voters. Every person who shall willfully injure or destroy any building used as a schoolhouse or for other educational purposes, or any furniture, fixtures, or apparatus thereto belonging, or who shall deface, mar, or disfigure the building or any of its appurtenances, shall be fined a sum double the damage done, and $10 to $50 for any pasting, painting, or cutting upon the building.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all lands that have been or hereafter may be granted by the United States to the State and not otherwise appropriated by the State or United States; also all moneys, stocks, bonds, lands, and other property now belonging to any State fund for education; the net proceeds of the State tobacco warehouse; also the net proceeds of all sales of lands and other property and effects that may accrue to the State by escheats from unclaimed dividends and distributive shares of the estates of diseased persons; also any proceeds of the sales of the public lands which may have been or hereafter may be paid over to the State (if Congress consent); also other grants, devises, or gifts that may be or may have been given to the State and not otherwise appropriated by the State or the terms of the grant, devise, or gift, shall be paid into the State treasury and securely invested and sacredly preserved as a public-school fund, the annual income of which, together with 25 per cent of the ordinary revenue of the State, shall be faithfully appropriated for establishing and maintaining the free public schools. The State superintendent of public schools shall annually apportion the public-school fund among the different counties upon the enumeration of persons 6 to 20 years of age, from the treasuries of which it shall be apportioned to the districts, towns, or cities which have made the enumeration required by law.

The county fund shall consist of all stocks, bonds, etc., known as such fund, and of the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal or military laws of the State as well as exemptions from military duty, the income of which shall be appropriated to the support of the public schools.

The proceeds of the sixteenth section or other land selected in lieu thereof, the interest of such proceeds, the rents and profits of such lands, and all the public-school moneys which shall be apportioned to any unorganized township arising from dividends and profits of the public-school fund, shall constitute a township school fund, which shall be under the care and management of the county court.

Taxation.—For school purposes in districts the annual rate of taxation on property shall not exceed 40 cents on the $100 valuation; but in cities and towns the rate may be increased to an amount not to exceed $1 on the $100 of valuation, and in other districts to an amount not to exceed 65 cents on the $100 valuation, if a majority of the voters assent at an election held to decide the question. For the purpose of erecting public buildings in counties, cities, or school districts, the rates of taxation above limited may be increased when the rate of such increase and the purpose for which it is intended shall have been submitted to a vote of the people and two-thirds of the qualified voters of such county, city, or school district shall vote therefor.

NORTH DAKOTA.

1. Organization of the System.

State superintendent of public instruction.—Board of university and school lands.—County superintendent of schools.—District school board.—City board of education.

State superintendent of public instruction.—There shall be chosen by the qualified electors of the State at the times and places of choosing members of the legislative assembly a superintendent of public instruction, who shall have attained the age of 25 years, and shall have the qualifications of a State elector, and be the holder of a State certificate of the highest grade issued in some State, or be a graduate of some reputable university, college, or normal school. He shall hold his office at the seat of government for the term of two years from the first Monday in January following his election and until his successor is elected and qualified. Before entering upon his duties he shall give a bond in the penal sum of $5,000, with not fewer than two sureties. He shall preserve all the matter accumulated by virtue of his office and turn it over to his successor; shall have the general supervision of the schools, and shall be a member of the board of university and school lands and of the normal-school boards of the State. He shall furnish the necessary blanks and registers and lists of publications approved by him as suitable for district libraries, shall prepare questions to be used in examinations for teachers' certificates, prescribe rules for conducting such examinations, and issue certificates; shall prescribe a course of study for the State and the State normal schools, and the course of study, training, and practice of the professional department of schools designated and supported wholly or in part by the State; shall prescribe rules for the holding of teachers' institutes and assist thereat; shall print the school laws at least once in two years, meet the county superintendents of each judicial district or of two or more districts combined; shall make a biennial report to assembly through the governor, showing—

First, the number of school districts, schools, teachers employed, and pupils taught therein, and the attendance of pupils and studies pursued by them; second, the financial condition of the schools, their receipts and expenditures, value of schoolhouses and property, cost of tuition and wages of teachers; third, the condition, educational and financial, of the normal and higher institutions connected with the school system of the State, and, as far as it can be ascertained, of the private schools, academies, and colleges of the State; fourth, such general matters, information, and recommendations relating to the educational interests of the State as he may deem important.

Two thousand five hundred copies of his report shall be printed and distributed. In addition to his salary he shall receive not more than $600 in any year for traveling expenses.

Board of university and school lands.—See under Finances, Funds.

County superintendent of schools.—There shall be elected in each county a county superintendent of schools, to serve for two years, who shall give bond with surety to the amount of $500. No one is eligible to the office unless he or she holds a certificate of the highest county grade or its equivalent.

The county superintendent shall have the general superintendence of the public schools in his county, except those in cities, which are organized under special law. He shall visit every public school under his supervision within the county at least once each official year, and oftener, if he shall deem it necessary to increase its usefulness. He shall at such visit carefully observe the character and methods of instruction and the condition of the school, and shall advise the teacher and note in writing his proficiency. He shall carry into effect all instructions of the State superintendent given within his authority. He shall distribute to the proper officers and to teachers all blanks furnished him by the State superintendent and needed by such officers and teachers. He may arrange for meeting with school officers at designated times and places, due notice of which has been given, for the purpose of inspecting the district records and instructing in the manner of keeping the same and of preparing the reports of district officers. He shall visit the officers of the several school districts as often as may be necessary to secure the correct keeping of the records. He shall prepare for and furnish to each assessor a correct sectional map showing the boundaries of school districts, shall decide cases of controversy with appeal to State superintendent, and make an annual report upon such matters as the State superintendent may require. He may appoint a deputy, and is entitled to an office and postage.

The salary of the county superintendent shall be as follows: In each county having one school and not over five, $100; six schools and not over ten, $200; eleven schools and not over fifteen, $300; sixteen schools and not over twenty, $400; twenty-

one schools and not over twenty-five, $500; twenty-six schools and not over thirty, $600; thirty-one schools and not over thirty-five, $700; thirty-six schools and not over forty, $800; forty-one schools and not over fifty, $900; and for each additional ten schools or major fraction thereof, $100 additional: *Provided*, That in computing the salary of the county superintendent no school or separate department in graded schools, shall be included unless the same shall have been taught at least three months during the preceding year; but the compensation shall not exceed $1,500 in any county. In addition thereto he shall receive 7 cents a mile for the distance actually and necessarily traveled by him in the discharge of his duties, he shall, at the end of every three months, make and furnish to the county commissioners an itemized statement of the distance so traveled, which shall be audited by and ordered paid by the board of county commissioners out of the county general fund monthly, upon the warrant of the county. In every county which shall be organized for school purposes after the passage of this act the county superintendent shall be paid a salary at the rate of $100 a year until the first Monday in October next following his election, after which his salary shall be fixed as provided for in this paragraph.

District board of trustees.—Each civil township in every county not organized for school purposes under the district system is constituted a distinct school corporation, and when hereafter any civil township shall be organized it shall be a distinct school corporation, except as otherwise provided. There shall be elected at large in each school district three school directors and a school treasurer, the directors to serve for three years, one retiring annually, and the treasurer for two years. The three directors shall constitute the district school board. The board shall have the general charge, direction, and management of the schools, and the care, custody, and control of school property. It shall establish or discontinue schools, employ teachers, may introduce branches in the schools other than those prescribed by law, subject to the approval of the county superintendent; may levy tax, and may permit the use of the schoolhouse for purposes other than instruction when not occupied for school purposes. The board shall determine the length of time schools shall be kept beyond the four months required by law, and may establish high schools, if the voters sanction it. The board shall cause the clerk to take the school census annually, including all unmarried persons 6 to 20. All reports and records of school officers and proceedings of school meetings shall be kept in the English language.

City board of education.—Any city organized for school purposes under special laws and provided with a board of education may become incorporated as an independent school district by vote of the electors. The board of education of an independent district shall consist of one member from each ward in the city, and when the city is divided into an even number of wards then the city shall elect one member of said board at large; members shall hold their office for the terms of two years. The electors in each ward in said city shall elect one member of said board, and the electors of the said city each shall elect one member of said board at large. The wards having even numbers shall hold their election in each year ending with an even number, and the wards having odd numbers shall hold their election in the years ending with odd numbers. The member at large shall be elected biennially in the even-numbered years.

The board shall levy from time to time by tax such sums as may be determined by it to be necessary and proper for any of the following purposes:

First. To purchase, exchange, lease or improve sites for schoolhouses.

Second. To build, purchase, lease, enlarge, alter, improve, and repair schoolhouses and their outhouses and appurtenances.

Third. To purchase, exchange, improve and repair school apparatus, books, furniture, and appendages.

Fourth. To procure fuel and defray the contingent expenses of the board, including he expenses of the secretary.

t Fifth. To pay teachers' wages after the application of public moneys which may be by law appropriated and provided for that purpose.

In cities not organized as independent districts there shall be a board of seven members, who shall be elected by the electors at large.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be employed as a teacher or permitted to teach in any public school who is not, when so employed, 18 years of age and the holder of a valid teacher's certificate. Every contract made by the district board with a person who is qualified to teach must be in writing, and the salaries of teachers shall be graded according to the grades of their certificates.

The State superintendent shall prepare or cause to be prepared all questions for the examination of applicants for teachers' certificates, both county or State, and shall prescribe rules for conducting all examinations. He shall issue a State certificate to be valid for life, and to be known as a professional certificate. Such certificates shall be issued to those having a good moral character, who have passed a thorough examination in all the branches included in the courses of study prescribed for the common and high schools of the State, and shall entitle the holder to teach in any common or high school. Any person who is a graduate of the four years' normal course in the State University of North Dakota and has had three years successful experience as a teacher may be granted such professional certificate without further examination: *Provided*, That if the holder of a professional certificate shall at any time cease to teach or to be engaged in other active educational work for the space of three years he shall be liable to a reexamination and to the cancellation of his certificate, subject to the rules to be prescribed by the State superintendent.

The State superintendent shall issue a "normal certificate," to be valid in any school in the State for a term of five years unless sooner revoked. Such certificate shall be issued only to those persons of good moral character who have completed the prescribed course of study in one of the normal schools of the State or elsewhere in a normal school having an established reputation for thoroughness; but the State superintendent may examine any such applicant at his discretion. Such certificate shall not be granted unless the applicant shall have taught school successfully not less than two years: *Provided*, That any person who is a graduate of the four years' normal course in the State University of North Dakota, and who has had one year's successful experience as a teacher, may be granted such normal certificate without further examination: *Provided further*, That no State certificate shall hereafter be issued by any normal school in the State. The State superintendent shall require a fee of $5 from each applicant for a professional or normal certificate, which fee shall be used by him to aid in the establishment and maintenance of teachers' reading circles in the State. He shall revoke at any time any certificate issued in the State for any cause which would have been sufficient ground for refusing to issue the same had the cause existed or been known at the time it was issued.

The county superintendent shall hold public examination of all persons over 18 years of age offering themselves as candidates for teachers' common schools at the most suitable places in the county on the second Friday in January, March, May, July, September, and November of each year, and, when necessary, such examination may be continued on the following day, at which times he shall examine them by a series of written or printed questions, according to the rules prescribed by the State superintendent. If from the percentage of correct answers required by the rules and other evidence disclosed by the examination, including particularly the superintendent's knowledge and information of the candidate's successful experience, if any, the applicant is found to be a person of good moral character, to possess a knowledge and understanding, together with aptness to teach and govern, which will enable such applicant to teach in the common schools of the State the various branches required by law, said superintendent shall grant to such applicant a certificate of qualification.

Such certificates shall be of three regular grades—the first grade for a term of three years, renewable; the second grade for a term of two years—and the third grade for one year, may not be issued more than twice to same person, according to the ratio of correct answers of each applicant and other evidence of qualification appearing from the examination. No certificate shall be granted unless the applicant shall be found proficient in and qualified to teach the following branches of a common English education: Reading, writing, orthography, language lessons, and English grammar, geography, United States history, arithmetic, and physiology and hygiene, and for a first and second grade can pass a satisfactory examination in theory and practice of teaching. In addition to the above, applicants for first-grade certificates, who must be 20 years of age and have taught twelve months, shall pass a satisfactory examination in civil government, physical geography, elements of natural philosophy, elements of psychology, elementary geometry, and algebra. The percentage required to pass any branch shall be prescribed by the State superintendent. In addition to these regular grades of certificates, the county superintendent may grant a permission to teach until the next regular examination to any person applying at any other time than at a regular examination who can show satisfactory reasons for failing to attend such examination, subject to rules and regulations to be prescribed by the State superintendent. Such permit shall not be granted more than once to any person. The written answers of all candidates for county certificates, after being duly examined by the county superintendent, shall be kept by him for the space of six months after such examinations, and any candidate thinking an injustice has been done him or her, by paying a fee of $2 into the institute fund of the county and notifying both county and State superintendents

of the same, shall have his or her papers reexamined by the State superintendent; the county superintendent shall, on receipt of such notice from said complaining candidate, transfer said papers to the State superintendent, who shall reexamine such answers, and, if such answers warrant it, shall instruct the county superintendent to issue to such complaining candidate a county certificate of the proper grade, and the county superintendent shall carry out such instructions. Certificates shall be valid in the county where issued, but a first grade may be indorsed by the county superintendent of another county.

Every applicant for a county certificate shall pay $1 to the county superintendent, to be used in support of the teachers' institute.

No teacher shall be entitled to or receive any compensation without a certificate in force to at least six weeks of the close of the term. Every teacher shall keep a school register, and at the close of each term make a school report in duplicate, one to be filed with the district clerk and one sent to the county superintendent, and no teacher shall be paid the last month's wages in any term until such term report shall be filed with and approved by the district clerk. The teacher shall give notice of the opening and probable date of closing school, and may suspend for not more than five days any pupil for cause, notifying the parent and authorities.

Preliminary training.—Two normal schools are created for the instruction of persons in the science and art of teaching public schools, one of which is endowed with 30,000 acres of land and the other with 50,000. The schools are each under a board of five trustees, who, together with the governor and State superintendent, form the board of directors of the State normal schools. The members of the board shall be appointed by the governor, with the consent of the senate, for four years. The board of directors shall adopt a course of study which shall embrace the academic and professional studies usually taught in normal schools. The board of trustees shall have care of the property of its own school, and shall name the instructors to the board of directors, who shall employ them and fix their salaries, but not their duties.

Meetings—The State superintendent shall prescribe rules for the holding of teachers' institutes, and after counseling and advising with county superintendents shall appoint conductors therefor. He shall also prescribe the course of instruction for institutes and reading circles. Acting under the instructions of the State superintendent, he shall convene the teachers of his county at least one Saturday in each month during which the public schools may be in progress, or, if the distance is too great, he may convene the teachers of two or more districts in each of the several portions of his county in county or district institutes or teachers' circles for normal instruction and the study of methods of teaching, organizing, and governing schools. Each teacher shall attend the full session of such institute or circle or forfeit one day's wages for each day's absence, unless distance or sickness prevents.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The district board shall determine and fix the length of time the schools in the district shall be taught in each year and when each term of school shall begin and end. It shall so arrange such terms as to accommodate and furnish school privileges equally and equitably to pupils of all ages: *Provided,* That every common school shall be kept in session for not less than four months in each school year; and in every district in which the number of persons of school age (6 to 20) is an average of 15 or more to the school, each school shall be kept in session for not less than six months in each school year: *Provided further,* That any school may be discontinued when the average attendance of pupils therein for ten consecutive days shall be less than 4, and all contracts between school boards and teachers shall contain a provision that no compensation shall be received by such teacher from the date of such discontinuance or when with the consent of a majority of the patrons of such school proper and convenient school facilities can be provided for the pupils therein in some other school.

If the majority of the patrons of any school averaging for its last term 12 or more pupils in daily attendance shall petition the board to continue such school for an additional time not exceeding nine months in any school year, the board shall continue such school for that length of time if there be funds in the treasury sufficient for that purpose.

Every parent, guardian, or other person having control of any child between 8 and 14 years of age shall be required to send such child to a public school in the district, city, town, or village in which he resides at least twelve weeks in each school year, six weeks of which shall be consecutive; and every parent, guardian, or other person having control of any deaf child or youth between 7 and 20 years of age shall

be required to send such child or youth to the School for the Deaf at the city of Devils Lake for at least eight months in each school year: *Provided*, That such parent, guardian, or other person having control of any child shall be excused from such duty by the school board of the district or the board of education of the city, town, or village whenever it shall be shown to their satisfaction, subject to appeal as provided by law, that one of the following reasons therefor exists, to wit:

First. That such child is taught for the same length of time in a private school approved by such board; but no school shall be approved by such board unless the branches usually taught in the public schools are taught in such school.

Second. That such child has already acquired the branches of learning taught in the public schools.

Third. That such child is in such a physical or mental condition (as declared by a competent physician, if required by the board) as to render such attendance inexpedient or impracticable. If no school be taught the requisite length of time within 2½ miles of the residence of such child by the nearest road such attendance shall not be enforced, but this provision shall not apply to deaf children in the State: *Provided further*, That the common schools provided for in this act shall be at all times equally free, open, and accessible to all children over 6 and under 20 years of age, residents of the school districts where they are held, or entitled to attend school under any special provisions of this act, subject to the regulations herein made and to such regulations as the several school boards and boards of education may prescribe equitably and justly and not in conflict with the provisions of law.

Any such parent, guardian, or other person failing to comply with the requirements of the foregoing section shall, upon conviction thereof, be deemed guilty of a misdemeanor, and shall be fined in a sum not less than $5 nor more than $20 for the first offense, nor less than $10 nor more than $50 for the second and every subsequent offense, with costs in each case.

It shall be the duty of the president of the board of education of any city, town, or village, or the president of the school board of any district to inquire into all cases of neglect of duty prescribed in these provisions, and ascertain from the person neglecting to perform such duty the reason, if any, and shall proceed to secure the prosecution of any offense occurring against the laws regarding compulsory attendance, and any such president neglecting to secure such prosecution for such offense within fifteen days after a written notice has been served by any taxpayer in a city, town, or village or district (unless such person so complained of shall be excused by the board of education) shall be liable to a fine of from $5 to $20.

No child between 8 and 14 years of age shall be employed in any mine, factory, or workshop, or mercantile establishment, or, except by his parents or guardian, in any other manner, during the hours when the public schools in the city, town, village, or district are in session, unless the person, firm, or corporation employing him shall first procure a certificate from the superintendent of the schools of the city, town, or village, if one be employed, otherwise from the clerk of the school board or board of education, stating that such child has attended school for the period of twelve weeks during the year, as required by law, or has been excused from attendance as provided in a foregoing section of this act; and it shall be the duty of such superintendent or clerk to furnish such certificate upon application of the parent, guardian, or other person having control of such child entitled to the same.

Every owner, superintendent, or overseer of any mine, factory, workshop, or mercantile establishment, and any other person who shall employ any child between 8 and 14 years of age, contrary to the provisions of this article, shall be deemed guilty of a misdemeanor, and for every such offense shall, upon conviction thereof, be fined not less than $20 nor more than $50 and costs. Every person authorized to sign a certificate, who certifies to any materially false statement therein, shall be fined not less than $20 nor more than $50 and costs.

Character of instruction.—If any money belonging to any district shall be expended in supporting a school in which the English language shall not be taught [used] exclusively, the county superintendent or any taxpayer of the school corporation may recover for the corporation all such money from the officer or officers so expending it or ordering or voting for its expenditure.

Every teacher in the common schools shall teach pupils, as they become sufficiently advanced to pursue the same, the following branches: Orthography, reading, spelling, writing, arithmetic, language lessons, English grammar, geography, United States history, physiology, and hygiene, giving special instruction concerning the nature of alcoholic drinks, stimulants, and narcotics and their effect upon the human system. Physiology and hygiene and the nature of alcoholic drinks, stimulants, and narcotics, and their effect upon the human system shall be taught as thoroughly as any branch is taught, by the use of a text-book, to all pupils able to use a text-book who have not thoroughly studied that branch, and orally to all other pupils, and when such oral instruction is given as herein required, a sufficient time, not less than fifteen

minutes, shall be given to such oral instruction for at least four days in each school week. Every teacher in the schools in special districts and in cities organized for school purposes under special law shall conform to and be governed by the provisions of this paragraph. The district board shall have power to determine what branches, if any, in addition to those required by law, shall be taught in any school, subject to the approval of the county superintendent.

It shall be the duty of the teacher to assign to each pupil such studies as he is qualified to pursue, and to place him in the proper class in any studies: *Provided*, That in a graded school under the charge of a principal or local superintendent, such principal or superintendent shall perform this duty. In case any parent or guardian is dissatisfied with such assignment or classification, the matter shall be referred to and decided by the county superintendent.

In any district containing four or more common schools and having an enumeration of 60 or more persons of school age residing therein, the board may call, and if petitioned so to do by ten or more voters in the district, shall call, a meeting of the voters of the district, and, if a majority of the voters at such meeting vote in favor of establishing such high school, the meeting shall further proceed to select a site therefor and to provide for the erection or purchase of a school building, or for the necessary addition to some school building therefor. Thereupon the board shall erect or purchase a building or make such addition for such high school, as voted at such meeting, and shall establish therein a district high school containing one or more departments, and employ a teacher or teachers therefor. Such school shall be kept in session for such time each year, not less than three months, as the board may determine. The board shall, subject to the approval of the county superintendent, grade such high school and prescribe the studies to be pursued therein, and shall have the same management and control thereof as of the common schools in the district. Two or more adjacent school districts may join in the establishment and maintenance of such high school, when empowered so to do by a majority of the voters in each district at a meeting.

Buildings.—The school board of any school district may take 2 acres or less for the site for a schoolhouse. If a petition signed by the persons charged with the support and having the care and custody of 9 or more children of school age, all of whom reside not less than 2½ miles from the nearest school, be presented to the board asking for the organization of a school for such children, if a suitable room can be leased or rented, and if the persons having the care and custody of 12 or more children and no suitable room can be leased or rented, the board shall call a meeting of the voters for the purpose of providing a suitable schoolhouse. In general the board has the care of school property, which it may purchase, build, or sell when directed by the voters.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—All proceeds of the public lands that have heretofore been or may hereafter be granted by the United States for the support of the common schools in this State; all such per cent as may be granted by the United States on the sale of public lands; the proceeds of property that shall fall to the State by escheat; the proceeds of all gifts and donations to the State for common schools, or not otherwise appropriated by the terms of the gift, and all other property otherwise acquired for common schools shall be and remain a perpetual fund for the maintenance of the common schools of the State. It shall be deemed a trust fund, the principal of which shall forever remain inviolate, and may be increased, but never diminished. The State shall make good all losses thereof.

The interest and income of this fund, together with the net proceeds of all fines for violation of State laws, and all other sums which may be added thereto by law, shall be faithfully used and applied each year for the benefit of the common schools of the State, and shall be for this purpose apportioned among and between all the several common-school corporations of the State in proportion to the number of children in each of school age, as may be fixed by law, and no part of the fund shall ever be diverted even temporarily from this purpose, or used for any other purpose whatever than the maintenance of common schools for the equal benefit of all the people of the State: *Provided, however,* That if any portion of the interest or income aforesaid be not expended during any year, said portion shall be added to and become a part of the school fund.

The superintendent of public instruction, governor, attorney-general, secretary of state, and State auditor shall constitute a board of commissioners, which shall be denominated the "board of university and school lands," and, subject to the provisions of this article and any law that may be passed by the legislative assembly,

said board shall have control of the appraisement, sale, rental, and disposal of all school and university lands, and shall direct the investment of the funds arising therefrom in the hands of the State treasurer.

Taxation.—Every district school board shall have power, and it shall be their duty, to levy upon all the property subject to taxation in the district a tax for school purposes of all kinds authorized by law not exceeding in the aggregate a rate of 30 mills on the dollar in any one year. Such tax shall be levied by resolution of the board. The clerk shall immediately thereafter notify the county auditor, in writing, of the amount of tax so levied.

The county auditor of each county shall, at the time of making the annual assessment and levy of taxes, levy a tax of $1 on each elector in the county for the support of common schools, and a further tax of 2 mills on the dollar upon all the taxable property in the county, to be collected at the same time and in the same manner as other taxes are collected, which shall be paid by the county treasurer to the State treasurer, as provided by law, and which shall constitute a part of the State tuition fund.

SOUTH DAKOTA.

1. Organization of the System.

State superintendent of public instruction.—County superintendent of schools.—District school board and director.—City board of education.

State superintendent of public instruction.—There shall be elected biennially a State superintendent of public instruction, who shall be charged with the general supervision of all the county schools and county superintendents. He shall meet the county superintendents once a year, prescribe rules for, attend, and assist at teachers' institutes as far as consistent with his other duties, render a written opinion to any county superintendent asking it touching the administration of school law, and determine cases appealed to him from the county superintendents. He shall be provided with an office at the seat of government, where the records and other accumulations of his department shall be kept open to the governor or committees of either branch of the legislature. He shall print and distribute laws and blank forms, shall make a report to the legislature in the year of its session, prepare examination questions, may appoint a deputy at $1,200 per annum, shall appoint the conductor and lecturers and the time and place of holding institutes, and may grant State certificates and diplomas after holding examinations. His compensation shall be fixed by law, and in addition he shall receive $500 for traveling expenses.

County superintendent of schools.—There shall be elected biennially a county superintendent of schools, who shall have the general supervision of the schools of his county. He shall visit each school in the county at least once annually, rectifying the government, instruction, and classification of the schools; shall encourage teachers' institutes and other meetings, holding a county institute annually; shall examine persons applying for positions in the schools and grant certificates to those qualified; shall report the school census to the commissioner of school and public lands; shall annually report to the State superintendent a full abstract of the reports made to himself by the district officers; shall hear appeals from district boards; shall levy a tax of $1 on each elector in the county and a further tax of 2 mills on the dollar upon all taxable property, apportion school money, and shall hold no other office.

He shall give bond, with two sureties, in the sum of $500; may provide and furnish at county's expense an office at the county seat where the accumulations of his department shall be kept, and shall receive a salary to be determined on the following basis: For the first 1,000 inhabitants he shall receive $200, for each additional 1,000 he shall receive $100. For the purpose of determining the number of such inhabitants in any county the total vote of the county at the preceding general election shall be multiplied by 5. Vacancy in the office is to be filled by the county commissioner. Failure to report to the State superintendent subjects the county superintendent to a fine of $100 and liability to damages caused by his neglect.

District school board and director.—In all counties organized for school purposes under the district system each school district shall be and remain a district school corporation, and each civil township in every county in the State not organized for school purposes under the district system is constituted a district-school corporation. Any township district may be subdivided by vote.

In every district containing one school a majority of the electors shall have authority to instruct the district school board concerning the management of the school and to levy taxes for the maintenance of the same.

There shall be elected annually one member of a district school board of three persons, who are to be styled respectively chairman, clerk, and treasurer. Boards

having under their control more than one school shall hold four regular meetings annually, but other boards shall meet annually, though special meetings may be called.

The board shall have the general charge, direction, and management of the school or schools of the district, which they shall organize, maintain, and conveniently locate, and for which they shall employ teachers.

In districts containing three or more schools one director for each school may be elected.

City boards of education.—When any city or town is divided into wards, there shall be elected annually a board of education consisting of two members from each ward, each to serve two years, one retiring annually. In cities and towns and all corporations not organized as such not divided into wards, there shall be as many members of the board of education as there are members of the council or board of trustees.

The board shall levy tax to support the schools, elect a superintendent of schools not a member of their body, who shall supervise the schools at such salary and time as the board may determine. The board shall also appoint two persons, who with the superintendent shall form the examining committee of the board.

All records must be kept and reports made in the English language.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—Teachers may be employed by the district board when holding a teacher's certificate valid in the county or city. The agreement shall be in the form of a written contract.

A State certificate shall be valid for five years and authorize to teach in any school of the State. Candidates for such certificate shall present evidence of three years' successful experience, and pass a satisfactory examination in algebra, geometry, natural philosophy, physiology, and hygiene, drawing, civil government, didactics, general history, and American literature. The character of the papers submitted shall determine the candidate's knowledge of English grammar, orthography, and penmanship. The possession of a good moral character shall be deemed a necessary requisite. Any resident graduate of either of the State normal schools shall be entitled to a State certificate. Any person receiving two successive five-year State certificates shall be entitled to renewal thereof on evidence of continued employment and success in teaching.

The State diploma shall be valid for life and authorizes to teach in any school of the State. It is granted under the following conditions: The presentation of a diploma of an institution, with its course of study, or passage of an examination, ample proof of ten years' successful experience as a teacher, a satisfactory examination in the science and art of education, an examination in two branches of the following: Geometry, trigonometry, astronomy, chemistry, zoology or geology; and two from the following: English literature, rhetoric, general history, political economy, or pyschology. The applicant must also write a thesis of 3,000 to 5,000 words upon a special topic in one of the branches in which examined, must show a correct and intimate knowledge of English, must be recommended by persons of liberal education, must present a thesis on a topic selected by the State superintendent, and must have a good moral character.

On the first Friday of March, June, September, and November of each year the county superintendent shall examine persons offering themselves as teachers, at least two of which examinations shall be held at the county seat. The percentage of correct answers, evidences revealed by the examination, and the superintendent's own knowledge of the candidate's ability to teach and govern shall be the motives that guide in granting a certificate to an applicant, who shall also possess a good moral character. County certificates shall be of three grades. Applicants for the first-grade certificate, good for three years, shall pass in orthography, reading, writing, arithmetic, geography, physical geography, English grammar, physiology, hygiene, history of the United States, civil government, current events, bookkeeping, American literature, drawing, and didactics. The papers, after being marked by the county superintendent, shall be forwarded to the State superintendent, who shall inspect them and after approval issue a certificate. The second-grade certificate, good for one year in the county, requires that the applicant pass in orthography, reading, writing, arithmetic, physiology and hygiene, geography, English grammar, history of the United States, civil government, and didactics. A third-grade certificate, good for one year or less, in the discretion of the county superintendent, in restricted localities, shall be granted on private examinations subject to rules laid down by the State superintendent, but not more than two third-grade cer-

tificates may be issued to the same party. No first or second grade certificate shall be issued to one under 18; no third grade to one under 17.

The county superintendent shall require a fee of $1 from every applicant, to be deposited to the credit of the county institute fund.

The board of education in cities of the first class shall appoint two competent persons, who with the city superintendent shall examine all persons who apply for positions as teachers, and no one who does not hold a State certificate or diploma shall be employed unless holding a certificate from the examining committee.

Teachers shall be allowed one-half a day pay for each day of attendance on county institute, shall keep the register and make the reports required on penalty of loss of one-tenth of her annual pay.

In cities and other independent districts persons exclusively engaged in teaching music, drawing, penmanship, bookkeeping, foreign languages, or kindergarten methods shall not be required to hold a county certificate.

Meetings.—The county superintendent shall annually hold a normal institute between April 1 and September 15, of not less than five days' duration, for the instruction of teachers and of those desiring to teach, the conductor of which shall be appointed by the State superintendent. At the close of the institute a public examination shall be held.

City teachers must attend county institutes. It is the duty of the county superintendent to hold two district institutes during the year, either in a district or group of districts.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—If any district fails to levy a sufficient tax to support a school for the six months, the board of county commissioners shall levy a tax on the property of the district that will be sufficient for the purpose: *Provided*, That such tax shall not exceed 2 per cent of the taxable property in the district. The patrons of any school may petition for the discontinuance of the same, and, if appearing wise, the county superintendent may discontinue the school; but if the nearest school is more than 2 miles by public highway, it shall be the duty of the board of the district to pay for transportation or to provide for the boarding of such pupils near the school. Schools shall be free to all 6 to 20 years of age.

Every person having under his control a child between the ages of 8 and 14 years shall annually cause such child to attend for at least twelve weeks, six of which shall be consecutive, in some public day school in the city, town, or independent district in which he resides, which time shall commence with the beginning of the first term of the school year or as soon thereafter as due notice shall be served upon the person having such control of his duty under this act. For every neglect of such duty the person offending shall forfeit to the use of the public schools of his school corporation a sum not less than $10 nor more than $20, and shall stand committed until such fine and costs of suit are paid. But if the person so neglecting shall show to the board of education or district school board, as the case may be, that such child has attended for a like period of time a private day school or that instruction has otherwise been given for a like period of time to such child in the branches commonly taught in a public school, that such child has already acquired the branches of learning taught in the public schools, or that his physical or mental condition as declared by a competent physician is such as to render such attendance inexpedient and impracticable, then such penalty shall not be incurred. Such fine shall be paid, when collected, to the county treasurer or the treasurer of such city or independent district in which such child and parents reside, to be accounted for by him as other money raised for school purposes.

It shall be the duty of the president of the board of education in every city or other independent district and the chairman of every district school board carefully to inquire concerning all supposed violations of this act and to enter complaint against all persons who shall appear to be guilty of such violation. It shall also be the duty of said officers to arrest children of a school-going age who habitually haunt public places and have no lawful occupation, and also truant children who absent themselves from school without leave, and to place them in charge of the teacher having charge of the public schools which said children are by law entitled to attend. And it shall be the duty of said teacher to assign such children to the proper classes and to instruct them in such studies as they are fitted to pursue. Any school officer failing or neglecting to perform the duty required of him by this chapter shall be liable to a fine of not less than $10 nor more than $20 for every such offense.

No child between eight and fourteen years of age shall be employed in any mine, factory, or workshop, or mercantile establishment, or, except by his parent or guardian, in any other manner during the hours when the public schools in the city, town, village, or district are in session, unless the person, firm, or corporation employing him shall first procure a certificate from the superintendent of the schools of the city, town, or village, if one be employed, otherwise from the clerk of the school board or board of education, stating that such child has attended school for the period of twelve weeks during the year, as required by law, or has been excused from attendance, and it shall be the duty of such superintendent or clerk to furnish such certificate upon application to those entitled to demand it. Every owner, superintendent, or overseer of any mine, factory, workshop, or mercantile establishment, and any other person who shall employ any child between 8 and 14 years contrary to these provisions shall be fined for every offense from $10 to $20 and costs. And any person having control of a child, who, with intent to evade these provisions, shall willfully make a false statement concerning the age of the child or the time the child has attended school, shall be fined for each offense from $10 to $20. The prosecutions are to be carried on in the name of the district school board or the chairman of the board of education.

Character of instruction.—Teachers shall classify the work in their schools in accordance with the suggestions, grades, and outlines as prescribed in the course of study recommended by a majority of the county superintendents of the State and the superintendent of public instruction, and shall hold examinations. Instruction shall be given in reading, writing, orthography, arithmetic, geography, English grammar, history of the United States, temperance, physiology and hygiene, and civil government. It shall be the duty of the district board to provide for such extra branches of study as may be desired by the electors.

Buildings.—The district board shall purchase or lease a site designated by voters, and build, hire, or purchase a schoolhouse, as directed by them.

Every person, pupil or other, who willfully molests or disturbs a public school when in session shall be fined $25 or less or by imprisonment in the county jail for not more than ten days, or both. Any pupil who cuts, defaces, or otherwise injures any schoolhouse or its appurtenances is liable to suspension or expulsion and the parents to damages.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—All proceeds of the sale of public lands that have heretofore been or may hereafter be given by the United States for the use of public schools in the State; all such per centum as may be granted by the United States on the sale of public lands; the proceeds of all property that shall fall to the State by escheat; the proceeds of all gifts or donations to the State for public schools or not otherwise appropriated by the terms of the gift; and all property otherwise acquired for public schools shall be and remain a perpetual fund for the maintenance of public schools in the State. It shall be deemed a trust fund held by the State. The principal shall forever remain inviolate, and may be increased but shall never be diminished, and the State shall make good all losses thereof which may in any manner occur.

The interest and income of this fund, together with the net proceeds of all fines for violation of State laws and all other sums which may be added thereto by law, shall be faithfully used and applied each year for the benefit of the public schools of the State, and shall be for this purpose apportioned among and between all the several public-school corporations of the State in proportion to the number of children in each of school age, as may be fixed by law; and no part of the fund, either principal or interest, shall ever be diverted, even temporarily, from this purpose or used for any other purpose whatever than the maintenance of public schools for the equal benefit of all the people of the State

Taxation.—The county commissioners shall, at the time of making the annual assessment and levy of taxes, levy a tax of $1 on each elector in the county for the support of common schools and a further general tax of 2 mills on the dollar upon all taxable property in the county to be applied to the same purpose, which shall, with the money received from the State, constitute and be known as "the county general school fund;" and they shall levy such further tax upon the taxable property of each school district as the board thereof shall certify is required for the support of the schools, and when collected shall be credited to the district to which it belongs. But the electors in every district containing one school shall have authority to levy taxes for the same, the tax not to exceed 2 per cent of the taxable property in the district, and in case of failure of any district to levy a sufficient tax to support school for six months, the board of county commissioners shall levy an amount not to exceed 2 per cent of the taxable property.

NEBRASKA.

1. Organization of the System.

State superintendent of public instruction.—Deputy State superintendent of public instruction.—State board of commissioners for managing school fund.—County superintendent of public instruction.—High school district trustees.—District board.—City board of education.

State superintendent of public instruction shall be elected biennially. He shall be furnished with an office at the seat of government, where he shall keep the records of his office, which are ever to be open to the governor, auditor, or committee of either branch of the legislature. He shall organize and, as far as practical, attend teachers' institutes and provide proper instructors.

Deputy State superintendent of public instruction.—The State superintendent may appoint a deputy at a salary of $1,500 per annum.

State board of commissioners for managing school lands.—(See Finances, Funds.)

County superintendent.—There shall be a county superintendent in each organized county, elected for two years, and whose compensation shall be fixed by the county commissioners, which shall not be less than $1,200 per annum in counties having a school population of 5,000 or more; and not less than $1,000 per annum in counties having a school population of 4,000 but less than 5,000; and not less than $800 per annum in counties having a school population of 3,000 but less than 4,000; and not less than $500 per annum in counties having a school population of 2,000 but less than 3,000; and in counties having a school population less than 2,000 a per diem of not less than $3.50 or more than $5 for each day actually employed in the duties of his office. The number of days necessary for the duties of the office shall be determined by the county superintendent, but the number of days so employed shall not be less than the number of school districts in said county, and one day for each precinct thereof, for the examination of teachers. The superintendent shall file in the office of the county clerk a sworn statement of his account.

The county superintendent shall examine all persons offering themselves as teachers for the public schools, shall grant certificates, and may indorse a certificate in force in any other county of any State. He shall visit each of the schools of his county at least once a year to examine carefully into the discipline and modes of instruction and into the progress and efficiency of the pupils, to counsel with the teachers and district boards as to the course of study to be pursued, to note the condition of the schoolhouse and appurtenances thereto, to suggest place for new schoolhouses to be erected, and plans for warming and ventilating, and the general improvement of the schoolhouse and grounds, to promote by public lectures, teachers' institutes, and such other means as he may devise the improvement of the schools in his county, to consult with the teachers and school boards to secure general and regular attendance of the children of his county upon the public schools, receive all such blanks and communications as may be directed to him by the State superintendent of public instruction, and to dispose of the same in the manner directed by the State superintendent, to examine into the correctness of the reports of the district boards, and, when necessary, to require the same to be amended.

The county superintendent shall be subjected to such rules and instructions as the State superintendent may from time to time prescribe, to whom he shall report annually.

Whenever, by death, resignation, or removal, or otherwise, the office of superintendent shall become vacant, the county board shall have power to fill such vacancy.

He shall report the names of every blind or deaf person (5 to 21) to the superintendent of the State institution for each class.

He shall visit such schools as he may have it in his power to do, and witness and advise with teachers and school officers upon the manner in which they are conducted; shall decide disputed points in school law; shall prescribe forms for making all reports and regulations for all proceedings under the general school laws of the State; shall cause to be printed, in pamphlet form, the school laws and laws relating to the school lands, with blank forms prescribed by him, and furnish each county superintendent with a sufficient number to supply the district officers within his jurisdiction; shall annually submit to the governor a report containing a statement of the school funds of the State, an account of the receipts and expenditures

for the purpose of schools, a statement of the condition of the common schools and other educational institutions chartered or fostered by the State, embracing the number of schools of the several grades, the number and average compensation of the teachers, the names and compensations of county superintendents, the number of pupils attending the several schools, the enumeration of youth by counties, the value of schoolhouses, sites, apparatus, and furniture; a statement of such plans as he may devise for the better management of the school funds and the school system, and such other statements as he may deem expedient to communicate relating to his office and popular education.

He shall cause his report to be printed by the State printers, and shall deliver at the commencement of each regular session of the legislature 100 copies thereof to the senate, and 400 copies to the house of representatives, and transmit one copy to each district director in the State, and one to each county superintendent.

He shall semiannually make an apportionment of the school funds according to the enumeration of youth.

High school district trustees.—Any district containing more than 150 children, 5 to 21, may elect a district board consisting of six trustees, two to retire annually, vacancies being filled, until the next meeting of the district, by the board. The board shall have power to classify and grade the scholars in such district, and cause them to be taught in such schools and departments as they may deem expedient; to establish in such district a high school, when ordered by a vote of the district at an annual meeting, and to determine the qualifications for admissions to such schools and the prices to be paid for tuition on any branch therein; to employ all teachers necessary for the several schools of said district; to prescribe courses of study and text-books for the use of said schools, and to make such rules and regulations as they may think needful for the government of the schools and for the preservation of the property of the district, and also to determine the rates of tuition to be paid by nonresident pupils attending any school in said district. It shall present annually a statement of all the receipts and expenditures and the net balance, and an estimate of the amount necessary to be raised by the district, in addition to the money received from the primary-school fund and other sources for the support of the school for the ensuing year, and the district annual meeting may vote the sums to be raised.

District board.—The term school district shall mean the territory under the jurisdiction of a single school board. Each organized county not already divided into school districts or any part of such counties not so divided shall be divided by the county superintendent into as many school districts as may be necessary, and on petition of one-third of the legal voters he may create a new district from organized territory, or on petition of one-half of the legal voters of each district affected to change the boundaries of a district.

There shall be elected at the annual meeting a director, a moderator, and a treasurer, each of whom shall serve for three years, and one of whom shall retire annually. The moderator shall preside at the district meetings and countersign all orders on the treasurer. The director shall be clerk of the board, take the school census, hire teachers (with the consent of another member of the board but not employ a district school officer without consent of two-thirds of the voters), draw orders on the treasurer, and report to the county superintendent the following particulars:

The whole number of children belonging to the district between the ages of 5 and 21 years (and any district board neglecting to take the enumeration and make return of the same shall be liable to said district for all school moneys which such district may lose by such neglect); the number attending school during the year under 5 and also the number over 21 years of age; the whole number that have attended school during the year; the whole number in the district between the ages of 8 and 14 years, inclusive; the whole number in the district between the ages of 8 and 14 years, inclusive, that have attended school not less than twelve weeks during the school year; the length of time the school has been taught during the year by a qualified teacher, the length of time taught by each teacher, and the wages paid to each; the total number of days all scholars between the ages of 5 and 21 years have attended school during the year; the amount of money received from the county treasurer during the year and the amount of money expended by the district during the year; the number of mills levied for all school purposes; the kind of books used in the school; number of children to whom text-books are furnished and kind of books; the amount of bonded indebtedness; such other facts and statistics as the superintendent shall direct.

The director shall have the care of the school and its organization, shall purchase or lease the site designated by the district, and shall build, hire, or purchase a building out of the fund provided for the purpose.

City boards of education.—Each incorporated city having more than 1,500 inhabitants, including such adjacent territory as may be attached for school purposes, shall constitute one school district and all schools within that district shall be under the direction and control of a board of education of 6, 9, or 15 members, elected for terms of three years each, one-third retiring annually.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The district board shall hire no teacher who does not hold a certificate in force.

Permanent teachers of high character and broad scholarship, and who have a successful experience, may, upon examination by the State superintendent, or by a committee of 3 competent teachers appointed by him, receive a professional State certificate, which shall authorize the holder to teach in any public school in the State, without further examination; but no life certificate shall be in force after its holder shall permit a space of three years to elapse without following some educational pursuit, unless said certificate be indorsed by the State superintendent. Graduates of colleges and universities of good standing, who have received a certificate of the first grade in this State, and who shall have taught in any high school in the State with ability and success for at least three years, shall be entitled to a professional certificate without further examination.

The branches required for a professional State certificate shall be the following, to wit: Written arithmetic, United States history, reading and elocution, English grammar, common and physical geography, with map drawings, physiology, algebra, natural philosophy, chemistry, composition and rhetoric, bookkeeping, plane geometry, plane trigonometry, geology, zoology, botany, English literature, general history, intellectual philosophy, civil government and school laws, the theory and art of teaching, and temperance, physiology, and hygiene.

The county superintendent shall examine all persons offering themselves as teachers for the public schools, and shall attend at the county seat upon the third Saturday in each month in the year for that purpose, and at such other times and places as he may select. Any certificate granted at any other time or place than those specified above shall be null and void. And any county superintendent who shall violate any of these provisions shall, upon conviction of the same, be fined in any sum not less than $25. He may, however, indorse a certificate in force in any other county of this State or of any other State without examination, and the indorsement shall render the certificate valid in his county for such time as the superintendent may determine, not exceeding two years from the date of the indorsement, but in no instance for a longer time than the certificate was originally intended: *Provided*, That the superintendent shall have power to revoke said certificate for the same causes and in like manner as those granted by himself.

There shall be three grades of certificates of teachers to be granted by the county superintendent, in his discretion, to wit: The certificate of the third grade shall be granted to persons who shall have passed satisfactory examination in orthography, reading, writing, geography, arithmetic, physiology, English composition, and English grammar, and of good moral character, learning, and ability to instruct and govern a school, which certificate shall license the holder thereof to teach in some special district, and shall not continue in force for more than six months nor be issued more than three times to the same person. The certificate of the second grade may be granted to any person of approved learning and character who, in addition to the branches specified in the above section, shall pass a satisfactory examination in history of the United States, civil government, bookkeeping, blackboard drawing, theory and art of teaching, and temperance physiology and hygiene, which shall be valid throughout the county for one year. The certificate of the first grade shall be granted to no person who has not taught at least one year with approved ability and success and who shall not pass a satisfactory examination in all the branches required to obtain a second grade certificate, and in algebra, geometry, botany, and natural philosophy, the certificate shall be valid throughout the county in which it is granted for two years. Any certificate may be revoked for cause shown after due notice.

All persons making applications to boards of education as teachers in graded and high schools of cities shall be required to produce a legal certificate given by some authority authorized to grant teachers' certificates or from an examining committee appointed by the board. For such purpose the board of education is

authorized to appoint three competent persons, at such times as may be expedient, who shall be styled "the examining committee of the board of education," and whose duty it shall be to examine all persons who may apply to them for positions as teachers; and teachers receiving such certificates setting forth that such person is competent to teach in the public schools of the city, and is a person of good moral character, shall be entitled to all the benefits arising from a certificate issued to any teacher under the laws of this State. Any certificate granted by such committee may be revoked by the board of education for any reason which would have justified the withholding thereof when the same was granted, or for gross negligence of duty, incompetency, or immorality.

Every teacher shall make a monthly return to the director of the district of the number of pupils attending his or her school, the names and ages of each, the days attended, the studies pursued, and no teacher will be entitled to receive pay in full for a term's service till the term summary is properly filled out and approved by the director.

Preliminary training.—The State normal school shall be exclusively devoted to the training of persons for teaching and managing schools and in the principles and practice of the various branches of learning taught in the public schools and shall be under the direction of a board of education, consisting of seven members, five of whom shall be appointed by the governor for a term of five years each, and the State treasurer and the State superintendent of public instruction shall, by virtue of their office, be members of said board. The said board shall have power to appoint a principal, assistant teachers, and such other employees as may be required, to fix their compensation and prescribe their duties, and shall make regulations for the admission of pupils. The board of education shall receive no compensation for their services, but shall be reimbursed for actual expenses incurred in attending upon meetings of the board.

Any student having completed the "common-school course" shall be entitled to a certificate good for two years in any part of the State; and any student completing the higher course of study in a satisfactory manner shall be entitled to a diploma entitling the holder to teach in any school for three years; any graduate of the higher course, who shall, after graduation, teach two annual terms of school of not less than six months each, or their equivalent, and shall produce a certificate of good moral conduct and satisfactory discharge of professional duties from the board or boards of directors of the district or districts in which the applicant taught, countersigned by the county superintendent of the proper county or counties, shall be entitled to receive an additional diploma, good for life: *Provided*, That any teacher producing satisfactory proof of three years' successful teaching previous to graduation in the higher course of study may receive, upon graduation, a diploma good for life: *Provided*, That no life diploma shall be in force after its holder shall permit a space of three years to elapse without following some educational pursuit, unless said diploma be indorsed by the State superintendent: *Provided*, That each holder of a certificate from the common-school course, or a diploma from a higher course, shall, before he begins to teach, register the same in the office of the county superintendent of the county in which he shall teach; and for such registration he shall pay a fee of $1, which shall go into the institute fund of said county.

All funds appropriated for the use and benefit of the normal school, together with the income arising from the lease and sale of the endowment lands belonging to said school, shall be under the direction and control of said board of education, subject to the provisions herein contained.

All the lands remaining unsold of the 20 sections heretofore appropriated as an endowment fund for the State normal school and all the endowment fund hitherto derived from the sale of such lands shall be forever an endowment.

Meetings.—For the purpose of allowing teachers an opportunity to improve themselves in the art of teaching, two kinds of teachers' institutes shall be held in the State—normal institutes, to be organized by the State superintendent, and county institutes, to be organized by the county superintendents.

For the purpose of defraying the expenses of these institutes there is hereby appropriated the entire institute fund of the county in which the institute is located, and the further sum of $2, to be paid out of the institute fund of any county from which any teachers go to attend said institute, for each teacher who attends from such county. To form a fund to defray the expenses of institutes each teacher examined for a certificate, or who has a certificate renewed or indorsed by the county superintendent, shall pay the sum of $1 to the county superintendent, to which sum thus raised the county commissioners shall add each year that an institute is held in the county the sum of $25 to $100 from the general fund of the county.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The legal voters determine the length of time school shall be taught, which, to entitle the district to any portion of the State fund, shall not be less than three months in the district which has fewer than 35 pupils, nor less than six months in districts that have between 35 and 100 pupils, inclusive, nor less than nine months in districts where there are more than 100 pupils. The schools are free to all 5 to 21 years of age whose parents or guardians reside within the district.

It shall be unlawful for any parent or guardian living in the State of Nebraska to neglect or refuse to cause or compel any one person or persons who are, or may be, under their control as their children or wards to attend and comply with the rules of some one or more public or private school or schools for a term of twelve weeks or more during each successive year from the time said children or wards are 8 years old until they are 14 years old, inclusive, unless they may be prevented by illness, poverty, inability, or by reason of already being proficient from attending such public or private school or schools: *And provided,* That in such case they shall be excused by the board of education of the school district in which said children or wards may live at the time of such failure to attend such public or private school or schools. That any person or persons violating this act shall be subject to a fine of not less than $10 nor more than $50 for each and every offense. Said fine shall be imposed by any court of justice having jurisdiction, on sufficient evidence of the same being furnished by two or more credible witnesses, and all fines so collected shall be placed in the general school fund the same as other fines and penalties.

Character of instruction.—The district board and boards of education shall have power to classify and grade the scholars in their district and cause them to be taught in such schools and departments as they may deem expedient; to provide a course of study, which may include all studies necessary for a first-grade certificate, and to make such rules and regulations as they may think necessary for the government and health of the scholars. (See also Organization, High school district trustees.)

Text-books.—District school boards and boards of trustees of high-school districts, and boards of education in cities of the first and second class, are hereby empowered and it is made their duty to purchase all text-books necessary for the schools of such district; and they are further authorized to enter into contract with the publishers of such books for a term of years, not to exceed five: *Provided,* That the contract prices of such books shall not exceed the lowest price then granted to any dealer, State, county, township, school district, or other individual or corporation in the United States, to be determined as hereinafter provided: *And provided further,* That such contract shall guarantee to such districts any further reduction that may be granted elsewhere during the life of such contract.

For the purpose of paying for school books the school-district officers may draw an order on the county or township treasurer for the amount of school books.

All books purchased by district boards shall be held as the property of the district, and loaned to pupils of the school while pursuing a course of study therein free of charge; but the district boards shall hold such pupils responsible for any damage to, loss of, or failure to return such books at the time and to the person that may be designated by the board of such district.

The provisions of this act shall include all school supplies: *Provided,* That nothing in this act shall be construed to prohibit any pupil or parent from purchasing from the board such books as may be necessary, at cost to the district: *Provided further,* That the board may designate some local dealer to handle books for the district, with such an increase above contract price to pay cost of transportation and handling as may be agreed upon between said board and said dealer.

Buildings.—The purchase, selection of site, erection of buildings, and sale thereof are in the hands of the district meeting. The district board has the general care of the school property and the director of its repair and its furnishing. The district shall not build a stone or brick house upon a site for which it does not hold a title in fee or a frame house upon unowned land unless under the provision that the house may be removed.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The governor, secretary of state, treasurer, attorney-general, and commissioner of public lands and buildings shall, under the direction of the legislature, constitute a board of commissioners for the sale, leasing, and general management of all lands and funds set apart for educational purposes and for the investment of school funds in such manner as may be prescribed by law. The following are hereby declared to be perpetual funds for common-school purposes, of which the annual interest or income only can be appropriated, to wit:

First. Such per cent as has been, or may hereafter be, granted by Congress on the sale of lands in this State.

Second. All moneys arising from the sale or leasing of sections No. 16 and 36 in each township in this State, and the land selected or that may be selected in lieu thereof.

Third. The proceeds of all lands that have been, or may hereafter be, granted to this State, where, by the terms and conditions of such grant, the same are not to be otherwise appropriated.

Fourth. The net proceeds of lands and other property and effects that may come to the State by escheat or forfeiture, or from unclaimed dividends, or distributive shares of the estates of deceased persons.

Fifth. All moneys, stocks, bonds, lands, and other property now belonging to the common-school fund.

All other grants, gifts, and devises that have been or may hereafter be made to this State, and not otherwise appropriated by the terms of the grant, gift, or devise, the interest arising from all the funds mentioned in the preceding section, together with all the rents of the unsold school lands, and such other means as the legislature may provide, shall be exclusively applied to the support and maintenance of common schools in each school district in the State.

All fines, penalties, and license moneys arising under the general laws of the State shall belong and be paid over to the counties respectively where the same may be levied or imposed, and all fines, penalties, and license moneys arising under the rules, by-laws, or ordinances of cities, villages, towns, precincts, or other municipal subdivisions less than a county shall belong and be paid over to the same respectively. All such fines, penalties, and license moneys shall be appropriated exclusively to the use and support of common schools in the respective subdivisions where the same may accrue.

Taxation.—For the purpose of affording the advantage of free education to all the youth of this State, the State common-school fund, in addition to the funds derived from the sale of school lands and interest thereon, and fines and forfeitures, as provided by statutes and the constitution, shall be further increased by annual levy and assessment of not to exceed 1½ mills upon the dollar valuation on the grand list of the taxable property of the State; and the amount so levied and assessed shall be collected in the same manner as other State taxes, and when collected, shall be semiannually distributed to the several counties of this State, in proportion to the enumeration of scholars, and be applied exclusively to the payment of teachers' wages.

The several county superintendents shall immediately, and within twenty days after receiving such apportionment, and after adding thereto all moneys received by the county treasurer on account of fines and licenses, apportion the entire amount as follows, to wit: One-fourth of the whole amount to be distributed equally to the several districts in the county, and the remaining three-fourths of the whole to be distributed to the several districts in his county pro rata, according to the enumeration of scholars last returned by the directors of the various districts, and no district, city, or village which shall have failed to sustain a school for the length of time required by law shall be entitled to receive any portion of the fund.

The legal voters at any annual meeting shall determine the number of mills on the dollar of assessed valuation which shall be levied for all purposes —except for the payment of bonded indebtedness and purchase or lease of schoolhouse—which number shall not exceed 25 mills in any one year, which shall be levied by the county board and collected as other county taxes are collected. The voters may also determine the number of mills, not exceeding 10, on the dollar of valuation, which shall be expended for the building, purchase, or lease of schoolhouse in said

district when there are no bonds voted for such purpose, which amount shall be reported, levied, and collected as above; but the aggregate number of mills voted shall not exceed 25 mills.

In "metropolitan cities" the board of education shall annually report to the city council an estimate of the amount of funds required for the support of the schools, for the purchase of school sites, the erection and furnishing of school buildings, the payment of interest upon all bonds issued for school purposes, and the creation of a sinking fund for the payment of such indebtedness; and the city council is hereby authorized and required to levy and collect said amount the same as other taxes: *Provided, however*, That in case the purchase of school sites and the erection of buildings shall require an expenditure exceeding $25,000 for any one calendar year, the question shall be submitted to a vote of the electors of the district, and that the aggregate school tax shall in no one year exceed 2 per cent upon all the taxable property of the district.

In cities of 1,500 and over the aggregate school tax shall in no one year exceed 2 per cent, and in cities of the first class having over 25,000 population the school tax shall not exceed 15 mills upon all the taxable property of the district; but the board of education may borrow money upon the bonds, which they are hereby authorized and empowered to issue, bearing a rate of interest not exceeding 6 per cent per annum, payable annually or semiannually at such place as may be mentioned upon the face of such bonds; which loan shall be paid and reimbursed in a period not exceeding thirty years from the date of said bonds: *Provided*, That no bonds shall be issued nor question of issue submitted to the electors without the consent of two-thirds of the members of the board of education, and be offered in open market and sold to the highest bidder for not less than par value on each dollar: *And provided further*, That no bond shall be issued by the board of education without first submitting the proposition of issuing said bonds at an election called for that purpose, or at any regular election, notice whereof shall be given for at least twenty days in one or more daily papers published within the district to the qualified voters of the district, and if a majority of the ballots cast at such an election shall be for issuing bonds, said board may issue bonds in such an amount as shall be named in their election notice: *Provided*, That in cities of the first class having over 25,000 inhabitants, if said question is submitted at a special election, it shall require to carry the same a two-thirds majority of the votes cast at said election.

KANSAS.

1. Organization of System.

State board of education.—State school fund commission.—State superintendent — County superintendent.—County high school trustees.—County board of examiners.—District board of directors.—City board of education.

State board of education.—See Teachers, Appointment, qualifications, and duties.

State school fund commissioners.—See Finances, Funds.

State superintendent of public instruction.—There shall be elected biennially a State superintendent of public instruction, who shall execute at the time of taking the oath of office a bond in the sum of $10,000, with two or more sureties, conditioned on his faithfully performing the duties of his office. The educational interests of the State shall be under his supervision and management, subject to such limitations as are prescribed by law. He may appoint an assistant superintendent of public instruction, who shall perform such duties, not inconsistent with law, as his principal may prescribe. He may also appoint a clerk, who shall also act as clerk of the board of commissioners for the management and investment of the school funds. The State superintendent shall distribute the income of the State school fund and the annual taxes collected by the State for the support of the common schools to the counties reporting to him in a proper manner. Upon a written statement of the facts he shall give an opinion on all questions regarding the rights, powers, and duties of school district boards, school officers, and county superintendents, advising with the attorney-general, if he deem it necessary. He shall publish the school laws not oftener than once in two years, and therewith such other forms, regulations, etc., as he may deem expedient. He shall prepare all forms and blanks necessary in the details of the common-school system, so as to secure its uniform operation, and cause them to be forwarded to the county superintendents. He shall visit the schools of each county at least once in two years, shall recommend the most approved text-books, and open such correspondence as may enable him to obtain all necessary information relating to the system of common schools in other States. He shall have an office at the capitol, where he shall

keep the records of his office and such school material or books as he may receive by virtue of his position. He shall make a report biennially, on the 1st day of December preceding each regular session of the legisature, to the governor in which he shall give (1) a statement of the number of common schools in the State, the number of scholars attending the same, their sex, and the branches taught; the number of normal schools in the State and the number of students attending them; the number of academies and colleges in the State and the number of students and their sex, and such other matters as he may deem expedient, drawn from the reports of the county superintendents or other local school officers; (2) a statement of the condition of the common school fund of the State for the support of common schools, and giving a full statement of the school land account of each county; (3) a statement of the receipts and expenditures for the year; (4) a statement of plans for the management and improvement of common schools, and such other information relating to the educational interests of the State as he may deem important.

County superintendent of public instruction.—A superintendent of public instruction shall be elected in each county biennially, who shall, when sworn in, give bond in the sum of $1,000, conditioned on the faithful discharge of his duties. It shall be his duty to visit each school in his county at least once during each half year, correcting any deficiency that may exist in the government of the school, the classification of the pupils, or the methods of instruction in the several branches taught, to make such suggestions in private to the teachers as he may deem proper and necessary to the welfare of the school; to note the character and condition of the schoolhouse, furniture, apparatus, and grounds, and report in writing to the district board, suggesting improvements; to examine the record books and accounts of district officers; to encourage the formation of teachers' associations and to attend their meetings; to attend the normal held in his county and inspect its daily work and assist therein; to hold a public meeting in each school district of his county at least once every year for the purpose of discussing school questions and elevating the standard of education; to keep his office open Saturday of each week, and when receiving more than $600 every day when not absent attending to his official duties; he shall keep and preserve a record of his official acts, of the teachers employed, and of candidates for employment in his county. He shall apportion the State school fund within five days, together with the unapportioned county school fund, among the school districts and parts of districts in the county, according to the population of school age, but no district in which a common school has not been taught at least three months the last preceding school year shall be entitled to receive any portion of either the State or county fund. He shall furnish the county clerk with a description of the boundary of each school district. He shall make out and transmit in writing to the State superintendent a report containing the following particulars: Number of school districts or parts of districts in each county, the number of children by sex resident in each county over 5 and under 21 years, the number of district schools in the county, the length of time school has been taught in each, the number of pupils attending the same by sex, the branches taught and the text-books used, the number of teachers employed in the same and their sex, the number of private or select schools in the county as far as ascertainable, and the number of teachers employed in the same, their sex, and the branches taught, the number of graded schools in the county, the duration of school, the attendance by sex, the branches taught, and the number and sex of the teachers employed in the same; the condition of the normal school, if any; the attendance by sex and the number and sex of the teachers employed in the same, and the same particulars for the normal institute; the amount of public money received in each district or parts of districts, and what portion of the same, if any, has been appropriated to the support of graded schools; the amount of money raised in each district by tax and paid for teachers' wages in addition to the public money paid therefor; the amount of money raised by tax or otherwise for the purpose of purchasing school sites, for building, hiring, purchasing, repairing, furnishing, or insuring such schoolhouse, or for any other purpose allowed by law, in the district or parts of districts. The annual compensation of the county superintendent shall be as follows:

In counties of 1,000 to 1,200 persons of school age, $600; 1,200 to 1,500, $700. In counties of more than 1,500 persons of school age he shall receive $700 and $20 for each additional 100. In counties having a school population of fewer than 1,000 the superintendent shall receive for every day actually and necessarily employed in the discharge of his duties the sum of $3 per diem, for a number of days not to exceed 150 in any one year. But no county superintendent shall receive more than $1,200, and in determining the salaries of county superintendents the school population of cities of the first and second class shall not be included. The county

superintendent shall fill vacancies occurring in the board of directors of any school district. In case of his death, resignation, or removal his successor shall be appointed by the board of county commissioners. He shall divide the county into a convenient number of school districts, which he shall be at liberty to change or abolish when public interest requires it. He shall purchase record books for district officers.

County high school trustees.—(See Schools, Character of instruction.)

County board of examiners.—(See Teachers, Appointment, qualifications, and duties.)

District board.—The county superintendent shall divide the county into a convenient number of school districts when the interests of the inhabitants require it, but no new school district shall be formed or shall continue to exist containing fewer than 15 persons of school age, and none having a bonded indebtedness shall be so reduced that such indebtedness shall exceed 5 per cent of its assessed property valuation. An annual meeting of each school district shall be held on the last Thursday of July of each year, at the schoolhouse belonging to the district, at 2 p. m. The powers of a district meeting shall be to choose a director, clerk, and treasurer, who shall have the qualifications of voters; to designate a site for a district schoolhouse; to vote a tax annually, not to exceed 2 per cent on the taxable property of the district, and distribute the amount between the payment of teachers and in purchasing or leasing a site; to determine the length of time a school shall be taught (but not fewer than three months), and whether the school money to which the district may be entitled shall be applied to the support of the summer or winter term or a certain portion to each.

The officers of each school district shall be a director, clerk, and treasurer, who shall constitute the district board; one member retiring annually after a term of three years. The director shall preside at all meetings and shall sign all orders drawn by the clerk for district money, and shall represent the district in all legal proceedings. The clerk, in addition to the usual perfunctory duties of his office, shall make a written report which he shall submit and read to the legal voters of the district at the annual meeting, which shall be forwarded to the county superintendent. The report shall contain the following matters: The number of children by sex, 5 to 21, the number attending school by sex and the branches studied, the length of time a school has been taught by a qualified teacher, the name of the teacher or teachers, with the length of service of each and the wages paid, the amount of money received from the county treasurer, arising from disbursement of the State annual school fund, from district taxes, and from all other sources during the year, and the manner in which the same has been expended, the amount raised by the district each year and the purposes for which it was raised, the kind of books used in the schools, and such other facts and statistics in regard to the district school as the county superintendent may require. Every school district clerk or treasurer who shall neglect or refuse to deliver to his successor in office all records, books, and papers belonging to his office shall be fined not more than $50. The district board shall purchase or lease such site for a schoolhouse as shall have been designated, shall have the care and keeping of the same and of the other school property belonging to the district, and shall have power to make such rules and regulations relating to the district library as they may deem proper, and to appoint some suitable person to act as librarian and to take charge of the school apparatus belonging to the district. The board shall contract with and hire qualified teachers for and in the name of the district, which contract shall be in writing and shall specify the wages per week or month, as agreed upon by the parties, and in conjunction with the county superintendent may dismiss for incompetency, cruelty, negligence, or immorality. They may suspend pupils for cause, but the suspended person may appeal to the county superintendent. The board shall either severally or jointly visit all the schools of their district at least once a term, making a thorough investigation into the character and results of instruction, and into the condition of the buildings and appliances, and shall make suggestions for the improvement of the same.

Boards of education of cities.—In all cities of more than 15,000 inhabitants and having not more than 4 wards there shall be a board of education consisting of 3 members from each ward, who shall be and remain residents of the wards from which they are elected during their term of office, to be elected by the qualified voters of the city at large for terms of three years, 1 to retire annually. In cities of 15,000 having more than 4 wards the board of education shall consist of 2 members from each ward, each to hold office for two years. In cities of 35,000 or more inhabitants the board of education shall consist of 6 members, 1 from each ward. The board shall make all necessary rules and regulations for the government of the schools, exercise sole control over the public schools and school prop-

erty, and shall have power to establish a high school, examine teachers, and appoint a superintendent.

All cities organized as cities of the second class and all cities attaining a population of from 2,000 to 15,000 shall maintain a system of free common schools. At each annual city election there shall be a board of education consisting of 2 members from each ward elected by the qualified voters thereof, each for a term of two years. The powers of the board of cities of the second class are in general those of cities of the first class.

Cities of 250 to 2,000, if not otherwise governed, shall be subject to the provisions laid down for cities of 2,000 to 15,000.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The district board in each district shall contract with and hire qualified teachers, and shall in the written contract specify the wages per week or month as agreed upon by the parties. In incorporated cities of 250 and over no person shall be elected by the board as teacher who can not produce a certificate from the examining committee or the State board setting forth that the holder is competent to teach in a specified department of the public schools and is of good moral character. The county board shall publicly examine all persons proposing to teach in the common schools of the county as to their competency to teach the branches prescribed by law.

There shall be a State board of education, consisting of the State superintendent, the chancellor of the university, the president of the State agricultural college, the president of the State normal school, and 3 others, to be appointed with the concurrence of the senate, selected from among those engaged in school work in the schools of the State, who shall hold office for two years. The board is authorized to issue State diplomas to such professional teachers as may be found upon critical examination to possess the requisite scholarship and culture and produce satisfactory evidence of unexceptionable moral character, eminent professional experience and ability, and have taught for two years in the State. All such diplomas shall be countersigned by the State superintendent and are valid anywhere. The actual expenses of the members of the board and of holding such examinations as it may appoint shall be paid from the State treasury; but the sum total shall not exceed $300 per annum. Upon the application of any institution of higher education in Kansas, the State board shall examine its course of study, and if it appear to be as efficient as the four-years' courses of study in the State normal school the marking of such institution on academic subjects completed shall be adopted by the board as the standing of candidates coming before it on the subjects specified; but the candidate shall be examined upon the professional subjects of the normal school course, to wit: Philosophy of education, history of education, school laws, methods of teaching, school management, and upon other required subjects; and to those successfully filling all requirements a three-years' certificate shall be issued, and if, at the expiration of that time, the holder satisfies the board that he has taught successfully at least two years and has kept himself well informed in the general literature of his profession, a life certificate shall be granted. The State certificates of other States shall be recognized if testifying to a grade of scholarship equal to that required by the State board of Kansas. All life certificates are void if the holder shall not engage in school work for three consecutive years; but certificates may be renewed.

In each county there shall be a board of county examiners composed of the county superintendent, who shall be chairman of the board, and two competent persons, holders of first-grade or State certificates, or of diplomas from the State university, the State normal school, or the State agricultural college, who shall be appointed by the county commissioners on the nomination of the county superintendent, and shall serve for one year and receive $3 per diem for three days in any one quarter. The board shall, on the last Saturday of January, October, and April, and at the close of the county normal institute, only at such places as may be designated by the chairman, after ten days' notice, publicly examine all persons proposing to teach in the common schools of the county (cities excepted) as to their competency to teach the branches prescribed by law, and such board of examiners shall issue certificates to all applicants as shall pass the required examination and satisfy the board as to their good moral character and ability to teach and govern schools.

The State board shall prepare a series of questions for each examination, to be used in each county, which shall be printed and forwarded to the county superin-

tendents so as to reach them at least two days before the examination in each county, but shall not be opened except by the board on the day and hour of examinations. The board shall issue three grades of certificates, to wit: First grade, good for three years, certifies that the holder is proficient in and fully qualified to teach orthography, reading, writing, English grammar, composition, geography, arithmetic, United States history and Constitution, bookkeeping, physiology and hygiene, elements of natural philosophy, provided the person is 18 years of age and has taught successfully twelve school months, and has obtained an average of not less than 90 per cent and not less than 70 per cent in any one branch. A second-grade certificate may be issued to persons of not less than 17 years of age who have taught successfully no fewer than three school months and shall have satisfied the board as to their ability to teach all the branches prescribed for first-grade certificates except bookkeeping and the elements of natural philosophy, provided they make a general average of not less than 80 per cent and not less than 60 per cent in any one branch. The county superintendent, upon request made in writing by each district board, and after satisfying himself by examination of the ability and proficiency of an applicant, may grant a temporary certificate in case of necessity, valid only in the designated district and until the next regular examination by the county examiners; but no such certificate shall be granted to any applicant who has failed in examination at the last regular meeting of the board, nor shall it be granted twice to the same person. Though no certificate shall be of force except in the county where issued, nevertheless the county superintendent may indorse the unexpired certificates of first grade of any county on the payment of the usual fee of $1. As soon as any person has attended the normal school for twenty-two weeks and has been examined in the studies required by the board and has passed, that person shall receive a certificate, to be approved by the superintendent, and when the full course has been completed a full diploma shall be given, which shall serve as a legal certificate of qualification to teach in the common schools of the State.

In cities of the first and second class the board of education shall appoint three competent persons, one of whom shall be the city superintendent in second-class cities, to examine all persons who apply to them for teachers' positions except those holding State diplomas or certificates. Graduates of the county high-school normal course shall be entitled to a teacher's second-grade certificate.

Preliminary training.—The value of the diploma of the State normal school is given above.

Meetings.—The county superintendents shall hold annually in their respective counties, for a term of not less than four weeks, a normal institute for the instruction of teachers and those desiring to teach; but in sparsely settled portions of the State two or more counties may unite in holding one normal institute. The county superintendent shall determine the time and place of holding such normal institutes, and shall select a conductor and instructors for the same. But no person shall be paid from the institute funds for services as conductor or instructor of said institutes who has not received a certificate from the State board as to his special qualifications. To defray the expenses of the institute each candidate shall be required to pay $1 and $1 for registration. The county commissioners may appropriate money to further the support of the institute, but not to exceed $100. When 50 persons shall have registered as members of any normal institute and paid their registration fee, the State superintendent shall certify the fact to the auditor, who shall draw on the State treasurer for $50 in favor of the institute.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—The district schools shall be at all times equally free and accessible to all the children resident therein over 5 and under 21 years, subject to such regulations as the district board in each may prescribe, but if there be a good building for not fewer than four months. In each city of the second class there shall be maintained a system of free common schools which shall be kept open not fewer than three nor more than ten months in the year, and shall be free to all children residing in the city between the ages of 5 and 21 years; but the board may, where school accommodations are insufficient, exclude for the time being children between 5 and 7 years. In cities of the first class the board of education shall organize and maintain separate schools from three to nine months for the education of white and of colored children, except in the high school, where no discrimination shall be made on account of color. No pupil having a contagious disease shall be allowed to attend any common school.

Every parent, guardian, or other person having control of a child or children 8 to 14 years shall be required to send such child or children to a public or private school taught by a competent instructor for a period of at least twelve weeks, six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district or the board of education upon its being shown satisfactorily that the parent or guardian was unable to clothe the child properly, or that the child's mental or physical condition prevented attendance or application to study, or that the child is taught at home in such branches as are usually taught in the public schools, subject to the same examination as other pupils of the district or city in which the child resides, or has already acquired the ordinary branches required by law, or that there is no school taught within 2 miles by the nearest traveled road. It shall be the duty of any school director or president of the board of education to inquire into all cases of neglect of the foregoing provisions, and any director neglecting to prosecute for neglect to comply with such provisions after a written notice served on him by any taxpayer shall be fined not fewer than $20 nor more than $50, to be paid into the county treasury, unless the prosecution was malicious, when the costs shall be adjudged against the complainant.

Any parent, guardian, or other person failing to comply with the provisions of this act shall be deemed guilty of a misdemeanor, and fined not more than $5 nor more than $10 for the first offense nor fewer than $10 nor more than $20 for the second and every subsequent offense.

Character of instruction.—In each and every school district there shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, and such other branches as may be determined by the district board, and the instruction in the several branches taught shall be in the English language. Each county having a population of 6,000 inhabitants or over, as shown by the last census, may establish a county high school for the purpose of affording better educational facilities for pupils more advanced than those attending district schools, and for persons who desire to fit themselves for the vocation of teaching, provided a majority of the voters of the county assent. The principal shall, with the approval of the high-school board of trustees, make such rules and regulations as he may deem proper in regard to the studies, conduct, and government of the pupils under his charge. City boards of education may establish high schools, if deemed necessary, and exact tuition fees for instruction given therein.

Text-books.—School districts may, at their annual meetings for the election of school officers, indicate by a majority their desire for county uniformity of text-books, which vote shall be transmitted to the county superintendent by the clerk of the district within ten days. If a majority of the districts in a county vote for uniformity in text-books, the county superintendent shall call for one delegate from each municipal township and city of the third class in the county, to be elected by the school board of each township. Any city of the first or second class may send the city superintendent and one person elected by the board. The delegates shall form the county text-book board, whose duty it shall be to select and prescribe the text-books to be used in each branch of study required by law to be taught in the public schools, and no change shall be made in any county having adopted uniformity of text-books during a period of five years. A county text-book board may be elected every five years.

It shall be the duty of the State superintendent to recommend the most approved text-books for the common schools of the State.

Buildings.—The district meeting shall have power to designate a site for a schoolhouse, which, when not included within the limits of a town or village, shall contain not less than 1 acre, and to build, hire, or purchase a schoolhouse and to keep it in repair and furnish the same with the necessary fuel and appendages, and to authorize the sale thereof. In cities the board of education exercises sole control over school property.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The proceeds of all lands granted or to be granted by the United States for the support of schools, and the 500,000 acres of land granted to the new States under an act of Congress distributing the proceeds of public lands among the several States, approved September 4, 1841, and all estates of persons dying without will or heir, and such per cent as may be granted by Congress on the sale of lands in this State shall be the common property of the State, and shall be a perpetual school fund, which shall not be diminished, but

the interest of which, with all the rents of school lands and such other means as the legislature may provide, by tax or otherwise, shall be inviolably appropriated to the support of common schools.

The State superintendent, secretary of state, and attorney-general shall constitute a board of commissioners for the management and investment of the State permanent school, State normal school, and State university funds. The board shall invest moneys belonging to the permanent school fund, the State agricultural college, State normal, and State university funds in the bonds of the State of Kansas or of the United States, school-district bonds of the several school districts of the State, bridge bonds, court-house bonds, or in county, township, or city refunding bonds of the State, provided that the indebtedness of the locality issuing bonds shall not exceed 10 per cent of its assessed valuation.

The income of the State school funds shall be disbursed annually by order of the State superintendent to the several county treasurers and thence to the school districts in equitable proportion to the number of children 5 to 21 years, provided each school district has maintained a common school at least three months in each year.

All moneys paid by persons for exemption from military duty, the clear proceeds of estrays, and the proceeds of fines for any breach of the penal laws shall be exclusively applied in each county to the support of its common schools. Every insurance company doing business in the State shall, in addition to other charges, pay into the State treasury for the benefit of the annual school fund the sum of $50.

Taxation.—For the purpose of affording the advantages of a free education to the children of the State, the State annual school fund shall consist of the annual income derived from the interest and rents of the perpetual school fund and such sum as will be produced by the annual tax and assessment of 1 mill upon the dollar.

It is within the power of the school district to vote a tax annually, not exceeding 2 per cent, on the taxable property in the district for school purposes, which shall be distributed as the meeting shall deem proper in the payment of teachers' wages, to purchase or lease a site and to provide buildings and incidentals.

The board of (high-school) trustees shall estimate the amount needed for building purposes, for payment of teachers' wages, and building and contingent expenses, and the county commissioners shall levy a tax not to exceed 6 mills on the dollar for the purpose.

Cities of the first class (over 15,000 inhabitants) shall levy, for teachers' wages, repairs, incidental expenses, and maintenance of schools, not more than 8 mills on the dollar where the assessed value is greater than $3,000,000; but in cities of 40,000 or more, or having less than $3,000,000 of assessed value, the board of education may levy as high as 10 mills.

OKLAHOMA.

1. Organization of the System.

Territorial board of education.—Territorial superintendent.—County board of examiners.—County superintendent.—District school directors.—City boards of education.

Territorial board of education.—The Territorial superintendent, the principal of the Territorial normal school, and the president of the University of Oklahoma, superintendent of city schools, and one county superintendent to be appointed by the governor shall constitute the Territorial board of education. The board shall hold office for two years and shall have power to grant Territorial certificates and diplomas to teachers and certificates to conductors and instructors of normal institutes, shall prepare questions for county and city examinations, estimate the amount required to pay its expenses, to prepare such blanks as may be necessary to carry the provisions of this article into effect, and shall constitute an advisory board on all matters pertaining to the educational interests of the Territory. The members of the board shall receive no compensation for services, but shall be allowed all necessary expenses incurred in the discharge of their duties as members of the board.

Territorial superintendent.—The governor shall appoint, with the concurrence of the council, a Territorial superintendent of public instruction at $1,200 a year, who shall hold his office for the term of two years and shall be Territorial auditor. He shall have charge of the educational interests of the Territory, apportion the Territorial school fund and the annual taxes raised by the Territory for the support of public schools among the several counties, construe the school laws under

the advisement of the attorney-general, prepare and distribute the necessary blank books and forms, to visit each county at least once in every year, and in general to acquaint himself with the condition of school affairs. His seat shall be at the capital, where he shall preserve all the material of education that may come into his hands by gift, exchange, or purchase. His annual report shall contain a statement showing the number of public schools in the Territory, their attendance by sex, the branches taught, the number of private schools, the condition of the public-school funds and the school-land account for each county, the receipts and disbursements during the year, plans for the improvement of the public schools, and other important particulars.

County board of examiners.—In each county there shall be a board of county examiners composed of the county superintendent, who shall be chairman, and two competent persons, holders of first-grade certificates or of Territorial certificates or of diplomas from some State university, State normal school, or State agricultural college, who shall be appointed by the county commissioners on the nomination of the county superintendent, to serve at will, each to receive $3 a day for not more than three days in each quarter of the year. The board holds a session on the last Friday and Saturday of January, October, April, and at the close of the county normal institute, during which it shall examine applicants for teachers' positions and issue certificates to those qualified.

County superintendent.—A county superintendent shall be elected by the people every two years. It shall be his duty to visit each school in the county at least once during each term of six months, correcting errors in classification and methods, advising the teacher in private, noting the character and condition of the schoolhouse and its furniture and grounds, and advising with the district board in regard to the same; to see that the record is properly kept; to encourage the association of teachers and educators; to attend the normal institute and to connect himself with it; to hold a public meeting in each district of his county, and to inspect it and connect himself with its sessions; to hold a public meeting in each school district of his county at least once every year for the purpose of discussing school questions and elevating the standard of education; to keep his office at the county seat open on Saturday, and if receiving a salary of $600 or more to keep it open when not called elsewhere by necessary official business; to keep a record of his official acts; of the address, age, and qualifications of each candidate for a teacher's certificate; of each teacher, the salary paid, the grade, and time of opening and closing school; and shall keep a record of all receipts and disbursements. He shall make out quarterly a statement concerning the nature of his official visits; and until he shall have done so he shall not be paid. In addition he shall make an annual report concerning the number of school districts or parts thereof in his county; the number and sex of children 6 to 21 years of age; the number attending school, by sex; the branches taught and text-books used, and the teachers (by sex) employed; the number of graded, academic, collegiate, and other schools, public or private, and their attendance; the amount of money received in each district from taxation or otherwise; the amount paid for teachers' wages and school sites, buildings, or furniture. He shall lay out the school districts and shall change them as occasion may require. He shall receive in counties containing 1,000 to 1,200 persons, 6 to 21, $400 per annum; in counties having a school population of 1,200 to 1,500 he shall receive $500, and in counties of more than 1,500 he shall receive $500, and $20 for each additional 100 persons of school age; but in counties having fewer than 1,000 persons of school age the county superintendent shall receive $3 for each day actually and necessarily employed in the discharge of the duties of his office for a number of days not to exceed 100 in any one year. No superintendent, however, shall receive more than $1,000 per annum, and in determining their salaries the population of school age in cities of the first and second class shall not be included. Vacancies are filled by the county commissioners, and in case a superintendent is absent or temporarily incapable of performing the duties of his office, he shall employ a deputy who shall have the qualifications of a principal.

District school directors.—Each county shall be divided into school districts by the county superintendent, no district to contain fewer than 8 children of school age nor more than 9 square miles. The officers of each school district shall be a director, clerk, and treasurer, who shall constitute the district board, and be elected for three years, one to retire annually, vacancies to be filled by the county superintendent. The board shall purchase or lease the property designated by the voters as appropriate for a schoolhouse, and shall care for it and its appurtenances, and may appoint a custodian of the apparatus, maps, etc., and allow its use by societies. The board shall contract, in writing, with qualified persons to teach the schools; shall keep an accurate account of all expenditures for the necessary

appendages for the schoolhouses; shall visit the schools, inspect their scholastic and material condition, and confer with the teachers in regard to the same. The board shall cause the school-district clerk to certify to the county clerk the aggregate percentage by it levied on the real and personal property in each district, as returned on the assessment roll.

The director shall preside at the district meeting, sign all orders drawn by the clerk, and represent the district in suits. The clerk shall record the proceedings, keep the records, draw orders, make a written report to the district showing the number of children, by sex and color, 6 to 21 years, the attendance, the branches studied, the duration of school, the name of the teacher, the length of service and wages, the amount of money received from each source and the manner in which it was expended, the amount raised by taxation and the purpose for which raised, the number of taxpayers, the kind of text-books used, and such other facts as may be required of him by the county superintendent. The clerk falsifying the facts shall be deemed guilty of felony, punishable by imprisonment for not less than one year nor more than three years. Any member of the district school board who shall violate any of the duties incumbent upon him as such, shall be deemed guilty of a misdemeanor, and be subject to a fine of not less than $100 nor more than $500, or imprisonment in the county jail not fewer than six months, or both.

City boards of education.—Each city of the first class shall constitute a separate school district, which shall be governed by a board of education consisting of one member from each ward, who shall serve two years, vacancies being filled by the board, no member of the council being eligible. The board shall appoint its own officers, except its treasurer, who shall prepare and submit in writing a monthly report of the state of the finances of the district and shall, when required, exhibit all books and papers pertaining to his office. The superintendent that the board may appoint shall not be a member of it. His duty shall be to have a general supervision of the schools of the city, and with two competent persons appointed by the board, shall form the examining committee of the board of education. The superintendent holds office at the will of the board. The board shall annually make a report of the condition of all schools under its charge and provide for an enumeration of children.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—The district board shall hire qualified teachers. The board of county examiners, upon ten days' notice to those interested, shall publicly examine all persons proposing to teach in the public schools of the county as to their competency to teach the branches prescribed by law, and such board of examiners shall issue certificates to those who pass the required examination and satisfy the board as to their good moral character and ability to teach and govern schools successfully. The certificates shall be of three grades and shall continue in force, respectively, for a first-grade certificate, three years; for a second grade, two years; for a third grade, one year. Certificates of the first grade shall certify that the person to whom issued is proficient in and fully qualified to teach orthography, reading, writing, English grammar, composition, geography, arithmetic, United States history, bookkeeping, physiology and hygiene, civil government, the theory and practice of teaching, elements of natural philosophy, and shall not be issued to persons under 18 years of age or to such as have not taught successfully three school months, nor to a candidate who has not made a general average of at least 90 per cent and of 70 per cent in any branch. Certificates of the second grade may be issued to persons not less than 16 years of age and who shall fully satisfy the board as to their ability to teach all the branches prescribed for first-grade certificates and the elements of natural philosophy, provided that a person who receives a second-grade certificate shall have made a general average of not less than 80 per cent, nor less than 60 per cent in any one branch. Certificates of the third grade shall certify that the person to whom issued is proficient in and fully qualified to teach orthography, reading, spelling, writing, English grammar, composition, geography, arithmetic, and has made a general average of not less than 70 per cent, nor less than 50 per cent in any branch, nor shall any person be granted a third time a certificate of third grade. No certificate shall have force except in the county in which issued; provided that the county superintendent may indorse unexpired first-grade certificates issued in other counties on payment of the fee of $1, limited to their original term of validity. All certificates are revocable for cause by the board of examiners. But the county superintendent on request made to him in writing by any district board, and after

satisfying himself by examination of the ability and proficiency of an applicant, may grant a temporary certificate in case of necessity, valid only in a designated district, and then only until the next regular examination by the county board of examiners, provided that the person has not failed to pass a board examination. Such a certificate shall not be granted twice to the same person. County boards and superintendents who violate the provisions regarding the granting of certificates commit a misdemeanor, with penalty of $100 to $500.

Meetings.—County superintendents of public instruction shall hold annually in their respective counties, for a term of not less than two weeks, a normal institute for the instruction of teachers and those desiring to teach, provided that two or more counties may be united in holding one normal institute. The county superintendent, with the consent of the Territorial superintendent, shall determine the time and place of holding such normal institute, and shall select a conductor and instructors authorized by the Territorial board of examiners as qualified. Each candidate shall be required to pay a fee of $1 for registration and $1 for a certificate, which shall be the normal-institute fund, and shall be expended under the direction of the county superintendent.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Colored children shall be taught in separate schools if the voters in each county shall so determine. In all districts in which there is a good school building schools shall be maintained for not fewer than three months, between the 1st day of October and the 1st day of June, and whenever there is not sufficient money belonging to any school district to support a public school for three months or for the period determined upon by the district, a tuition fee may be assessed upon each scholar, according to attendance; provided that no tuition shall be levied upon the pupils of any district unless the entire amount of 2 per cent for teachers' wages shall be assessed upon the taxable property of the district.

Character of instruction.—In each school district shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, and such other branches as may be determined by the district board; provided that all instruction shall be given in the English language.

Text-books.—School districts may at their annual election of school officers indicate by a majority of all the votes cast at such meeting their desire for county uniformity of text-books, and when a majority of all the districts shall vote for uniformity the county superintendent shall notify the districts of such vote and at the same time call for one delegate from each municipal township or incorporated city in the county, and these, when elected, shall constitute the county text-book board, whose duty it shall be to select and prescribe the text-books to be used in each branch of study required to be taught in the public schools. No text-book shall be prescribed unless its publishers shall have first filed with the county superintendent a guaranty of its price, quality, and permanence of supply for five years, together with a good and sufficient bond. The county superintendent shall be ex officio chairman of such county text-book board and shall furnish each school district with a list of the text-books selected.

A county text-book board may be elected once in every five years in each county, having the powers and duties as above set forth, and no change shall be made in any series of text-books for five years after its adoption.

Buildings.—The inhabitants qualified to vote at a school meeting have power to select a site for the schoolhouse which shall not be more than one-half a mile from the center of the district nor, when not included in the limits of a town or village, contain less than 1 acre, to build, hire, or purchase a schoolhouse, to keep it in repair and furnish it, or, when of no further use, to sell it. School districts having schoolhouses the value of which is not less than $500 can only change to another site by a vote of at least three-fifths of the legal voters of the district. For the purpose of erecting or purchasing one or more school buildings the board of directors of the district shall have the power to issue the bonds of the district in the amount not to exceed 5 per cent of its taxable property. In cities of the first class the board of education has the power to issue bonds for the purchase or erection of school buildings.

Every person who shall willfully injure or deface or destroy any building used as a schoolhouse or for other educational purposes, or its appurtenances, shall be fined not fewer than $10 nor more than $50 in addition to the punishment provided by the statute regulating crimes.

4. Finances.

The inhabitants qualified to vote at a school meeting shall have power to vote a tax annually not to exceed 1 per cent on all the taxable property in the district as the meeting shall deem sufficient for the various school purposes, and distribute the amount as the meeting shall deem proper in the payment of teachers' wages and to purchase or lease a site.

(No information is at hand as to the fund to be distributed as Territorial and county fund.)

MONTANA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County superintendent of schools.—District board of trustees—Truant officer.

State board of education.—The State board of education shall consist of 11 members, including the governor, State superintendent, and attorney-general, the others being appointed by the governor, with the consent of the senate, for terms of four years, 2 to retire annually. The board shall have the general control and supervision of the State institutions, shall recommend to the legislature a uniform system of text-books to be used in the public schools below the high school, shall grant State diplomas valid for six years and life diplomas, shall make an annual report of its proceedings, shall appoint experienced teachers to act as instructors in county institutes. The members of the board shall receive no compensation, but shall be allowed their actual traveling expenses in attending the meetings of the board.

State superintendent of public instruction.—There shall be chosen by the qualified electors of the State a superintendent of public instruction, who shall have attained the age of 30 years at the time of his election, shall have been a resident for the two years immediately preceding his election, and shall hold a State certificate of the highest grade issued in some State or be a graduate of some reputable university, college, or normal school. He shall be elected for four years and have his office at the seat of government, and shall give a bond in the penal sum of $10,000 with not fewer than two securities. He shall preserve the matters accumulated by virtue of his office and turn them over to his successor. He shall have the general supervision of the public schools of the State, shall prepare, print, and distribute the necessary blank books and forms, shall prepare and furnish county superintendents lists of publications approved by him as suitable for school libraries and prescribe rules for the same, shall prepare all questions to be used in the examination of applicants for teachers' county certificates and prescribe the rules for conducting such examinations, shall prepare and prescribe a course of study for all the public schools of the State, shall prescribe rules for holding teachers' institutes, shall counsel with the county superintendents and when requested shall give opinions concerning the school laws and decide all appeals from them, shall once in four years at most print the school laws with annotations, shall attend and assist at county institutes, and shall make a biennial report to the legislature through the governor, which shall contain the number of districts, schools, teachers, pupils, the attendance, and the studies; the financial particulars, value of schoolhouses, cost of tuition, and wages of teachers; the educational and financial condition of the State institutions connected with the public-school system, and, as far as ascertainable, of private schools, academies, and colleges of the State; finally, general matters, information, and recommendations, etc.

Fifteen hundred copies of the report of the State superintendent shall be printed. He shall apportion the State school fund among the several counties in proportion to the number of children of school age in each.

He may appoint a clerk at an annual salary of $1,500, and shall himself receive $2,500 and not more than $500 for traveling expenses.

County superintendent of schools.—A county superintendent of schools shall be elected in each organized county for a term of two years and give bond in an amount fixed by the county commissioners.

No one is eligible unless he has a certificate of the highest county grade, has resided one year in the State next preceding his election and one year in the county, and has had twelve months' successful experience in teaching in the State public schools. He shall have the general supervision of the public schools of the county and shall carry out the instructions of the State superintendent. He shall

visit every school, advising the teacher and noting in writing his judgment of her efficiency, shall decide all questions arising under the school law, shall apportion school moneys to the school districts, shall preside over teachers' institutes, and shall select suitable persons as instructors from the list commissioned by the State board. He shall have power to issue temporary certificates, shall make an annual report to the State superintendent containing such matters as that officer may require, under penalty of the loss of a month's salary. He shall see that the district boundaries are plainly marked, shall provide himself with an office at public expense, and shall be allowed postage and stationery. He shall not engage in teaching during his term of office.

District board of trustees.—The term "school district" is declared to mean the territory under the jurisdiction of a single board designated as "board of trustees." For the purpose of organizing a new district, a petition in writing shall be made to the county superintendent, signed by the parents or guardians of at least 10 census children residing within the boundaries of the proposed new district, but the boundaries of any district shall not be changed, except in forming new districts, unless a majority of heads of families resident therein present a petition to the county superintendent.

An annual meeting for the election of 3 school trustees or trustee shall be held, except in incorporated cities in districts containing a population of 500. The trustees hold for three years. In districts, cities, or towns having a population of from 500 to 1,000, the number of trustees shall be 5; in cities or towns of 1,000 and over the number shall be 7.

The board of trustees shall meet at least 4 times annually. The board shall employ teachers and other employees, fix and pay their wages, fix the charge for the tuition of nonresident students, and fix the compensation of the clerk for time spent in the service of the district, enforce the rules of the State superintendent, provide school furniture and other essentials of the schoolhouse, rent, repair, and insure, build, or remove them; hold in trust for the district all property, expel or suspend pupils, provide books for indigent children, make an annual report to the county superintendent, report directly to State superintendent when required, determine what branches, if any, shall be added to those required by law, subject to the approval of the county superintendent; visit every school in their district at least once in each term. The board has custody of all school property, and shall provide each schoolhouse with an American flag 4 by 6 feet at least, of durable material, and the necessary apparatus for flying it. The board may issue bonds and sell them to meet maturing bonds.

The district clerk shall make annually a census of the persons 6 to 21 years of age, by sex, together with the names of their parents or guardians. He shall take separately a census of children under 6, by sex. He shall be paid 10 cents for each child's name obtained, and he shall receive such other compensation for other services as may be allowed by the board of trustees. If, through the failure of the clerk to take the census, the district lose its share of the annual apportionment of school money, he shall be individually liable for the amount.

In districts having a population of 5,000 and upward, the board of trustees of such district may appoint a superintendent of schools, to hold at the pleasure of the board. The person so appointed shall hold a State certificate of the highest grade issued in some State or be the graduate of some reputable university, college, or normal school, and shall have taught at least five years. He shall perform the duties prescribed by the board, and he shall not engage in any work that will conflict with his duties as superintendent.

Truant officer.—See under Schools, Attendance.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be counted a qualified teacher who has not obtained a certificate from the county superintendent, or State certificate or life diploma from the State board of education, or a special certificate to teach either music, drawing, modern languages, or penmanship only.

The State board of education shall issue State diplomas to such persons as have a good moral character and who have held for one year and still hold in full force and effect a first grade county certificate, with the addition of English literature and mental philosophy, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. The term "five years" shall be construed to mean for five years of not less than seven months each; that is, the applicant must have taught a part of each year for five years—not necessarily

consecutive years—and in all thirty-five months, of which at least twenty-one months must have been in the public schools of Montana, provided that the State board of education shall have power to add such other studies to those enumerated in this paragraph as they may deem necessary.

Life diplomas may be issued upon all and the same conditions as State diplomas, except that the applicant must pass a satisfactory examination upon the rudiments of botany, geology, political economy, zoology, and general history, and must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. "Ten years" shall be construed to mean ten years of not less than seven months each; that is, the applicant must have taught some part of each year for ten years—not necessarily consecutive years—and in all seventy months, of which at least twenty-one months must have been in the public schools of Montana.

A State or life diploma may be granted to any graduate of the State normal school of Montana or of the State University of Montana when the said graduate furnishes satisfactory evidence of having successfully taught, after graduation, a public school in this State for sixteen school months. State or life diplomas may be granted to graduates of other educational institutions, within or without the State, upon conditions established by the State board of education.

The county superintendent shall hold public examinations of all persons over 18 years offering themselves as candidates for teachers of common schools at the county seat on the third Fridays in February, April, August, and November of each year by a series of written or printed questions, according to the rules prescribed by the State superintendent. If from the percentage of correct answers required by the rules and from other evidences disclosed by the examination, including particularly the superintendent's knowledge and information of the candidate's successful experience, the applicant is found to be a person of good moral character, to possess a knowledge and understanding, together with an aptness to teach and govern, which shall enable such applicant to teach in the common schools of the State, the county superintendent shall grant such applicant a certificate of qualification.

Certificates shall be of three regular grades, the first of which shall be good for three years, the second for two years, and the third grade (only issued once to the same person) for a term of one year, according to the percentage of correct answers and other qualifications appearing from the examination. No certificate shall be granted unless the applicant shall be found proficient in and qualified to teach reading, penmanship, orthography, written arithmetic, mental arithmetic, geography, English grammar, physiology and hygiene, United States history, and theory and practice of teaching. In addition to the above, applicants for a second-grade certificate shall pass a satisfactory examination in civics of the United States and of Montana, physical geography, and elementary algebra. The examination for a first-grade certificate shall include all of the forementioned branches and also American literature, natural philosophy, and plane geometry, and the applicant must have taught twelve months acceptably. In addition to the 3 regular certificates the county superintendent may issue a temporary certificate to teach until the next regular examination to any person applying at any other time than that during which the regular examination is held under regulations fixed by the State superintendent, but such certificate may be issued but once to the same person. Any person thinking himself unjustly treated may have his papers reexamined by the State superintendent on paying a fee of $2.

To validate the first-grade certificate for any county in the State other than that for which it has been granted it must be registered by the superintendent of the county in which the possessor wishes to teach. Every applicant shall pay $1 for the benefit of teachers' institute in the county. The questions forwarded by the State superintendent shall not be opened until the day of examination.

Every teacher shall make an annual report to the county superintendent, a copy of which shall be delivered to the district clerk. The teacher shall also make such other reports as may be lawfully required, and no warrant shall be drawn for a teacher's salary until all reports have been furnished, but in districts having superintendents the reports shall be made to him. The teacher shall also keep a register in a proper manner or forfeit her last month's salary, as also enforce the course of study and obedience on the part of pupils, but any teacher who shall maltreat or abuse any pupil shall be fined not to exceed $100.

Preliminary training.—The object of the State normal school shall be the instruction and training of teachers for the common schools of the State, the control of which shall be vested in the State board, which shall elect all teachers and employees.

Meetings.—The county superintendent in every county in which there are five or more school districts must hold one teachesr' institute in each year, and every

teacher employed in the county must attend the institute on penalty of losing pay if teaching, or if not teaching of having certificate revoked. As to other counties the county superintendent shall confer with the State superintendent. The session of the institute shall last five to ten days. Funds for the institute shall be derived from the following sources: All moneys received from the issuance of teachers' certificates by the county superintendents, the appropriations from counties of the first class of $100, of the second class of $75, of the third class of $50. The State board shall appoint experienced teachers to act as instructors in county institutes.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every common school not otherwise provided for by law shall be open to the admission of all children 6 to 21 for at least three months in each year for six hours a day, exclusive of noon recess, but any board may reduce the time, provided it be not less than four hours for the primary schools, and any teacher may dismiss pupils under 8 after four hours of instruction.

Every parent, guardian, or other person in the State of Montana having control of any child or children between the ages of 8 and 14 years shall be required to send such child or children to a public school, or private school taught by a competent instructor, for a period of at least twelve weeks in each year, six weeks of which time shall be consecutive: *Provided*, That such parent, guardian, or other person having control of such child or children shall be excused from such duty by the school board of the district whenever it shall be shown to their satisfaction, subject to appeal as provided by law, that one of the following reasons exists therefor, to wit:

First. That such child is taught at home by a competent instructor in such branches as are usually taught in the public schools.

Second. That such child has already acquired the branches of learning taught in the public schools.

Third. That such parent, guardian, or other person is not able, by reason of poverty, to properly clothe such child.

Fourth. That such child is in such a physical or mental condition (as declared by a competent physician, if required by the board) to render such attendance inexpedient or impracticable.

Fifth. That there is no school taught the requisite length of time within 2½ miles of the residence of such child by the nearest traveled road: *Provided*, That no child shall be refused admission to any public school on account of race or color.

Any parent, guardian, or other person failing to comply with these provisions shall, upon conviction, be deemed guilty of a misdemeanor and fined in a sum not less than $5 nor more than $25 for each offense. Said action shall be prosecuted in the name of the State of Montana, before any court of competent jurisdiction, and all fines so collected shall be paid into the county treasury and placed to the credit of the school fund of the district in which the offense occurs.

It shall be the duty of the district clerk of each school district, not later than twenty days after the commencement of each school term, to furnish the board of trustees with a list of names of all children between 8 and 14 years of age in attendance at school; and any district clerk failing to furnish such lists within the time specified herein shall be guilty of a misdemeanor and be liable to a fine of not less than $5 nor more than $25 for each offense; and such fine, when collected, shall be paid into the county treasury and placed to the credit of the school fund of the district in which the offense occurs.

It shall be the duty of the school trustees of the district to inquire into all cases of neglect of the duty prescribed in this title and ascertain from the person neglecting the reason, if any, therefor, and they shall forthwith proceed to secure the prosecution of any offense occurring under this title; and any trustee neglecting to secure such prosecution for such offense within ten days after receiving the lists mentioned above, unless the person so complained of shall be excused by the board of trustees for the reason hereinbefore stated, shall be deemed guilty of a misdemeanor and liable to a fine in the sum not less than $10 nor more than $50: and such fine, when collected, shall be paid into the county treasury and placed to the credit of the school fund of the district in which the offense occurs.

In every school district having a population of 2,000 or more the board of trustees may appoint one person, who shall be designated as "truant officer," whose duty it shall be, acting discreetly, to apprehend on view all children between 8 and 14 years of age who are residents of the said district who habitually

frequent or loiter about public places and have no lawful occupation, and place such children when so apprehended in the public school. And such officer shall report all cases of truancy to his respective board of trustees immediately. Upon the receipt of such information from such "truant officer" any member of the board of school trustees shall forthwith proceed to prosecute the person so offending as prescribed. Such officer shall be entitled to such compensation as shall be fixed by the board appointing him, which shall be paid out of the school fund.

If, upon the trial of any offense as charged, it shall be made to appear to the satisfaction of the court or judge trying the same that such prosecution was malicious, then the costs in such case shall be adjudged against the complainant or person instituting such proceedings and collected as fines in other cases.

Character of instruction.—All common schools shall be taught in the English language and instruction shall be given in the following branches: Reading, penmanship, orthography, written arithmetic, mental arithmetic, geography, English grammar, physiology, and hygiene—with special reference to the effect of alcoholic stimulants and narcotics on the human system—history of the United States, civics of the United States and of Montana. Attention must be given during the entire course to the cultivation of manners, to the laws of health, physical exercise, ventilation, and the temperature of the school room. Whenever the interests of the district require it the board of trustees may establish a high school, employ a principal and other teachers, and grade the school; and the board may also determine what branches, in addition to those required by law, shall be taught in the public schools, subject, however, to the approval of the county superintendent.

Text-books.—The State board of education shall recommend to the legislature a uniform system of text-books to be used in the public schools of the State below the high schools.

Buildings.—The board of trustees shall have custody of all the district school property. Any pupil who shall in any way cut, deface, or otherwise injure any schoolhouse, furniture, fence, or outbuilding, or any book belonging to other pupils or to the district library shall be liable to suspension and punishment, and his parent or guardian for damage done. Any person willfully disturbing any public school or public-school meeting shall be fined from $10 to $100. The national flag must be displayed on or near each schoolhouse.

4. Finances.

The principal of the State school fund shall remain irreducible and permanent. The said fund shall be derived from the following sources, to wit: Appropriations and donations by the State to this fund; donations and bequests by individuals to the State or common schools; the proceeds of land and other property which revert to the State by escheat and forfeiture; the proceeds of all property granted to the State when the purpose of the grant is not specified or is uncertain; funds accumulated in the treasury of the State for the disbursement of which provision has not been made by law; the proceeds of the sale of timber, stone, materials, or other property from school lands other than those granted for specific purposes, and all moneys other than rental recovered from persons trespassing on said lands: 5 per cent of the proceeds of the sale of public lands lying within the State which shall be sold by the United States subsequent to the admission of the State into the Union as approved by section 15 of the enabling act; the principal of all funds arising from the sale of lands and other property which have been and may hereafter be granted to the State for the support of common schools. The board of trustees, at any time when in their judgment it is advisable, may submit to the qualified electors of the district the question whether a tax, not to exceed 10 mills on each dollar on the taxable property in the district, shall be raised to purchase lots and to furnish additional school facilities for said district, or to maintain any school or schools in such district, or for building one or more schoolhouses, or for removing or building additions to one already built, for the purchase of globes, maps, charts, books of reference, and other appliances or apparatus for teaching, or for any or all of these purposes. Such election shall be called by posting notices in three public places in the district for at least fifteen days before the election, and conducted as nearly as practicable according to the provisions herein made for holding annual school elections. The notice shall contain the time and place of holding the election, the amount of money proposed to be raised, and the purpose or purposes for which it is intended to be used.

All moneys arising from the sale of town lots in virtue of the several acts of the legislature shall be paid into the county treasury for the benefit of the common schools of the school district in which such city or town is situated.

The State superintendent shall annually apportion the State school fund among the several counties of the State in proportion to the number of children of school age, and it shall be the duty of the State board of land commissioners to notify the State auditor of the amount. The county superintendent shall apportion all school moneys to the district quarterly.

No school district shall be entitled to receive any apportionment of school money which shall not have maintained a free school for at least three months during the next preceding school year, and every school district using text-books other than those prescribed by the State legislature (except for supplementary purposes) shall forfeit 25 per cent of their school fund for that year, and the county superintendent shall deduct that amount from the apportionment to be made to any district.

The board of trustees of any school district may, when authorized by a majority of the voters, submit to the electors the question of issuing bonds at a rate of interest not greater than 6 per cent per annum, but in no case shall the whole issue of bonds exceed 3 per cent of the taxable property within the district, but not to exceed in gross $250,000.

WYOMING.

1. Organization of the System.

State superintendent of public instruction.—County superintendent of schools.—District board of directors.

State superintendent of public instruction.—There shall be elected quadrenially a State superintendent of public instruction, who must have attained the age of 25, be a citizen of the United States, and have the qualifications of State electors.

The duties of superintendent shall be as follows: He shall file all papers, reports, and public documents transmitted to him by the school officers of the several counties each year separately, and hold the same in readiness to be exhibited to the governor, or to any committees of either house of the legislative assembly; and shall keep a fair record of all matter pertaining to the business of his office. He shall have a general supervision of all the district schools of the State, and shall see that the school system is, as early as practicable, put in uniform operation. He shall prepare and have printed suitable forms for all reports required by this law, and shall transmit the same, with such instructions in reference to the course of studies as he may judge advisable, to the several officers intrusted with their management and care. He shall make all further rules and regulations that may be necessary to carry the law into full effect according to its spirit and intent, which shall have the same force and effect as though contained herein. He shall make a report to the legislative assembly on the first day of each regular session thereof, exhibiting the condition of the public schools, and such other matters relating to the affairs of his office as he may think proper to communicate. He may grant teachers' certificates and regulate the grade of county certificates. One copy of all books, maps, or specimens of apparatus, etc., when received by the State superintendent shall be placed in the public library of the State.

County superintendent of schools.—The duties of the county superintendent of schools are to annually transmit to the State superintendent a report containing an abstract of the several particulars set forth in the reports of the district clerks, together with a statement of the financial affairs of his office and such suggestions as he may think proper relative to the schools of his county. He shall distribute to the districts within his county such blank forms, circulars, and other communications as may be transmitted to him for that purpose by the superintendent of public instruction. He shall annually apportion the county school tax and all money in the county treasury belonging to the county school fund in the following manner: Each school district in his county shall be apportioned the sum of $150 for the payment of teachers in such district, and all moneys remaining after such apportionment shall be apportioned to each district pro rata, according to the number of pupils in attendance in the schools of said district reported to him by the several district clerks; but no district shall be entitled to the amount of $150 for the payment of teachers besides the pro rata apportionment as provided in this section when there are less than 8 scholars of school age in said district; and he shall record a statement thereof in his office, and he shall also notify the county treasurer of such apportionment. He may also make a supplementary apportionment of the money in the county school fund at any time after the first Monday in December prior to the 1st of the following June, and such supplementary apportionment shall be pro rata, according to the number of pupils in attendance in any and all schools in each district as reported to him by the several district clerks in their last annual reports. He shall divide the settled parts of the county

into school districts, and may alter and change the boundaries of districts thus formed from time to time, as the convenience of the inhabitants of the aforesaid districts may require, and shall proceed to make such change at any time when petitioned by two-thirds of the legal voters of any district. He shall examine every person offering himself or herself as teacher of public schools, and shall grant certificates. He shall have the general superintendence of the schools in his county, and shall visit each school at least once each term, and shall have power to dismiss all teachers he may find to be incompetent. Should the county superintendent fail to report, he shall forfeit $100 and shall be sued on his bond for the collection of the same with damages.

District board of directors.—The county superintendent shall divide the settled parts of the county into school districts, but a majority of the voters may appeal to the State superintendent if dissatisfied. The electors of the district shall elect by ballot three trustees, who shall form a board of directors, one of whom shall be chosen annually for a term of three years. One trustee shall be chosen as director, another treasurer, and the third clerk of the district. But in all districts containing a population of 2,000 or more there shall be a board of six directors, two of whom shall retire annually after serving three years.

The district meeting shall have power to determine the number of schools which shall be established in the district, and the length of time each shall be taught; to fix the site of each schoolhouse, taking into consideration in doing so the wants and necessities of the people of each portion of the district; to vote such sum of money as the meeting shall deem sufficient for any of the following purposes—to supply any deficiency in the fund for the payment of teachers; to purchase or lease a suitable site for a schoolhouse or schoolhouses; to build, rent, or purchase a schoolhouse or schoolhouses; and keep in repair and furnish the same with the necessary fuel and appendages; for procuring libraries for the schools, books and stationery for the use of the board and district meetings; for purchasing books for indigent scholars and to defray all other contingent expenses of the district: *Provided*, That the sum of money so voted shall not exceed 10 mills on the dollar of all taxable property in each school district: *Provided further*, That the tax to be levied and collected as authorized by this section shall not exceed 5 mills on the dollar of the assessed valuation of the taxable property in any one year in all school districts having a total valuation of property exceeding $3,000,000 or a valuation thereof of less than $200,000; to direct the sale or other disposition to be made of any schoolhouse or the site thereof, and of such other property, real or personal, as may belong to the district, and to direct the manner in which the proceeds arising therefrom shall be applied; to vote a sum not exceeding $100 in any one year to procure a district library, consisting of such books as they may direct any person to procure; to delegate any and all powers specified in the foregoing subdivisions to the district board; to transact generally such business as may tend to promote the cause of education.

The district board of directors shall make all contracts, purchases, payments, and sales necessary to carry out every vote of the district for procuring any site for a schoolhouse, renting, repairing, or furnishing the same and disposing thereof, or for keeping a school therein and performing such other duties as may be delegated to them by the district meeting. Vacancies occurring three months before an election must be filled by a special election, otherwise by the board. The director shall preside at the meetings of the board and countersign all orders for the payment of money, and shall appear for the district in court. The district clerk shall, in addition to other duties, submit a report to the county superintendent containing: First, the number of schools taught in such district, the number of days each scholar attended the same, and the aggregate number of days of attendance of said school, respectively, as certified by the teachers of the several schools of such district. Second, the number of schools and the branches taught in each. Third, the number of pupils in each school and of each sex. Fourth, the number of teachers employed in each school and the average compensation of each per month. Fifth, the number of days the school has been taught, and by whom. Sixth, the average cost of tuition for a pupil per month in each school. Seventh, books used in each school. Eighth, the number of volumes in the library of each school. Ninth, the aggregate amount paid teachers during the year, the source from which the same was received, and the amount of the teachers' fund in the hands of the treasurer. Tenth, the number of district schoolhouses and the cost of each. Eleventh, the amount raised in the district by tax for the erection of schoolhouses and for other purposes authorized in this title, and such other information as he may deem useful. Should the clerk fail to file his reports as above directed he shall forfeit the sum of $25, and shall be liable to make good all loss resulting to the district from such failure, suit to be brought in both cases by the director in the name of the district, on his official bond.

2. Teachers.

Appointment, qualifications, and duties.—Meetings.

Appointment, qualifications, and duties.—The State superintendent shall have power to grant certificates of qualification to teachers of proper learning and ability to teach in any public school of the State and to regulate the grade of county certificates. The county superintendent shall examine every person offering himself or herself as teacher of public schools, and if in his opinion such person is qualified to teach a public school he shall grant a certificate authorizing the holder to teach a public school in that county for one year. Whenever practicable the examination shall be competitive and the certificate shall be granted according to the qualifications of the applicant. The district board shall employ all teachers necessary for the schools of the district. But no certificate shall be granted to any person who shall not have passed a satisfactory examination in physiology and hygiene, with special reference to alcoholic stimulants and narcotics.

Meetings.—The county superintendent of public schools shall hold annually a county teachers' institute for the instruction and advancement of teachers. Said institute shall continue not less than four days nor more than five days. The county superintendent shall preside at all meetings and determine the time and place for holding such institute. It shall be the duty of all teachers actually engaged in teaching in such county to attend such institute unless they shall have a written excuse, signed by the county superintendent. It shall be the duty of each district board to pay all teachers who attend such institute the same salary per day they would have received had the same amount of time been spent in teaching. It shall be the duty of the county board of commissioners, in each county, to appropriate annually the sum of $100 for the payment of such instructors or lecturers as the county superintendent may employ to assist him in holding the county institute.

3. Schools.

Attendance.—Character of instruction.—Text-books.

Attendance.—The district schools established under the provisions of this title shall at all times be equally free and accessible to all children resident therein over 6 and under the age of 21 years, subject to such regulations as the district board in each district may prescribe. But where there are 15 or more colored children within any school district the board of directors and the county superintendent may provide a separate school for them. And it shall be the duty of all parents and guardians, or other persons having the control of children between the ages above mentioned, to send such children to some school at least three months in each and every year, except in case of invalids and others to whom the schoolroom would be injurious. [Cf. under Finances, subhead Taxation.] In such cases the district board shall, upon receipt of a physician's certificate, excuse such children: and the district board may, in its discretion, excuse children from attendance when a compliance with this title would work great hardship. In all such cases the clerk of the board shall state the reason for excuse and the name of the child or person excused, and the length of time for which excused, at large in the minutes of the proceedings of the board: *Provided*, That in all cases the applicant may appeal from the decision of the board to the county superintendent, whose decision shall be final.

Any parent or guardian, or other person having children in their charge between the ages of 7 and 16 years, who shall neglect or refuse to comply with the provisions of this chapter shall, on conviction, be punished by a fine not exceeding $25 for each and every offense, and it shall be the duty of all sheriffs, constables, or police officers, at all times, whenever it comes to their knowledge that any child is living idly and loitering about the streets or thoroughfares and spending its time in an idle and dissolute manner, to notify some member of the school board of the district in which such child is living, whose duty it shall be to immediately make all the proper inquiries to ascertain the reasons for the nonattendance of said child in some school of the county in which such child may be found by said board; if any such child or ward is willfully violating the conditions of this law, it shall become the duty of the county superintendent of schools, on written notice from the board, to make a complaint before some justice of the peace against the parent or guardian of said child or ward, or to make complaint against such child or ward, as provided in cases of vagrancy, under the laws of this Territory.

The district meeting determines the length of time schools shall be taught.

Character of instruction.—The legislature shall provide for the establishment and maintenance of a complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade, a university with such technical and professional departments as the public good may require and the means of the State allow, and such other institutions as may be necessary. The county superintendent and district board of directors may determine whether a school of a higher grade shall be established in the district, the number of teachers to be employed, and the course of instruction to be pursued therein, until the meeting of the teachers' institute, provided for by law, at which time the institute shall determine the studies to be pursued in all schools of like grade in the State; and the superintendent of public instruction shall have the same power to carry into effect the determination of the institute as is provided in other cases; and the board may erect for the purpose one or more permanent schoolhouses, and shall cause such classification of the pupils as they may deem necessary, but in selecting the site for such schoolhouse or schoolhouses the permanent interest and future welfare of the people of the entire district shall be consulted.

Physiology and hygiene, which shall include in each division of the subject special reference to the effects of alcohol and narcotics upon the human system, shall be included in the branches taught in the common schools.

Text-books.—Neither the legislature nor the superintendent of public instruction shall have power to prescribe text-books to be used in the schools. At the expiration of the period of five years, for which the books now in use are adopted, the county superintendents and city superintendents of schools in the State shall meet at a call of the State superintendent of public instruction to adopt a series of text-books, and the books thus adopted shall be the only legal text-books to be used in the public schools for the ensuing five years.

Buildings.—The school property is controlled by the district board of directors.

Any person who shall willfully break, cut, deface, despoil, injure, damage, or destroy any school property, or who shall cut, mark, write, or otherwise place or put on, or cause to be placed or put upon, any school property any language or pictures or figures or signs of an obscene character, shall be deemed guilty of a misdemeanor, and, upon conviction thereof, shall pay a fine of not less than $5 nor more than $100. The said fines shall be paid into the treasury of the school district in which the offense was committed.

Any person who shall use insulting and abusive language to and toward any teacher in or about any public schoolhouse, or who shall willfully disturb any public school or district meeting, shall be deemed guilty of a misdemeanor, and, upon conviction, shall be fined in any sum not less than $5 and not exceeding $100.

[See also under Organization, District board of directors, and Character of instruction, above.]

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The following are declared to be perpetual funds for school purposes, of which the annual income only can be appropriated, to wit: Such per cent as has been or may hereafter be granted by Congress on the sale of lands in this State; all moneys arising from the sale or lease of sections Nos. 16 and 36 in each township in the State and the lands selected or that may be selected in lieu thereof; the proceeds of all lands that have been or may hereafter be granted to this State where, by the terms and conditions of the grant, the same are not to be otherwise appropriated; the net proceeds of lands and other property and effects that may come to the State by escheat or forfeiture or from unclaimed dividends or distributive shares of the estates of deceased persons; all moneys, stocks, bonds, lands, and other property now belonging to the common-school fund.

To the sources of revenue above mentioned shall be added all other grants, gifts, and devises that have been or may hereafter be made to this State and not otherwise appropriated by the terms of the grant, gift, or devise.

All fines and penalties under general laws of the State shall belong to the public-school fund of the respective counties and be paid over to the custodians of such funds for the current support of the public schools therein.

All funds belonging to the State for public-school purposes, the interest and income of which only are to be used, shall be deemed trust funds in the care of the State, which shall keep them for the exclusive benefit of the public schools, and shall make good any losses that may in any manner occur, so that the same shall remain forever inviolate and undiminished. None of such funds shall ever

be invested or loaned except on the bonds issued by school districts, or registered county bonds of the State, or State securities of this State, or of the United States.

The income arising from the funds mentioned in the preceding section, together with all the rents of the unsold school lands and such other means as the legislature may provide, shall be exclusively applied to the support of free schools in every county in the State.

Provision shall be made by general law for the equitable distribution of such income among the several counties according to the number of children of school age in each; which several counties shall in like manner distribute the proportion of said fund by them received, respectively, to the several school districts embraced therein. But no appropriation shall be made from said fund to any district for the year in which a school has not been maintained for at least three months; nor shall any portion of any public-school fund ever be used to support or assist any private school, or any school, academy, seminary, college, or other institution of learning controlled by any church or sectarian organization or religious denomination whatsoever.

All moneys, stocks, bonds, lands, and other property belonging to a county school fund, except such moneys and property as may be provided by law for current use in aid of public schools, shall belong to and be securely invested and sacredly preserved in the several counties as a county public-school fund, the income of which shall be appropriated exclusively to the use and support of free public schools in the several counties of the State.

Taxation.—The legislature shall make such provision, by taxation or otherwise, as with the income arising from the general school fund will create and maintain a thorough and efficient system of public schools, adequate to the proper instruction of all the youth of the State, between the ages of 6 and 21 years, free of charge; and in view of such provision so made, the legislature shall require that every child of sufficient physical and mental ability shall attend a public school during the period between 6 and 18 years for a time equivalent to three years, unless educated by other means.

The county commissioners shall, at the time of levying tax for county purposes, cause to be levied a tax for the support of schools within the county, as provided by law, which shall be collected by the county collector at the same time and in the same manner as Territorial and county taxes are collected, with the exception that it shall be receivable in cash or warrants of the school. The county treasurer shall at all times hold, subject to the draft of the proper officers, all moneys belonging to teachers or schoolhouse fund.

Whenever a sum of money has been voted by a district, the clerk shall, under the supervision of the director, make out and certify, over his official signature, the amount of money voted in his district, and on or before the fourth Monday in May in each year cause the same to be filed in the office of the clerk of the board of county commissioners. The clerk shall also, at the same time, notify the county assessor in writing of the action of the district meeting. The county assessor shall, at the time of making the county assessment, also assess the property of each district from which he has received notification as aforesaid, and return to the county clerk at the time of returning the county assessment roll a separate roll of each district by him assessed, for which services he shall receive $5 per day for the time actually employed in making such separate assessment roll, which sum shall be paid out of the treasury of each district so assessed.

The amount collected by the county collector shall be paid over to the county treasurer like other taxes, but collector shall pay the money collected on the district tax rolls directly to the treasurer of the proper district.

The board of school trustees of any school district may, whenever a majority thereof so decide, submit to the electors of the district the question whether the board shall be authorized to issue the coupon bonds of the district to a certain amount, not to exceed 3 per cent of the taxable property in said district, and bearing a certain rate of interest, not exceeding 8 per cent per annum, and payable and redeemable at a certain time, not exceeding fifteen years, for the purpose of building one or more schoolhouses in said district and providing the same with necessary furniture.

COLORADO.

1. Organization of the System.

State board of education.—State board of examiners.—State superintendent of public instruction.—County superintendent of public schools.—District board of school directors.

State board of education and State board of examiners.—The superintendent of public instruction, the secretary of state and the attorney-general shall constitute a State board of education, of which the superintendent of public instruction shall be president. The board shall have power to adopt any rules and regulations not inconsistent with law for its own government and for the government of public schools. It may grant State diplomas under conditions specifically set forth under the head "Teachers," in connection with the State board of examiners.

State board of examiners.—See under Teachers, Appointment, qualifications, and duties.

Superintendent of public instruction.—There shall be elected every two years a State superintendent of public instruction, who shall give bond in the sum of $5,000, with sureties. He shall have an office at the seat of government, where he shall keep the records of his office. He shall decide all points touching the construction of the school law; shall prepare lists of questions for the use of county superintendents at examinations of teachers; shall have general supervision of all the county superintendents, and of the public schools of the State; shall prepare and distribute all necessary blanks and blank books, to be charged to the counties at cost; shall report to the governor concerning the condition of the public schools, the amount of the State school fund apportioned and sources from which derived, with such suggestions and recommendations relating to the affairs of his office as he may think proper to communicate. He shall visit annually such counties as most need his personal attendance, and all counties, if practicable, and he shall open a correspondence to enable him to obtain all necessary information relating to the system of public schools in other States. For traveling expenses he shall receive not more than $500, and the incidental expenses of his office shall be paid in the same manner as are those of other State officers. He shall apportion the school fund and may employ an assistant librarian, who shall have charge of the State library.

County superintendent of schools.—There shall be elected in each county biennially a county superintendent of public schools, who shall execute a bond in the sum of $2,000 (to be increased at discretion) with two sureties. He shall examine teachers, shall apportion the general school fund among the districts, supervise the schools of his county, visit each school at least once during the quarter to examine the accounts of district officers, and make a report to the State superintendent containing the abstracts of the reports made to him by the district secretaries, and also such other matters as the State superintendent may direct. The county superintendent may appoint a deputy who shall receive no compensation from public funds. He also shall appoint directors in districts failing to elect them. He shall record the boundaries of districts. His compensation shall be $5 per diem and 15 cents for each mile necessarily traveled one way; but his compensation shall in no case exceed $100 for each regularly organized public school in the county. He shall be provided with a suitable office at the county seat as also with all the office incidentals.

District board of school directors.—All school districts which shall continue to exercise undisputedly the prerogatives and enjoy the privileges of a district for the period of one year next succeeding the election of its officers shall be deemed to be a legally formed district. For the purpose of organizing a new district out of a portion of one or more old districts the parents of at least 10 children of school age, residing within the limits of the proposed district, shall petition the county superintendent in writing, who may call an election to determine the question.

There shall be elected in each school district annually a board of directors. The number of persons that shall constitute each board of directors shall be determined as follows: Districts containing a population of more than 1,000 shall be denominated districts of the first class; districts containing a population of from 350 to 1,000 shall be denominated districts of the second class, and districts containing a population of fewer than 350 shall be denominated districts of the third class; and districts of the first class shall annually elect one director for five years, while districts of the second and third classes shall annually elect one person to serve for three years as a member of the board; one member of the board of dis-

tricts of the second and third classes shall be elected as president, one as secretary, and one as treasurer. District boards in first-class districts shall fill vacancies until the next annual election.

Each school board shall have power to employ or discharge teachers, mechanics, or laborers, and to fix their salaries; to fix the compensation to be allowed the secretary; to enforce the general regulations of the State superintendent; to fix the course of study, the exercises, and the kind of text-books to be used; to provide for school furniture and for everything needed in the schoolhouses or for its own use; to rent, repair, and insure schoolhouses, and, when directed by the district, to build or remove schoolhouses, or to purchase or sell school lots. The board shall suspend or expel pupils from school; shall determine the number of teachers to be employed and the length of time over and above three months that the schools shall be taught; to provide books for indigent children on the written statement of the teachers that the parents of such children are not able to purchase them; to make an annual report to the county superintendent upon the forms furnished by the superintendent; to make a report to the State superintendent when instructed to do so. They shall purchase and display upon the schools the national flag.

The district board of any district of the third class may call a special meeting of the electors, who shall decide as to the location of a schoolhouse, lay a tax to pay teachers; purchase or lease suitable grounds and buildings for school purposes and furnish and repair the same and provide incidentals, procure libraries, books, and stationery for the board, etc., and direct the sale or other disposition of school property.

The secretary of the board shall give bond with sureties, and shall annually cause to be taken a census of all persons over 6 and under 21, and shall cause reasonable effort to be made respecting the number of blind and deaf persons 4 to 22. He shall make a report to the county superintendent containing the following facts: The number of persons, male and female, in his district between the ages of 6 and 21; the number of schools and the branches taught in each; the number of pupils in each school; the number of teachers employed and the compensation of each per month; the number of days the school was taught during the year; the number of pupils enrolled during the year and the average daily attendance; the average cost of each school a month for each pupil based upon the total enrollment and also the average cost based upon the average daily attendance (in estimating these averages the secretary shall take account of the teachers wages, all current expenses, and 6 per cent interest upon a fair valuation of all property belonging to the district); the kind of text-books used; the number of volumes in the library of each school; the aggregate amount paid teachers during the year and the average monthly pay; the number of public schoolhouses and their value; the amount raised by tax in the district during the year for school library; the amount raised by subscription or by other means than tax; the amount of special tax levied for the support of schools and for buildings, sites, and furniture; the amount of money on hand at the beginning of the year last past, and the amount received from all other sources. Should the secretary fail to make this report he shall forfeit the sum of $100, and be responsible for the loss occasioned by his negligence. In districts of the first class the secretary may, and the treasurer shall not, be a member of the board. In districts of the second and third classes both are elected as members of the board.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No district board shall employ any person to teach in any of the public schools unless such person shall have a license to teach, in full force at the time of employment.

The State board of education is hereby authorized to grant State diplomas to such teachers as may be found to possess the requisite scholarship and culture, and who may exhibit satisfactory evidence of a moral character, and whose eminent professional ability has been established by not less than two years' successful teaching in the public schools of the State. Such diplomas shall supersede the necessity of any and all other examinations by persons holding the same whether county, city, or local, and shall be valid anywhere in the State. They shall be granted upon public examination upon such branches and terms and by such examiners as the State superintendent, the president of the State university, the president of the State agricultural college, and the president of the State school of mines may prescribe. provided that the State board of education may, upon the recommendation of the State board of examiners, grant State diplomas without

examination to persons who, in addition to good moral character and scholarly attainments, have rendered eminent services in the educational work in the State for a period of not less than five years.

The county superintendent shall meet all persons desirous of passing an examination as teachers, in some suitable room at the county seat, where he shall examine all applicants in orthography, reading, writing, arithmetic, English grammar, geography, the history of the United States, including the Constitution, physiology, laws of health, the elements of the natural sciences, theory and practice of teaching, and the school law of the State. He may appoint a deputy at $5 a day to examine persons to whom it would be a hardship to attend at the county seat. If the applicant is to teach in a school of high grade, the examinations shall extend to such additional branches of study as are to be pursued in such school. The certificates shall be of three grades. The first grade shall be valid for two years, the second for one year, the third for six months. A county superintendent may renew a certificate of the first grade by indorsing such renewal thereon. It shall be deemed a violation of law to grant a certificate of either of the above-named grades without requiring the applicant to pass a thorough and satisfactory examination in the branches required by law and upon questions prepared by the superintendent of public instruction, but failure in the elements of the natural sciences shall not prevent the issuance of a third-grade certificate. The county superintendent may, upon evidence of competency, grant a temporary (unrenewable) certificate until the next following examination, but not more than one shall be granted to the same person.

In school districts of the first class the examination of teachers to fill vacancies may be conducted by the school boards of such districts, and a teacher thus examined and while thus employed shall not be required to hold a certificate from the county superintendent. If satisfied of the ability of the holder of a certificate from another county, a superintendent may grant a certificate to him to teach in the county of which he is superintendent. In case a certificate is revoked or refused an appeal may be made to the State board.

The teacher shall, at the close of every term (four months at longest), fill in the statistical summary in the register, and in ungraded schools file the register with the secretary of the district, but in graded schools the register aforesaid shall be filed with the principal or superintendent of the district, in which case the principal or superintendent shall make an abstract of the summaries of all such registers upon blanks prepared by the superintendent of public instruction and file the same with the secretary. The teacher, principal, or superintendent, as the case may be, who is in charge of the last term of school shall file with the secretary a summary of the statistics for the year, and until these registers, summaries, and abstracts have been filed it shall be unlawful for the officers of any district to draw a warrant for the last month's salary of any teacher, principal, or superintendent whose duty it is to make out such statements.

Preliminary training.—The purpose of the State normal school shall be to impart instruction in the science and art of teaching, with the aid of a suitable practice department, and in such branches of knowledge as shall qualify teachers for their profession. The school shall be under the control of a board of six trustees (appointed with the concurrence of the senate), two to retire annually, and the State superintendent. The normal school is an integral part of the public-school system and shall stand upon the same basis as to apportionment of State school funds as union high schools and shall be subject to the supervision of the State board of education, under which the board of trustees shall exercise their control. The school shall be open to all persons resident in this State who are 16 years of age, without charge for tuition. The school is authorized to grant diplomas to such students as shall have completed the full course of instruction, shall have been recommended by the faculty, and shall have passed a final examination upon the branches embraced in the prescribed course before a board consisting of the State superintendent of schools, a county superintendent, and the principal of the school. This diploma licenses the receiver to teach in any of the public schools of the State. The trustees shall receive $5 per diem and traveling expenses and shall report annually to the State board concerning the attendance, the curriculum, and the finances of the school.

Meetings.—The State is divided for the present into 13 normal institute districts. A normal institute for the instruction of teachers and those desiring to teach may be held annually for a term of not less than two weeks in each normal institute district. The county superintendents of each institute district shall annually select not more than three of their number as an executive committee, who, with the advice and consent of the superintendent of public instruction and the president of the State normal school, shall determine the time and place of holding the

normal institute, and shall select a conductor and instructor for the same. To defray the expense of such institute the executive committee shall require the payment of $1 registration fee for each person attending, and each county superintendent shall add 5 per cent to the standing in examination of teachers who shall so attend.

When a normal institute of not fewer than two weeks is held the number and names of the persons in attendance shall be certified to the county commissioners, who shall allow $2 for every person certified, and there shall be paid the sum of $50 to institutes having at least 20 persons in attendance who have paid registration fees.

No one shall be paid from the fund arising from fees and county appropriations as conductors or instructors unless holding a certificate of qualification for such work from the State board of education on recommendation of the State board of examiners, provided that a member of the State normal school faculty shall be ex-officio a conductor of normal institutes.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every public school, except high schools, shall be open for the admission of all children 6 to 21 residing in the district, for at least four school months in each year. A school day shall not exceed six hours.

It shall be unlawful for any person, persons, or corporation to employ any child under the age of 14 years to labor in any business whatever during the school hours of any school day of the school term of the public school, in the school district where such child is, unless such child shall have attended some public or private day school where instruction was given by a teacher qualified to instruct in those branches required to be taught in the public schools of the State of Colorado, or shall have been regularly instructed at home in such branches by some person qualified to instruct in the same, at least twelve weeks in each year, eight weeks at least of which shall be consecutive, and shall, at the time of such employment, deliver to the employer a certificate in writing, signed by the teacher, certifying to such attendance or instruction; and any person, persons, or corporation who shall employ any child contrary to the provisions of this section shall, upon conviction, be deemed guilty of a misdemeanor, and fined in a sum not less than $25 nor more than $50; and all fines so collected shall be paid into the county treasury and placed to the credit of the school district in which the offense occurs.

Every parent or guardian or other person in the State of Colorado having control of any child or children between the ages of 8 and 14 shall be required to send such child or children to a public school or private school taught by a competent instructor, for a period of at least twelve weeks in each year, at least eight weeks of which time shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parent, guardian, or person having control resides, upon its being shown to their satisfaction that such child's bodily or mental condition has been such as to prevent attendance at school, or application to study for the period required: *Provided*, That if such parent or guardian is not able, by reason of poverty, to properly clothe any such child, it shall be the duty of the school board of the proper district, upon the fact being shown to their satisfaction, to furnish the necessary clothing and pay for the same out of the school fund of such district, by warrant drawn as in other cases, or that such child or children are taught at home in such branches as are usually taught in the public schools, subject to the same examinations as other pupils of the district in which the child resides; or that there is no school taught within 2 miles by the nearest traveled road.

Any parent, guardian, or other person failing to comply with the provisions of the preceding paragraph shall, upon conviction, be deemed guilty of a misdemeanor, and fined in a sum not less than $5 nor more than $25 for each offense; and all fines so collected shall be paid into the county treasury and placed to the credit of the school district in which the offense occurs.

It shall be the duty of any school director of the district to inquire into all neglect of the duty prescribed for attendance of children, and ascertain from the person the reason, if any, therefor; and he shall forthwith proceed to secure the prosecution of any offense occurring under this act; and any director neglecting to secure such prosecution for such offense, within ten days after a written notice has been served on him by any taxpayer in said district, unless the person so complained of shall be excused by the district board of education for the reasons hereinbefore stated, shall, upon conviction, be deemed guilty of a misdemeanor, and

fined in a sum not less than $10 nor more than $50; and such fine, when collected, shall be paid into the county treasury and placed to the credit of the school district in which the offense occurs. All actions for offenses committed under this act shall be prosecuted for in the name of the State of Colorado.

That upon the trial of any offense as charged herein, before any court of competent jurisdiction, it shall be determined that such prosecution was malicious, then the costs in such case shall be adjudged against the complainant and collected as fines in other cases.

Two weeks' attendance at half time or night school shall be considered within the meaning of this article equivalent to an attendance of one week at a day school.

Character of instruction.—The public schools shall be taught in the English language, and the school boards shall have taught in such schools orthography, history of the United States, the Constitution of the United States, physiology, laws of health, the elements of the natural sciences, the effect of alcoholic drinks and narcotics, and such other branches of learning and other languages as may be deemed expedient. On the demand of the parents or guardians of twenty or more children of school age, the board of directors may procure efficient instructors and introduce the German and Spanish languages as a medium of instruction, one or either of them.

The school board of districts of the first and second classes shall have the power to establish a separate high school whenever they shall deem it expedient, and shall determine the qualifications for admission to such schools and shall exercise all the powers with reference to such high school which are accorded to them in relation to schools of the lower grade. Two or more adjoining districts may elect a high-school committee and establish and maintain a high school.

Kindergartens may be established by the school boards of any district for children 3 to 6, but this shall not change the law as to the taking of the school census or the apportionment of State and county school funds.

Text-books.—The district school board shall determine the kind of text-books to be used, provided that only one kind of text-book of the same grade or branch of study shall be used in the same department of a school, and that after the adoption of any book it shall not be changed in fewer than four years, unless the price thereof shall be unwarrantably advanced or the mechanical quality lowered or the supply stopped. The board shall also provide books for indigent children, on the written statement of the teachers that the parents of such children are not able to purchase them, and shall furnish free text-books for the use of all pupils, when authorized to do so by a majority vote of the district. The board shall also require that pupils be furnished with proper books as a condition of membership in school.

Buildings.—The property of the school district is under the control of the district school board, which may acquire or sell the same when directed by a vote of the district to do so. The national flag shall be displayed upon each school house.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The public-school fund of the State shall consist of the proceeds of such lands as have heretofore been, or may hereafter be, granted to the State by the General Government for educational purposes; all estates that may escheat to the State; also all other grants, gifts, or devises that may be made to this State for educational purposes.

The public-school fund of the State shall forever remain inviolate and intact. The interest thereon only shall be expended in the maintenance of the schools of the State, and shall be distributed among the several counties and school districts of the State in such manner as may be prescribed by law. No part of this fund, principal or interest, shall ever be transferred to any other fund or used or appropriated except as herein provided. The State treasurer shall be the custodian of this fund, and the same shall be securely and profitably invested as may be by law directed. The State shall supply all losses thereof that may in any manner occur.

The State superintendent shall semiannually apportion the public-school income fund among the several counties of the State from which reports have been received, according to the school population.

All fines, penalties, and forfeitures provided by this act may be recovered by action of debt, in the name of the people of the State of Colorado, for the use of the proper school district or county, and shall, when they accrue, belong to the respective districts, or counties, in which the same may have been incurred; and the county treasurers, for their counties, are hereby authorized to receive and cause to be placed to the proper credit such forfeitures. Except as otherwise pro-

vided by law, all sums of money derived from fines imposed for violation of orders of injunction, mandamus, and other like writs, or for contempt of court, shall be paid into the school fund of the county wherein the contempt or such violation was committed; and the clear proceeds of all fines collected within the several counties of the State for breach of the penal laws, and all funds arising from the sale of lost goods and estrays shall be paid over in cash by the person collecting the same within twenty days after the collection to the county treasurer of the county in which the same have accrued, and shall be by him credited to the general county school fund. [For the distribution of the county fund, see "Taxation," below.]

Taxation.—There shall be assessed and levied annually upon all the taxable property in the State taxes for the support and maintenance of certain State educational institutions as follows: One-sixth of 1 mill on each dollar of the assessed valuation of the taxable property of the State for the use of the agricultural college, and to be known as the agricultural college fund; one-sixth of 1 mill on each dollar of the assessed valuation of the taxable property of the State for the use of the State school of mines, to be known as the school of mines fund; one-sixth of 1 mill on each dollar of the assessed valuation of the taxable property of the State for the use of the State normal school, to be known as the normal school fund; one-sixth of 1 mill on each dollar of the assessed valuation of the taxable property of the State for the use of the institute for the mute and blind, to be known as the mute and blind fund. Such taxes shall be levied and collected at the same time and in the same manner provided by law for assessments and collection of other State taxes.

The county commissioners shall, at the time of levying the tax for county purposes, cause to be levied a tax for the support of schools within the county of not less than 2 mills on the dollar of the assessed value of all taxable property, real and personal, within the county, which tax shall be collected by the county treasurer at the same time and in the same manner as State and county taxes are collected, except that it shall be receivable only in cash. It is hereby made the duty of the county superintendent of schools to certify to the board of county commissioners at this time the amount of money needed per capita to enable each school district in the county to maintain a public school four months in each year, as required by law. In making his estimate the county superintendent shall not take into consideration districts whose school population is fewer than 15, as shown by the school census preceding the time of making the levy. He shall use as a basis for making his estimate the sum of $40 per month for the teacher's salary. All other expenses of the school must be provided for by the board of directors by special tax. It is hereby made the duty of the county commissioners to increase the minimum rate of 2 mills to what shall be required for the purpose as stated above: *Provided*, That such tax levy shall in no case exceed 5 mills: *Provided further*, If any school district shall fail to certify a special tax for other expenses of the district necessary to maintaining a public school each year four months, the county commissioners shall cause the same to be levied.

The county superintendent shall apportion the funds aforesaid among the districts entitled to the same according to the number of persons of school age as shown by the census lists and reports of the several districts for the school year immediately preceding.

The district meeting of third-class districts may order such tax as the voters deem sufficient for any of the following purposes: To pay teachers' wages, to hire or purchase property, and keep the same in repair.

On the petition of 20 legal voters of any school district, the question of issuing bonds for the purpose of erecting and furnishing school buildings or purchasing ground, or for funding floating debts, shall be submitted to the voters. But in no case shall the aggregate bonded debt exceed 3½ per cent of the assessed value of the property of the district.

NEVADA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County superintendent of public schools.—County board of examination.—District board of school trustees.

State board of education.—The State board of education shall consist of the governor who shall act as president, the surveyor-general, and the superintendent of public instruction who shall be secretary. The board shall meet at least twice a year and has the following duties: To prescribe and cause to be adopted a uni-

form series of text-books, to regulate State and county examinations, to prescribe the course of study in the public schools, to recommend a list of books for district school libraries, to grant life diplomas, educational diplomas, and State certificates, and to determine appeals from decisions of county superintendents.

State superintendent of public instruction.—There shall be elected every four years a State superintendent of public instruction, who shall be paid an annual salary of $2,000 in addition to the sum of $400 received as curator of the State museum and secretary of the board of directors of the State Orphans' Home. He shall apportion, subject to the supervision of the State board of education, to the counties the State school money; shall report to the governor biennially, of which report 250 copies shall be delivered to the superintendent, who shall distribute the same among school officers of the State and the United States. The report shall contain a full statement of the condition of public instruction in the State, of the condition and amount of all funds and property appropriated to the purpose of education, the number and grade of schools in each county, the number of children in each county between 6 and 18, the number of such attending public schools, the number attending private schools, and the number attending no school; the number under 6 years of age, the number 18 to 21 years of age, the amount of public school money apportioned to each county, the amount raised by county taxation, district tax, rate bills, subscription, or otherwise; the amount raised for building schoolhouses, plans for the management and improvement of public schools, and other information of educational importance. He shall prescribe and distribute the forms and books required by the service, shall compile the laws regarding schools, and distribute copies thereof; shall visit each county in the State at least once in each year for the purpose of visiting schools, officers, or communities, and shall be allowed his traveling expenses to the amount of $1,000.

County superintendent of public schools.—The district attorneys, in addition to their duties as such, shall be ex officio county superintendents. It shall be the duty of the county superintendent to apportion the public-school moneys in the county treasury among the several school districts, to visit each school in his county within 10 miles of the county seat at least once in each term, provided he shall visit all the schools in his county once in each year, to exercise a general supervision over the interests of the public schools, to distribute promptly the blanks, etc., received from the State superintendent, to file the reports made to him, to report annually, such report to include an abstract of all the various annual reports of the city boards of education, school trustees, marshals, and teachers, to conduct all county institutes, to appoint school trustees where none have been elected, and to fill vacancies, and to draw warrants for the purchase of schoolbooks to be furnished to indigent children. Should the county superintendent fail to make a correct report to the State superintendent he shall forfeit $200 from his salary. He shall be paid such salary as the board of county commissioners shall allow, but such salary shall be sufficient at least to pay all his necessary traveling expenses. He may appoint a deputy, but the county shall not be responsible for the salary of the deputy. He or the deputy shall be present in his office during the business hours of each Saturday.

County board of examination.—(See Teachers, Appointment, qualifications, and duties.)

District board of school trustees.—Each village, town, or incorporated city of this State shall constitute but one school district, and the public schools therein shall be under the supervision and control of the trustees thereof. The board of commissioners of the county may create new districts, or change or abolish those already established, when in the judgment of the board it is expedient. There shall be elected in each school district every two years two trustees, one to serve two and the other four years, but in districts having a voting population of 1,500 or more there shall be elected one trustee to serve two years and two to serve four years. The board of trustees shall have the care and custody of all school property, and if directed by the district, shall sell any portion of it, or buy, build, or otherwise provide sites and buildings for school purposes. The board may repair buildings when the cost does not exceed $500, and supply schoolhouses with necessary furniture, fixtures, and fuel. The board shall cause the school census marshal to annually enumerate the children between the ages of 6 and 18 years; it shall also report the number of schools, specifying the grades, the number and sex of teachers, the number and sex of pupils, the average attendance, the length of term, the compensation of teachers by sex, the number and condition of schoolhouses and furniture, and the estimated value thereof, the number of books in public-school libraries, the text-books used in the schools, the value and kind of school apparatus, the amount raised by rate bills, district taxation, and sub-

scription for school purposes, the amount expended in erecting and furnishing schoolhouses, and such other statistics as the State superintendent may require. The board shall employ teachers, provide books for indigent pupils, grade the schools if possible, suspend or expel pupils, apportion the school fund among the several schools in proportion to the average number of pupils attending each, establish a union school district, levy a tax when necessary to support schools for six months, call an election as to laying a tax to furnish additional school facilities, and assess rate bills after school has been maintained six months in the year.

2. Teachers.

Appointment, qualifications, and duties.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be paid from public school funds unless legally employed by the board of trustees, unless having had a certificate from the State board of education or the county board of examination in full force and effect, unless making a full report in manner and form prescribed by law, and taking oath to support the Constitution of the United States and the State and (in case of men) not to fight duels during the term of office.

State educational diplomas may be issued to such persons only as have held a State certificate or a first-grade county certificate for at least one year and shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a board of trustees recommending the applicant as a successful teacher and as worthy of the diploma. Life diplomas may be issued by the State board upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. The State board may grant State certificates upon an appeal only after an examination held by a county superintendent.

The county superintendent shall appoint two competent persons, who, with himself, shall constitute the county board of examination. The board shall grant three grades of certificates, to wit: First grade, for teaching unclassified, grammar, and high schools, good for three years; second grade, for teaching primary schools, good for two years. Certificates shall be issued only to those having passed a satisfactory examination in all the branches of study pursued in each specified grade of the public schools and having given evidence of good moral character and fitness to teach. The board of examiners may renew the certificate of a teacher acceptably teaching in the schools of the county, and shall on presentation of any life certificate of any State or of a diploma of a California State normal school grant the holder a county certificate, provided the certificate or diploma be not more than 5 years old.

Examinations for teachers' certificates shall be held semiannually and the questions shall be prepared by the State board of education, so as to be uniform throughout the State. The questions shall not be opened by the county superintendent until the day of examination.

Meetings.—The superintendent of public instruction, with the consent of the State board of education, shall have power to convene two State teachers' institutes annually in different sections of the State and shall preside over them. Teachers who attend one shall not be required to attend the other. The sessions shall last from three to ten days. The purpose of the institutes shall be to train and instruct teachers of the State so far as may be necessary in practical and scientific methods of work, to simplify and unify the courses of study in the public schools, etc. Class work in common-school branches shall be a prominent feature of all institute programmes. All teachers shall be required to attend the institute held in the section where they are engaged, and without loss of salary. The State superintendent shall have power to engage lecturers and instructors.

The county superintendent shall have power to call one or more teachers' institutes annually, and the expenses to the sum of $100 of such institutes shall be paid out of the county general fund, provided they have been authorized by the board of commissioners.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—When the State and county money is not sufficient to keep a school open in a district for at least six months in a year they shall levy a district tax sufficient to keep a school open to children 6 to 18 years of age for six months. Every parent or guardian or other person having control or charge of a child or children

between the ages of 8 and 14 years shall be required to send such child or children to a public school for a period of at least sixteen weeks in each school year, at least eight of which shall be consecutive, unless such child or children are excused from such attendance by the board of school trustees of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that the bodily or mental condition of such child or children has been such as to prevent his or her or their attendance at school or application to study for the period required, or that such child or children are taught in a private school or at home in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public schools; provided, in case a public school shall not be taught for the period of sixteen weeks, or any part thereof, during the year, within 2 miles by the nearest traveled road of the residence of any person within the school district, he or she shall not be liable to the provisions of this act.

It shall be the duty of the board of school trustees of each school district in the State, on or before the first Monday in September of each year, to furnish the principal of each public school taught in such district with a list of all children resident in the school district, between the ages of 8 and 14 years, said list to be taken from the report of the school census marshal. At the beginning of each school month thereafter it shall be the duty of the principal of each school in such district to report to the board of school trustees of such district the names of all children attending school during the previous school month; when, if it shall appear, at the expiration of four school months, to the board of school trustees that any parent, guardian, or other person having charge or control of any child or children shall have failed to comply with the provisions of this act, the board shall cause demand to be made upon such parent, guardian, or other person for the amount of the penalty hereinafter provided; when, if such parent, guardian, or other person shall neglect or refuse to pay the same within five days after the making of said demand, the board shall commence proceedings, in the name of the school district, for the recovery of the fine hereinafter provided, before any justice of the peace in the township in which said school district is located; or, if there shall be no justice of the peace therein, then before the nearest justice of the peace in the county.

Any parent, guardian, or other person having control or charge of any child or children failing to comply with the provisions of this act shall be liable to a fine of not less than $50 nor more than $100 for the first offense, nor less than $100 nor more than $200 for the second and each subsequent offense, besides the cost of collection.

Whenever it shall appear to the satisfaction of the board of school trustees of any school district in this State that the parents, guardians, or other persons having control and charge of any child or children in attendance upon the public school of said district, in accordance with the provisions of this act, are unable to procure suitable books, stationery, etc., for such child or children, it shall be the duty of such board to procure or cause to be procured for such child or children all necessary books, stationery, etc., the same to be paid for out of the fund of said school district, in the same way that other claims against the school district are now allowed and paid: *Provided*, That all books, stationery, etc., purchased under the provisions of this act shall be deemed to be the property of the school district, to be under the care and control of the school trustees when not in actual use.

All fines collected under the provisions of this act shall be paid into the county treasury on account of the State school fund.

It shall be the duty of the county superintendent of public schools in each county in this State to cause this law to be published in some newspaper in his county, if there be one, four consecutive times annually, for a period of two years, the expense of such publication to be allowed and paid out of the general school fund of the county. The board of school trustees in each school district shall cause to be posted annually, for a period of two years, in three public places in their district, notices of the requirements and penalties of this act.

Character of instruction.—There shall be taught in the public schools orthography, reading, writing, arithmetic, the elements of natural philosophy, and geography, and in each school above the primary grade there shall also be taught English grammar, history of the United States, chemistry, and elementary physiology and hygiene, which shall give special prominence to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, and in such schools as the board of district trustees may direct algebra, geometry, drawing, natural history and philosophy, astronomy, and the elements of bookkeeping.

Text-books.—The State board of education shall have power, and it is hereby

made their duty, to prescribe and cause to be adopted a uniform series of text-books in the principal studies pursued in the public schools, to wit, spelling, reading, grammar, arithmetic, geography, and physiology; and no school district shall be entitled to its pro rata of public school moneys unless such text-books shall be adopted and used in all its public schools.

Buildings.—No public schoolhouse shall be erected unless its plan has been approved by the county superintendent. The care and control of school property are in the hands of the board of district trustees. It shall be a misdemeanor for any person to disturb the peace of any public school within the grounds or building of such school, and to this end the ground of every public school shall extend to a distance of 50 yards in all directions from the school building. It shall be a misdemeanor for any person to detain, beat, whip, or otherwise interfere with any pupil attending any public school on his way to or from school. Penalty in both the foregoing cases shall be fine to not more than $300 or imprisonment in the county jail for six months, or both.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The principal of all moneys accruing to this State from the sale of lands given or bequeathed for public school purposes, all fines collected under the penal laws of the State, 2 per cent of the gross proceeds from all toll roads and bridges, and all estates that may escheat to the State shall be, and the same are hereby, solemnly pledged for educational purposes, and shall not be transferred to any other fund for other uses, but shall constitute an irreducible and indivisible fund to be known as the State school fund, the interest accruing from which shall be divided semiannually among the counties in this State entitled by the provisions of this act to receive the same, in proportion to the number of persons 6 to 18 years of age, for the payment of qualified teachers, and no portion of the amount distributed shall, either directly or indirectly, be paid for the erection of schoolhouses, the use of schoolrooms, furniture, or any contingent expenses of public schools.

Taxation.—There shall be levied an ad valorem tax of one-half of 1 mill on the dollar of all taxable property in the State, to be known as the State school tax, which shall become a part of the State school fund. There shall be set apart semiannually 5 per cent out of all moneys received as State tax for school purposes, and such amount shall be distributed pro rata.

The board of county commissioners of each county shall annually levy a county school tax, not to exceed 50 nor less than 15 cents on each $100 of taxable property, which shall be collected into the county treasury as a special deposit.

The board of trustees of any school district may submit to the electors the question of taxing themselves to raise additional school facilities or to keep the schools open for a longer period than the ordinary funds will allow.

IDAHO.

1. Organization of the System.

State board of public instruction.—State superintendent of public instruction.—State board of text-book commissioners.—County superintendent of public instruction.—Board of school trustees.

State board of education.—The superintendent of public instruction, the secretary of state, and the attorney-general shall constitute the State board of public instruction, of which the State superintendent shall be president. The board shall have power to appoint a secretary, to adopt rules for its own government, and to meet on the call of the president at other times than on the first Mondays of June and December, the days of its regular meetings. It shall hold annually at least two public examinations of teachers, at each of which one member shall preside, assisted by not more than two persons, as the board may elect, who shall receive for such services not more than $5 a day. The board shall keep a full and correct record of its proceedings and a complete register of all persons to whom certificates are issued and is empowered to revoke any certificate or diploma for cause.

State superintendent.—Before entering upon the duties of his office the State superintendent shall take the oath of office and execute a bond in the sum of $2,000, conditioned upon the faithful performance of his duties, including the

delivery to his successor of all books, papers, and other property belonging to the office. He shall have an office at the capital and a seal. He shall file all papers, reports, and public documents transmitted to him by county superintendents and have them ready for public inspection. He shall have general supervision of all the county superintendents and of the public schools of the State, and shall prepare and prescribe a course of study for use in all such public schools, shall prepare or cause to be prepared all examination questions to be used by the county superintendents of the several counties in the examination of applicants for teachers' certificates, and shall prescribe the regulations for conducting them. He shall also prescribe regulations for the holding of teachers' institutes, and, after consulting and advising with county superintendents, shall appoint assistant conductors therefor, when necessary, and as far as possible assist at such institutes. He shall meet the county superintendents of each judicial district or of two or more districts combined, with the object of learning the condition of the schools and improving the teaching therein, and he shall have the law relating to the public schools printed in pamphlet form and shall supply copies to school officers, school libraries, and State librarians. He shall report to the governor every year preceding that in which a regular session of the legislature is held concerning the condition of the public schools, the amount of State school fund apportioned and sources from which derived, with such suggestions and recommendations relating to the affairs of his office as he may think proper. He shall visit such counties of the State as most need his personal attendance, or all if practicable, and shall institute such correspondence as may enable him to obtain information relating to the system of public schools in other States, and he shall receive out of the treasury for actual traveling expenses and other expenses while traveling on the business of the department not exceeding $750 per annum. His office expenses shall be furnished in the same manner as those of the other departments of the State government.

State board of text-book commissioners.—(See Schools, Text-books.)

County superintendent.—Before entering upon the duties of his office the county superintendent of public instruction shall take oath and give bond to the amount of $1.000 (to be increased at the discretion of the board of county commissioners) conditioned upon the faithful performance of his official duty. He shall have general supervision over all the public schools in the county, shall visit every public school in his county at least once in each year, and oftener, if necessary, carefully observing the methods employed by the teacher in giving instruction in the several branches taught, the discipline, and progress made by pupils. He shall advise and direct the teacher in regard to the course of study, the instruction and classification of the pupils, note the condition of the building and appurtenances, and shall report thereon to the district board in writing, with suggestions. He may require the trustees of any district to repair the school buildings or property, or to abate any nuisance in or about the premises. if such repair or abatement cost not over $75, there being money in the treasury to the credit of the district. He shall keep a complete record of all his official acts, preserve all books, documents, maps, etc., sent to him as a school officer; shall keep a register of all the teachers employed in his county, giving name of teacher, number of district, salary, grade of certificate, and date of State superintendent's visit. He shall be subject to instructions from the State superintendent, and shall distribute the forms and blanks received from him. He shall hold one regular examination annually and shall grant certificates of three grades, and for cause may revoke any certificate not granted by the State superintendent, and shall transmit an annual report to the State superintendent, which shall contain an abstract of the reports made by the district clerks, together with such statistics, items, and statements relative to the schools of the county as the State superintendent may require. He shall see that boundaries of school districts are accurately described in the records of the clerk of the board of county commissioners and shall keep in his office a transcript of such boundaries, and shall report incorrect descriptions to the board of county commissioners, which shall immediately rectify them. He shall appoint trustees for newly organized districts and fill vacancies that may occur; may call to his assistance for any public examination not more than two competent teachers, and shall be allowed all necessary expense for blank books and stationery, visiting the schools of the county, or attending the meeting of county superintendents. He may hold teachers' intitutes. When unable to perform his duties he shall appoint a deputy, who, though sworn in, shall not receive any compensation out of the public treasury. The salary of the superintendent shall be 10 per cent on the first $1,000 apportioned by him to the general school districts of his county, 4 per cent on all sums over $1.000 and up to and including $5,000, 3 per cent on all sums over $5,000 and up to and including $10,000, 2½ per cent on all sums over $10,000 and

up to and including $15,000, and 2 per cent on all sums over $15,000. All incidental expenses of his office shall be met by county commissioners from the general expense fund of the county. Failure to make full and correct reports to the State superintendent causes the county superintendent to forfeit $100.

Board of school trustees.—The board of county commissioners at its regular meeting shall have power to create new districts from unorganized territory or from old districts, to change the boundaries of any district, when petitioned to do so by parents or guardians of at least 10 children of school age. At each regular school election there shall be elected, by ballot, a board of three, each for three years, one member to retire annually. If the clerk of the board fails to give due notice of the election any two legal voters in the district may give such notice over their own names. The board shall meet at least four times during the year; shall employ teachers and fix and pay their compensation and that of the clerk of the board. It shall have charge of all school property in its district, and have power to accept property given to the district, and may buy or sell school property when directed by the district, also to repair and locate schoolhouses; but no trustee shall be pecuniarily interested in any contract made by the board. It shall decide on cases of insubordination reported by teachers.

The clerk of the board shall annually enumerate the children of 5 to 21 years of age, for which he shall be allowed 5 cents for each child enumerated.

When any school district has within its limits taxable property of the amount of $200,000 or over, it may be organized as an independent district, having a board of six trustees, two to retire annually.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No teacher shall be entitled to or shall receive any compensation for the time he or she teaches in any public school without a certificate valid for such time in the county where such school is taught, except that if a teacher's certificate shall expire within six weeks of the close of a term the teacher may finish the term. The State board shall issue State certificates, good for five years, to such as have passed a thorough examination in all the branches included in the course of study prescribed for the public schools of the State, didactics, and such other branches as the board may direct, as have a good moral character, an experience in teaching of at least three years, and as can furnish the board satisfactory evidence of their ability to instruct and properly manage any school in the State; the board shall also issue diplomas good for life to those who have taught at least five years, two of which shall have been in the State of Idaho, and possess the other qualifications requisite for a State certificate.

The county superintendent shall hold one regular public examination in each year for the purpose of examining all persons who may desire to teach in the public schools of the State. The examination shall be held at the county seat, and shall not continue longer than for three days. He may also hold three or fewer special public examinations, but fifteen days' notice must be given, but the first-grade certificate shall be granted only at the regular public examination. The State superintendent shall prepare or cause to be prepared all examination questions to be used, and shall prescribe the regulations and form of certificate. The county superintendent shall grant certificates to those only who are 16 years of age, who have passed a satisfactory examination in orthography, reading, writing, grammar, arithmetic, geography, history of the United States, civil government, physiology, and hygiene, with particular reference to the effects of alcoholic drinks and narcotics, theory and practice of teaching, and so much of the general school law as relates to the duties and responsibilities of teaching, and who have thorough scholarship, ability to instruct and govern a school, and good moral character. The certificates shall be of three grades. The first grade shall be granted to those only who have successfully taught for one year, and shall be valid for three years. The second grade shall be valid in the county of issue for two years, and the third grade for one year. But the county superintendent may grant a temporary certificate to teach in a specified district, good until the next public examination and no longer; and he may two select competent teachers, at a compensation of $4 a day, to assist him in holding examinations.

Teachers of the public schools must be furnished with a school register by the trustees of the district, which must be delivered to the board of trustees; and also a form which must be filled up according to the headings and transmitted to county superintendent; and no teacher shall be allowed an order for payment of

salary until the report is made out and transmitted by the clerk of the board. Every teacher must enforce the course of study, the use of text-books, and the regulations; hold pupils to a strict account for conduct on the way to or from school as well as on the playgrounds and during recess, and suspend pupils for cause, reporting the case to board of trustees, which may be appealed to county superintendent; shall make such additional reports as required, and endeavor to impress on the minds of the pupils the principles of morality, truth, justice, and patriotism, and teach them to avoid idleness, profanity, and falsehood. It is the duty of all teachers and holders of certificates to attend the county institute.

Preliminary training.—There shall be established two normal schools, the purpose of which shall be the training and education of teachers in the art of instruction and governing in the public schools of this grade, and of teaching the various branches that pertain to a good common-school education. Each school shall be under a board of trustees, which shall have control of the property; shall fix the course of study, establish, if deemed necessary, a training or model school, and make regulations for admission of pupils, who shall declare that they are 16 years of age if men and 15 years if women and that their purpose is to fit themselves for the profession of teaching and to teach in the public schools of the State.

Meetings.—The county superintendent having ten or more school districts may hold annually a teachers' institute for not fewer than five nor more than ten days, giving ten days' notice of the time and place in a newspaper, or by written notice to each teacher, each of whom shall close the school he teaches during the time the institute is in session, without loss of pay. The county superintendent must provide building, lights, stationery, etc., but shall not expend more than $150, which shall be paid from the current expense fund of the county.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every parent, guardian, or other person having control of a child or children between the ages of 8 and 14 years shall be required to send it or them to a public school for the period of twelve weeks in each school year, eight weeks of which shall be consecutive unless such child or children are excused from such attendance by the board of school trustees upon it being shown that the bodily or mental condition of such children has been such as to prevent their attendance, or that they are taught in a private school or at home in such branches as are usually taught in a private school, or have already acquired the ordinary branches of learning taught in the public schools; provided in case a public school shall not be taught for a period of twelve weeks during the year within 3 miles by the nearest traveled road of the residence of any such parent or guardian within the school district he or she shall not be liable to the provisions of this act.

It shall be the duty of the board of school trustees of each district in this State, on or before the first Monday in September in each year, to furnish the principal in each public school taught in such district with a list of all children in the school district between the ages of 8 and 14 years, said list to be taken from the report of the school census marshal.

At the beginning of each school month thereafter it shall be the duty of the principal of each school in such district to report to the board of school trustees of such district the names of all children attending school during the previous school month. When it shall appear at the expiration of three school months to the board of school trustees that any parent, guardian, or other person having charge or control of any child or children shall have failed to comply with the provisions of this act, the board shall cause demand to be made upon such parent, guardian, or other person for the amount of the penalty hereinafter provided; when, if such parent, guardian, or person shall neglect or refuse to pay the same within five days after the making of said demand, the board shall commence proceedings in the name of the school district for the recovery of the fine hereinafter provided before any court having jurisdiction: *Provided*, That nothing shall apply to any child or children who are actually and necessarily compelled to labor for the support of a parent or parents.

Any parent, guardian, or other person having control or charge of any child or children failing to comply with the provisions of this act shall be liable to a fine of not less than $5 for the first offense, nor less than $10 nor more than $50 for the second and each subsequent offense, besides the cost of collection.

Third. All fines collected under the provisions of this act shall be paid into the county treasury, to be placed to the credit of the school district collecting the same.

Fourth. The board of school trustees in each district shall cause to be posted annually in three public places notices of the requirements of this law.

If any school district shall during the period of one year fail to maintain a school for three months consecutively, or keep up its organization of officers as required by law, or the average attendance has been not more than five pupils, such district shall lapse.

Text-books.—The governor shall appoint four persons, one of whom shall be the State superintendent, who shall be engaged in educational work in the State, and who, together with the president of the University of Idaho, shall constitute a State board of text-book commissioners. The president of the State University shall be president. The board shall meet at the State capitol, in the senate chamber, on the second Monday of May, 1893, for the purpose of selecting and adopting a uniform series of text-books for use in all the public schools of the State.

The superintendent of public instruction shall advertise for at least thirty days in two daily newspapers published in the State, giving notice that the said board of text-book commissioners shall receive sealed proposals up to 12 o'clock noon of the day appointed for their meeting for supplying the State with a uniform series of text-books for use in all the public schools for a term of six years from and after the 1st day of September, 1893, in the following branches, namely: Spelling, reading, writing, arithmetic, geography, grammar, physiology and hygiene, civil government, history of the United States, and in all other branches taught in the common, graded, and high schools of the State. Said sealed proposals shall be addressed to the president of the State board of text-book commissioners, Boise, Idaho, and shall be indorsed, "Sealed proposals for supplying the State of Idaho with school text-books." Said proposals shall state the price at which said text-books will be delivered free on board cars, subject to order of the State superintendent of public instruction.

It shall be the duty of the board to open said sealed proposals in the presence of a majority of said board and in public, and to select and adopt such text-books for use in the public schools as in their opinion will best subserve the educational interests of the State. The series of text-books selected and adopted by the board shall be certified to by its chairman, and said certificate with a copy of all books named therein must be placed on file in the office of the State superintendent. Such certificate must contain a complete list of all the books adopted by the board, giving price for which each kind and grade will be furnished and the name of the publisher agreeing to furnish the same. The books named in the certificate shall for a period of six years from and after the 1st day of September, 1893, be used in all the public schools throughout the State, to the exclusion of all others.

The board shall have power to make such contracts and agreements with publishers as they shall deem necessary for the best interests of all the public schools in the State, and shall require of all publishers contracting and agreeing to furnish books adopted by the board bonds in double the amount of the value of the books to be furnished for the faithful performance of the conditions of the said contract.

Immediately after the filing of the said certificate in his office the State superintendent shall have prepared printed lists of the text-books adopted by the board, with the price of each of said books as certified to in the said certificate, and shall forward the same to the county superintendents, each of whom shall immediately forward one list to each of the trustees of every district in his county. Not later than the third Monday of June, 1893, and at such other times thereafter as may be necessary to properly supply the schools of the district, the chairman of each of the several boards of trustees of the county shall forward to the county superintendent a list of the kind of books and the number of each kind which will be required to supply the pupils of the public schools of his district. Abstracts of such lists showing the kinds of books and the number of each kind so forwarded shall be prepared by the county superintendent and transmitted to the State superintendent without delay, who shall order the same to be delivered by the contracting publishers of said text-books, and he shall, upon the receipt thereof, forward the same to the county superintendents for distribution among the several districts.

The trustees of every district shall purchase at the expense of each district all text-books used in the public schools, and shall immediately upon receipt thereof draw an order for a warrant in favor of the county superintendent for the payment of said books, which warrant shall be forwarded to the State treasurer, and shall be paid out of any moneys standing to the credit of the district. In case there is not a sufficient amount in the treasury to the credit of any district at the time of receiving the books the payment must be made out of the money appropriated by law and charged to said district, and refunded out of the first moneys placed to the credit of said district. Said books shall be loaned to the pupils of

said public schools free of charge, subject to the rules and regulations as to the care and custody prescribed by the State superintendent and such additional rules as the district board may see fit to make.

The State superintendent shall have control and supervision over the distribution and shipment of all books contracted for by the State board of text-book commissioners, but all payments made to the county superintendents for the purchase of school text-books by the several districts must be forwarded to the State treasurer, who shall have charge of the settlement of all accounts with the publishers contracting with the board to furnish the books for books ordered and received for use in the public schools throughout the State, and shall pay for the same upon the bills being audited and allowed by the State board of examiners. And it shall be unlawful for the trustees of any district in the State to purchase for the use in the public schools any series of text-books other than those adopted by the board of text-book commissioners. All orders for books must be made upon the State superintendent through the county superintendent of the county in which said district is situated.

The said board of text-book commissioners shall receive each the sum of $5 per day for each day necessarily engaged in transacting business while in session and 10 cents per mile each way for each mile necessarily traveled.

There is hereby appropriated the sum of $1,000, or so much thereof as may be necessary, to carry out the provisions of this act; and the additional sum of $2,000 for clerical assistance and labor in the office of the State superintendent for the ensuing two years. And the further sum of $20,000 is appropriated and set aside as a revolving text-book fund to meet the payments for text-books of districts having no money to their credit.

No books, papers, tracts, or documents of a political, sectarian, or denominational character must be used or introducd in any school established under the provisions of this act, and any and every political, sectarian, or denominational doctrine is hereby expressly forbidden to be taught therein; nor shall any teacher or any district receive any of the public-school moneys in which the schools have not been taught in accordance with the provisions of this act.

Trustees may determine whether pupils outside of their district may attend school in such district, and upon what terms.

Buildings.—The trustees shall have charge of all school property in their district, and have power to receive in trust all real estate or other property conveyed to said school district, and to convey by deed, duly executed or delivered, all the estate or interest of their district in any schoolhouse or site directed to be sold by a vote of their district. Said trustees have further power, when directed by a vote of their district, to purchase, receive, hold, and convey real and personal property for school purposes, and to hold, purchase, and repair schoolhouses and to supply the same with necessary furniture, and to fix the location of schoolhouses; provided that no trustee shall be pecuniarily interested in any contract made by the board of trustees of which he is a member, and any contract made in violation of this provision is null and void. The trustees of the respective districts must furnish all things, not herein otherwise provided for, necessary for the use and comfort of the schools in their district, such as fuel, improvements, maps, apparatus, and library, and for such purpose may audit and allow accounts against the school fund of their district not to exceed 25 per cent of the amount of such school fund in any one year; provided further that the trustees shall not draw an order for a warrant in excess of the amount to the credit of the district at the time the order is given.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The public-school fund of the State shall consist of the proceeds of such lands as have hitherto been granted, or may hereafter be granted, to the State by the General Government, known as "school lands," and those granted in lieu of such; lands acquired by gift or grant from any person or corporation under any law or grant, and of all other grants of land or money made to the State for general educational purposes, and all moneys accruing to the State from the estates of deceased persons. For the further support of the public schools there shall be set apart by the county treasurer of each county and placed in the county school fund all moneys arising from fines, forfeitures, or breaches of any of the public penal laws of the State.

The income of the State school fund and taxes collected by the State for the support of the public schools which shall be received up to the 1st day of January

and the 1st day of July of each year shall be distributed semiannually during said months, respectively, in each year among the several counties of the State from which reports have been received by the State superintendent of public instruction, as provided in this act, in proportion to the number of children of school age, as shown by the last school census list of each county, and the superintendent of public instruction shall certify such apportionment to the State auditor, who shall draw his warrant in favor of the county treasurer of each county.

Taxation.—For the purpose of establishing and maintaining public schools in the several counties of the State the board of county commissioners shall, at the time of levying the taxes for State and county purposes, levy a tax of not less than 5 mills nor more than 10 mills on each dollar of taxable property in their respective counties for school purposes. Said taxes must be assessed and collected in each county as other taxes for State and county purposes.

When any district has voted a tax for school purposes the board of trustees shall immediately make the levy and certify the facts to the board of county commissioners and the county assessor; but only one special tax may be levied in a year. Upon receiving such statement from the trustees the assessor must assess upon all property subject to taxation the tax so levied and certified to him; but for that purpose he is not required to take new statements from the owners of property, but his assessment of all special taxes so levied may be computed and made upon the valuation of property as fixed by the board of equalization for State and county purposes, and as appears upon the assessment roll in the same year. Said special taxes so levied as aforesaid shall become a lien upon the property so assessed from the date of assessment, and shall be due and payable at the same time as State and county taxes, and in all respects are to be collected in the same way, except that the assessor must keep a separate list or assessment roll thereof, and when paid must be named in his receipt to the taxpayer as a separate item, and he must pay them to the county treasurer as he pays other taxes; but at the time of payment he must specify to the treasurer what taxes they are and take a separate receipt therefor and keep separate accounts thereof.

The assessor shall receive 2 per cent on all such special taxes so collected by him, having first rendered his account thereof the same being allowed.

WASHINGTON.

1. Organization.

State board of education.—Superintendent of public instruction.—County superintendent.—County board of examiners.—District board of trustees.—City board of education.

State board of education.—The governor shall appoint, by and with the advice and consent of the senate, four suitable persons, at least two of whom shall be selected from those actually engaged in teaching in the common schools of the State, who, together with the superintendent of public instruction, shall constitute the State board of education. The persons appointed shall hold their office for two years. The board shall hold an annual session at the capital and necessary special meetings. The members shall be paid for their services at the rate of $5 per diem of actual service, and shall be reimbursed for necessary traveling expenses; but the expenses of the board shall not exceed $1,000 in any one year. [The duties of the board are given under Teachers, subhead Appointment, qualifications, and duties; and under Schools, subheads Character of instruction and Text-books.]

State superintendent of public instruction.—There shall be elected by the qualified electors in the State, for a term of four years, a State superintendent of public instruction. His salary shall be $2,500. He shall have supervision over all matters pertaining to the common schools, shall report to the governor biennially and said report, of which 3,000 copies shall be printed, shall contain a statement of the general condition of the common schools of the State, with full statistical tables, by counties, showing the number of schools and the attendance, the State and county school fund apportioned, amount received from special tax or other sources, amount expended for salaries of teachers, the salaries paid by the several counties to the superintendent of schools, the amount they are paid for visiting schools, and their mileage, the amount expended for building and providing schoolhouses, the amount of bonded or other school indebtedness, with rate of interest paid; a list of the school officers of the State, the reports of all State educational institutions, or such portions of them as he may think advisable, together with such other facts as he may deem of general interest. He shall also include in his report a statement of

plans for the management and improvement of the schools. He shall prepare and superintend the printing and distribution to county superintendents of such blanks, forms, registers, and blank books, copies of the school law as may be necessary to the proper discharge of the duties of county superintendents, teachers, and all other school officers charged with the administration of the laws relating to common schools; also the rules and regulations for the use and government of the common schools and the questions prepared for the examination of teachers. He shall, as far as possible, travel in the different counties of the State where common schools are taught, without neglecting his other official duties as superintendent of public instruction, for the purpose of visiting schools, of consulting the county superintendents, and addressing public assemblages on subjects pertaining to common schools; also to open such correspondence as may enable him to obtain all necessary information relating to the system of common schools in other States. His traveling expenses, shall be limited to the sum of $800 in any one year, and the actual amount expended for postage, stationery, and other expenses of his office at the capitol, in which he shall preserve the records of his office, shall be paid as are the incidental expenses of other State officers.

He shall be ex officio president of the board of education. He shall, biennially, on or before the 1st day of May following the election of county superintendents, call a convention of county superintendents of this State, at such time and place as he may deem most convenient, for the discussion of questions pertaining to the supervision and administration of the school laws, and such other subjects affecting the welfare and interests of the common schools as may be properly brought before it. He shall, between the 1st and 10th days of March and September of each year, apportion the State common-school funds subject to apportionment among the several counties of the State, in proportion to the number of children in each county between the ages of 5 and 21 years, as the same shall appear by the reports of the several county superintendents for the school year last closed: *Provided*, That in case no report of the enumeration of any county for the school year last closed has been received, the apportionment shall be made on the basis of the number of children in said county as shown by the last census received from said county. He shall certify said apportionment to the State auditor, and upon said certification the State auditor shall draw his warrant on the State treasurer in favor of the county treasurer of each county for the amount apportioned to said county, and transmit the same to the several county treasurers. The superintendent of public instruction shall also certify to the county superintendents of schools of each county the amount apportioned to that county. It shall be the duty of the State auditor to notify the superintendent of public instruction on or before the 1st day of March and September of each year of the amount of the State common-school fund subject to apportionment. He shall, annually, on or before the 15th day of August, require of the president, manager, or principal of every seminary, academy, and private school, and of the president, principal, or manager of every State educational institution in this State, a report of such facts, arranged in such forms as he may prescribe, and he shall furnish blanks for such reports, and it is made the duty of every such president, manager, or principal to fill up and return such blanks within such time as the State superintendent may require. He shall keep a directory of the school officers, boards of regents, and trustees of State educational institutions, of the faculties of said institutions, and of all teachers receiving certificates to teach in the common schools of the State.

He may appoint a clerk in his office at a salary of $500 or less per annum.

County superintendents.—A county superintendent of common schools shall be elected in each county for two years, who shall give bond. He may, at his own cost, appoint a deputy. Vacancy in the office shall be filled by the county commissioner. The duty of the county commissioner shall be to exercise a careful supervision over the schools; to visit each school one to three times during each year; provided, however, that he shall receive mileage in going to and returning from a school for not more than two trips annually, and in incorporated cities and towns where city superintendents are employed he shall receive pay for one visit only; to distribute promptly all reports, laws, forms, circulars, and instructions received from the State superintendent; to enforce the course of study adopted by the State board; to preserve all reports made to him; to keep a record of the teachers, with all necessary personal and pedagogical data; to make an annual report to the State superintendent, containing abstracts of the reports made to him by district clerks, and such other matters as the State superintendent shall require; to keep an accurate description of the boundaries of every district; to appoint district directors and clerks, to fill vacancies, and form new districts; to apportion the county school funds, and in the following manner: One-fourth of the total amount to be apportioned to each district in proportion to the number

of teachers employed therein, enumerating one for every 70 school census children and fraction thereof over 30; but each district shall be entitled to one teacher, and the remaining three-fourths shall be apportioned to each district in proportion to the number of census children; to appoint a county board of examiners, he himself being ex officio a member. Failure on the part of the county superintendent to make the reports required shall cause him to lose $50 from his salary. Any decision made by the county superintendent may be appealed to the State superintendent. The county superintendent, in addition to the salary fixed by law, shall be allowed $3 for each school visited and mileage at the rate of 10 cents for each mile necessarily traveled in making such visits and in attending conventions of county superintendents, but he shall be allowed no other emolument.

County board of examiners.—See under Teachers, Appointment, qualifications, and duties.

Board of district directors.—The term "school district" means the territory under the jurisdiction of a single school board. To organize a new district a petition in writing shall be made to the county superintendent signed by at least five heads of families residing in the district, but for the purpose of transferring territory from one district to another it is necessary that a majority of the heads of the families residing in the territory to be transferred should petition.

Directors of school districts shall be elected at the regular annual school election. At the first annual election in all new districts three directors shall be elected for one, two, and three years, respectively. The ballots shall specify the term for which each is to be elected. In all districts in which elections have been previously held, one director shall be elected for the term of three years, and if any vacancies are to be filled, a sufficient number to fill them for the unexpired term or terms; and the ballots shall specify the respective term for which each director is to be elected.

Every board of directors, unless otherwise specially provided by law, shall have power, and it shall be their duty to employ, and, for sufficient cause, discharge teachers, mechanics or laborers, and to fix, alter, allow, and order paid their salaries and compensation; to enforce the rules and regulations prescribed by the superintendent of public instruction and the State board of education for the government of the schools, pupils, and teachers, and to enforce the course of study prescribed by the State board of education; to provide and pay for school furniture and apparatus, and such other articles, materials, and supplies as may be necessary for the use of schools; to rent, repair, furnish, and insure schoolhouses; to build or remove schoolhouses, purchase or sell lots or other real estate, when directed by a vote of the district to do so; to purchase personal property in the name of the district, and to receive, lease, and hold for their district any real or personal property and to have custody of all school property; to suspend or expel pupils from school who refuse to obey the rules thereof, and may exclude from school all children under 6 years of age; to provide books for children of indigent parents on the written statement of the parents of such children that they are unable to purchase the same; to require all pupils to be furnished with such books as may have been adopted by the State board of education, as a condition to membership in the schools; to exclude from school and school libraries all books, tracts, papers, and other publications of an immoral or pernicious tendency, or of a sectarian or partisan character; to authorize the schoolroom to be used for summer and night schools, literary, scientific, religious, political, mechanical, or agricultural societies, with the consent of and under such regulations as the board of directors may adopt; to require teachers to conform to the provisions of the school law.

Any board of directors shall be liable as directors in the name of the district for any judgment against the district, for any salary due any teacher, and for any debts legally due, contracted under the provisions of this act, and they shall pay such judgment or liability out of the school funds to the credit of the district.

The district clerk shall annually take an exact census of all children and youth between the ages of 5 and 21 years, and shall designate the number of weeks each child between the ages of 6 and 21 years has attended school during the school year, the names and sex of all children subject to enumeration, noting defects of sight or hearing, and the names of their parents or guardians. He shall report the enumeration, and such information as the State superintendent shall require as to the duration, character of instruction, the attendance, the buildings, and the salary of the teacher. He shall receive $3 per diem for taking the census and making his report and such other allowances as the board of directors may deem reasonable, but he shall receive no compensation until he shall have made his reports.

Each incorporated city or town shall comprise one school district, and shall elect, when there is more than one school, a town school superintendent, who may be a teacher.

City board of education.—Whenever any incorporated city shall have a population of 10,000 or more inhabitants, together with any adjacent or contiguous territory that now is or may be hereafter attached to said city for school purposes, it shall constitute one school district, and the board of directors shall constitute the city board of education.

The board of education shall consist of 5 members, who shall be elected by ballot by the qualified electors of the directors of the district, and shall hold their offices for the term of three years, and until their successors are elected and qualified.

The regular district election for the election of members of the board of education shall be held annually in each district.

The board shall elect a secretary, who shall not be a member of the board, but shall act as its purchasing agent and in addition as superintendent of buildings, giving bond of $5,000 or more. The duty of the board is: (1) To employ a city superintendent of schools of the district, and for cause to dismiss him, and to fix his duties and compensation. (2) To enforce the rules and general regulations of the State superintendent and the State board of education; to prescribe the course of study, the exercises, and the kind of text-books to be used, in addition to the text-books prescribed by the State board of education, for use of the common schools of this State; provided that after the adoption of any text-book it shall not be changed in less than five years, unless the price thereof shall be unwarrantably advanced, or the mechanical quality lowered, or the supply stopped. (3) To provide for school furniture and for everything needed in the schoolhouses. (4) To make necessary by-laws for more effectively carrying out the provisions of this act and for facilitating the work of the board, as required by law. (5) To adopt and enforce such rules and regulations as may be deemed essential to the well-being of the schools, and to establish and maintain such grades and departments, including night schools, as shall, in the judgment of the board, best promote the interests of education in that district. (6) To suspend or expel pupils from school who refuse to obey the rules thereof. (7) To employ, and for cause dismiss, teachers; to determine the length of time over and above eight months that school shall be maintained; to fix the time for the annual opening and closing of schools and for the daily dismissal of primary pupils before the regular time for closing schools. (8) To provide books for indigent children, on the written statement of the superintendent that the parents of such children are not able to purchase them. (9) To require successful vaccination as a condition of school membership, and to provide free vaccination for all who are unable to pay for the same. (10) To make an annual printed report to the taxpayers of the district, showing in detail the receipts and disbursements of the school funds. The board shall annually cause the school census to be taken by the secretary and census marshals selected by him, at such compensation as the board shall fix. In cities of 10,000 or more there may be a board of examiners, consisting of the city superintendent and four other members. The board shall annually report to the county commissioners the amount of funds necessary to carry on the schools.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be accounted as a qualified teacher, within the meaning of the school law, who has not first appeared before the board of examiners of the county in which he proposes to teach, and received a certificate setting forth his qualifications, or has not a State certificate or a life diploma from the State board of education or a temporary certificate granted by the county superintendent. Nor shall any teacher be employed except by written order of a majority of the directors at a meeting.

The State board of education shall sit as a board of examination at their annual or special meetings and grant State certificates or life diplomas. State certificates shall be granted only to such applicants as shall file with the board satisfactory evidence that they have taught successfully twenty-seven months, at least nine of which have been in the public schools of the State. The applicant must also either pass a satisfactory examination in all the branches required for a first-grade county certificate, and also in pedagogy, plane geometry, geology, natural

nistory, civil government, psychology, bookkeeping, composition, English literature, and general history, or file with the board a certified copy of a diploma from some State normal school or of a State or Territorial certificate from any State or Territory, the requirements to obtain which shall not have been less than those required above. State certificates shall be valid for five years, and may be renewed without examination, and shall entitle the holder to teach in any common school in the State. They may be revoked at any time for cause deemed sufficient by the board. Life diplomas shall be granted to such applicants only as shall file with the board satisfactory evidence that they have taught successfully for ten years, not less than one of which shall have been in the common schools of this State. In other respects the requirements shall be the same as those required for State certificates, but life diplomas shall be valid during the life of the holder, unless revoked for cause deemed sufficient by the board, and shall entitle the holder to teach in any common school in the State. The fee for State certificates shall be $3, and for life diplomas $5. Said fees must be deposited with the application, and can not be refunded to the applicant unless the application be withdrawn before it has been considered by the board. The fees collected shall be paid into the State treasury. The board shall also prepare a uniform series of questions to be used by the county boards of examiners in the examination of teachers. Any member of said board who shall directly or indirectly disclose any questions thus prepared shall be deemed guilty of a misdemeanor, and on conviction thereof shall be fined in any sum not less than one hundred nor more than five hundred dollars.

The county superintendent shall appoint, for one year, two persons holding the highest grade certificate in his county, and such persons, with the county superintendent, shall constitute a board of examiners for the examination of teachers. It shall be the duty of the county board of examiners in all counties to be at the county seat on the second Thursday of the months of February, May, August, and November of each year for the purpose of examining teachers. The superintendent shall give ten days' notice of the same by publication in some newspaper of general circulation published in his county, or if there be no newspaper, then by posting up handbills, or otherwise. Such examination shall be conducted according to the rules prescribed by the State board of education, and no other questions shall be used except those furnished by the said board.

There shall be three grades of certificates—first, second, and third. Unless revoked for cause, first-grade certificates shall entitle the holder to teach for five years, second grade for two years, and third grade for one year; but the issuing of more than one third-grade certificate to any person shall be left to the discretion of the county board of examiners. No first-grade certificate shall be granted until the applicant shall have filed with the county superintendent satisfactory written evidence of having taught successfully one school year of nine months. Boards of examiners may, in their discretion, issue certificates without examination to the graduates of the normal department of the State university of Washington, or to the graduates of any State normal school, or to the holder of a State certificate or life diploma from any State or Territory. Those holding first-grade county certificates, and who shall have been actually engaged in teaching for three years, shall be eligible to examination for State certificates. Any teacher to whom a certificate has been granted by any county board of examiners in this State, or by lawful examiners in any other State or Territory, the requirements to obtain which shall not have been less than the requirements to obtain a certificate in this State, or any teacher holding a diploma or certificate of graduation from any State or Territorial normal school or university, or from the normal department of the university of Washington, may present the same or a certified copy thereof to the county superintendent of any county in this State where said teacher desires to teach, and it shall be the duty of said county superintendent, upon such evidence of fitness to teach, to grant to said person a temporary certificate which shall entitle him to teach in the common schools of the county wherein it is granted until the next examination of teachers: *Provided*, That the provisions of this clause shall apply only to such teachers as were not residents of the county at the time of the last preceding examination, or were unable by reason of sickness or other unavoidable cause to attend said examination: *And provided further*, That the county superintendent may require of such person a written statement of such facts, verified by affidavit: *And provided further*, That the county board may, at their discretion, indorse certificates from other counties in this State for the unexpired term thereof. All applicants for certificates shall be at least 17 years of age, shall have attended a teachers' institute, and shall be examined in reading, penmanship, orthography, written and mental arithmetic, geography, English grammar, physiology and hygiene, history and Constitution of the United States, school

law and constitution of the State of Washington, and the theory and art of teaching; but no person shall receive a first grade certificate who does not pass a satisfactory examination in the additional branches of natural philosophy, English literature, and algebra.

County examiners appointed by the county superintendent shall receive not less than $3 nor more than $5 per day for the time actually employed in the examination of teachers, and in addition thereto shall receive mileage from their homes to the place of meeting of said board and return by the most usual route at the rate of 10 cents per mile. In cities each board of examination shall have the duty: First. To adopt rules and regulations not inconsistent with the general school law of this State, subject to the approval of the State board of education, for its own government and for the examination of teachers. Second. To examine applicants, and to prescribe standards of proficiency which shall entitle the person examined to a certificate, and to grant city certificates of four grades: (1) High school certificates, valid for six years, and authorizing the holder to teach in any public school in the city; (2) grammar school certificates, valid for five years and authorizing the holder to teach any primary or grammar school in such city; (3) primary school certificates, valid for five years, and authorizing the holder to teach in any primary school in such city, provided that a second-class grammar school or primary certificate may, at the discretion of the board of examiners, be issued for two years, but no applicant shall receive a second-class certificate a second time; (4) special city certificates, valid for five years, may be issued to applicants to teach such special branches as may be authorized by the board of education of such city.

The board of examiners may also, without examination, grant city certificates and fix the grade thereof to holders of State and life diplomas or certificates, and city certificates issued by other cities in Washington; and may also, without examination, renew, and for immoral or unprofessional conduct, or incompetency, may revoke any certificate previously granted in such city. Such board may also issue a permit to such teachers as may not have the opportunity to pass the regular examination; but such permit shall be valid not to exceed six months, and shall not in any case be renewed or extended.

The city certificates issued shall be valid only in the district in and for which the same were granted: *Provided*, That no city certificate shall be granted to any person who is not the holder of a county certificate in full force and effect, granted in the county in which such city is located, or the holder of a life diploma or State certificate issued by the board of education of this State; and no teacher shall be employed in such city schools who does not hold a valid county or State certificate in full force.

Every teacher employed in any common school shall make a report to the county superintendent at the time of the contract to teach such school, the number of the district in which he is to teach, the grade of his certificate, date it expires, and the proposed length of term, and at the close of any school to report to the county superintendent on the blanks prescribed by the superintendent of public instruction. Any teacher who shall be teaching at the close of the school year, or who shall teach the last term of any school year in any school district, shall make a report to the county superintendent immediately upon the close of such school year or term, for the entire time taught in said school district since the beginning of the school year. Copies of all reports made by teachers shall be furnished to the clerk of the district, to be by him filed in his office. No board of directors shall draw any order or warrant for the salary of any teacher for the last month of his service until the reports herein required shall have been made and received; provided that in all schools acting under the direction of a city superintendent the report of such superintendent shall be accepted by the county superintendent and the directors in lieu of the teacher's report; and that when there is no city superintendent the report of the principal shall be accepted in lieu of the teacher's report.

Every teacher shall keep a school register in the manner provided for, and no board of directors shall draw any warrant for the salary of any teacher for the last month of his service in the school, at the end of any term or year, until they shall have received a certificate from the district clerk that the said register has been properly kept, the summaries made, and the statistics entered, or until by personal examination they shall have satisfied themselves that it has been done. Teachers shall faithfully enforce in the school the course of study and regulations prescribed, and if any teachers shall willfully refuse or neglect to comply with such regulations their salaries may be withheld. Teachers maltreating or abusing any pupil by administering undue or severe punishment or inflicting punishment on the head or face shall be deemed guilty of a misdemeanor and shall be fined in a sum not to exceed $100.

Teachers of special subjects shall not be required to pass a regular teachers' examination, but evidence of fitness to teach the specialty is required.

Preliminary training.—There are established three State normal schools for the training and education of teachers in the art of instructing and governing the schools of the State. The schools are under a board of five trustees who manage the affairs of the schools.

Meetings.—Whenever the number of school districts in any county is 25 or more, the county superintendent must hold a teachers' institute each year, and every teacher employed in a common school in the county must attend such institute during its whole time. In any county where there are less than 25 school districts the county superintendent may, in his discretion, hold an institute. Each session of the institute must continue not less than three days. When the institute is held during the time the teachers are employed in teaching, their pay shall not be diminished by reason of their attendance when certified to by the county superintendent. The county superintendent must keep an accurate account of the actual expenses of the institute, with vouchers for the same, and present the bill to the county commissioners, who will allow the same, but not to more than $200 in any one year. Any teacher who willfully neglects to attend an institute shall be deprived of his certificate.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every common school shall be open to all children 6 to 21 years [for at least three months]. The school day shall be six hours in length, inclusive of a noon intermission, but the time may be reduced by the board of directors. In cities the board of education shall determine the time over eight months that the schools shall be kept open.

Character of instruction.—Every school shall be taught in the English language and in the following subjects: Reading, penmanship, orthography, written and mental arithmetic, geography, English grammar, physiology and hygiene, with special reference to the effects of alcoholic stimulants and narcotics on the human system, history of the United States, and such other studies as may be prescribed by the board of education. Attention must be given during the entire course to the cultivation of manners, to the laws of health, physical exercise, and ventilation and temperature of the schoolroom.

Whenever the residents of two or more school districts unite to form a union or graded school district the boards of directors sitting as a union district board shall determine what grade or grades of pupils shall attend such schools and their course of study, including those required by law. Cities and towns must grade their school or schools. [For cities of 10,000 or more, see under Organization, City board of education.]

Text-books.—The State board of education shall have power to adopt or readopt, at their first regular meeting in June, 1890, a uniform series of text-books for the use of the common schools, including graded common schools, throughout the State, provided they can secure an exchange of books at any time in use for those of the same grade, or an exchange of those of a lower grade for those of the next higher grade, without a greater average cost to the people than two-fifths of the contract retail price of the books in use at the time of adoption; and enter into contract with the publishers for the supply of the same, to take effect on the 1st day of the following September; and the books so adopted shall not be changed within five years thereafter, unless the publishers of such adopted books shall fail to comply with the terms of the contract. Before making any adoption the superintendent of public instruction shall advertise for at least six weeks in such papers or periodicals of general circulation as he may determine that the board of education will receive sealed proposals for the supply of text-books to the people of the State. Said advertisements shall state the day and hour upon which said proposals shall cease to be received. It shall also name all the kinds of books for the supply of which proposals are invited, and be signed by the superintendent of public instruction, and that proposals so advertised for shall state the price at which the books proposed shall be exchanged for the books in use at the time of making such proposals, and it shall state the wholesale price which shall be maintained in the State and also the uniform retail price which shall be maintained in at least one place in every county in this State during the time the books shall continue in use. Said proposals shall be marked, "Sealed proposals to furnish text-books for the common schools of the State of Washington," and shall be

addressed to the superintendent of public instruction, and shall not be opened before the hour advertised nor in the presence of less than three members of the board. Immediately upon the opening of the bids they shall be read in open board, and adoption of books and award of the contract shall be made within ten days following. No books shall be adopted without a majority vote of the whole board, provided that the board shall have power to reject any and all proposals and to advertise again as before for new proposals, which may be considered at a special meeting to be called by the superintendent of public instruction, who shall readvertise for proposals as above provided. The publishers awarded the contract by the board shall guarantee all the terms of the proposal on which it is made by a bond with two or more sufficient sureties (citizens of the State) for its faithful performance.

Buildings.—The control of school property is vested in the board of directors, and such property may be acquired or sold by the board when authorized by the district meeting. Any pupil who shall in any way cut, deface, or otherwise injure any schoolhouse, furniture, fence, or outbuilding thereof, or any book belonging to other pupils, or any books belonging to the district library, shall be liable to suspension and punishment, and the parent or guardian of such pupil shall be liable for damage, on complaint of the teacher or any director, and proof of the same.

4. Finances.

Funds (permanent and special).—Taxation.

Funds (permanent and special).—The principal of the common-school fund shall remain permanent and irreducible. The said fund shall be derived from the following-named sources, to wit: Appropriations and donations by the State to this fund; donations and bequests by individuals to the State or public for common schools; the proceeds of lands and other property which revert to the State by escheat and forfeiture; the proceeds of all property granted to the State, when the purpose of the grant is not specified or is uncertain; funds accumulated in the treasury of the State for the disbursement of which provision has not been made by law; the proceeds of the sale of timber, stone, minerals, or other property from school and State lands, other than those granted for specific purposes; all moneys received from persons appropriating timber, stone, minerals, or other property from school and State lands other than those granted for specific purposes, and all moneys other than rental recovered from persons trespassing on said lands; 5 per cent of the proceeds of the sale of public lands lying within the State, which shall be sold by the United States subsequent to the admission of the State into the Union as approved by section 13 of the act of Congress enabling the admission of the State into the Union; the principal of all funds arising from the sale of lands and other property which have been and hereafter may be granted to the State for the support of common schools. The legislature may make further provisions for enlarging said fund. The interest accruing on said fund, together with all rentals and other revenues derived therefrom, and from lands and other property devoted to the common-school fund, shall be exclusively applied to the current use of the common schools.

All schools maintained or supported wholly or in part by the public funds shall be forever free from sectarian control or influence. All losses to the permanent common-school fund which shall be occasioned by defalcation, mismanagement, or fraud of the agent or officers controlling or managing the same shall be audited by the proper authorities of the State. The amount so audited shall be a permanent funded debt against the State in favor of the particular fund sustaining such loss, upon which not less than 6 per cent annual interest shall be paid.

Taxation.—In addition to the provisions for the support of the common schools hereinbefore provided, it shall be the duty of the county commissioners of each county in the State to levy an annual tax, which levy shall be made at the same time and in the manner provided by law for the levying of taxes for county purposes, and said levy shall not be less than 8 mills on a dollar of the assessed value of all taxable property, real and personal, within the county; which tax shall be collected by the county treasurer at the same time and in the same manner as State and county taxes are collected. For the support of the common schools there shall also be set apart by the county treasurer all moneys paid into the county treasury arising from fines for breach of any penal law of the State, and it is hereby made the duty of all county clerks, justices of the peace, or other officers receiving any money arising from such fines or licenses, or any other moneys belonging

to the school fund as above provided, to turn the same over to the county treasurer within thirty days after the date of its collection, taking his receipt therefor; and all such officers shall make a report to the county superintendent quarterly.

The board of directors may, for the purpose of furnishing additional school facilities for the district, the payment of teachers' wages, or for the building of one or more schoolhouses, or for the repairing of any school house or houses, or for the building of additions thereto, or for the purchase of fuel, supplies, globes, maps, charts, books of reference, or other appliances for teaching, levy a special tax not to exceed 10 mills on the dollar, provided that no tax exceeding 5 mills shall be levied until such levy shall have been ordered by a majority vote of the legal voters of the district at an election called for the purpose.

In cities of 10,000 or more inhabitants the board of education shall annually report to the county commissioners an estimate of the amount of funds required for the school system, which sum the county commissioners are required to levy and collect, but the aggregate school tax shall never exceed 1 per cent upon all the taxable property of the district. No county tax for school purposes shall be levied upon the property situate within the limits of any school district provided for in this act, nor shall any such district be entitled to or receive any portion of the common school fund raised by county tax. In case the purchase of sites and erection of buildings shall require more than $25,000 in any one year, the matter shall be submitted to the voters.

The board of directors of any school district when authorized by the voters in this State may borrow money and issue negotiable coupon bonds therefor to an amount not to exceed 5 per cent of the taxable property in such district, as shown by the last assessment roll for county and State purposes, provided that in incorporated cities the assessment shall be taken from the last assessment for city purposes, for the purpose of funding outstanding indebtedness, or bonds heretofore issued, or issued under the provisions of this act, or for the purchase of schoolhouse site or sites, or for building one or more schoolhouses, and providing the same with all necessary furniture and apparatus, or for any or all of these purposes, when authorized by vote of the district so to do, as provided, but the bonds so issued shall bear a rate of interest not to exceed 10 per cent per annum, interest payable annually or semi-annually, payable and redeemable at such time as may be designated in the bonds, but not to exceed twenty years from the date of issue.

OREGON.

1. Organization of the System

State board of education.—Board of commissioners for sale of school lands.—Superintendent of public instruction.—County school superintendent.—County board of examiners.—District school directors.

State board of education.—The governor, secretary of state, and State superintendent shall constitute the State board of education, which shall hold semiannual meetings, and shall have the following powers: To prescribe a series of rules for the general government of the schools, to print matter necessary to secure the discharge of its functions, and to sit as a board of examination.

Board of commissioners for sale of school lands.—See under Finances.

State superintendent of public instruction.—There shall be elected every four years a State superintendent of public instruction at an annual salary of $1,800. He shall be provided with an office in the capitol and furnished with the necessary incidentals. He shall exercise a general superintendence of the county and district school officers and the public schools of this State. He shall visit, as far as practicable, every county in the State annually, in the interests of education; he shall hold a teachers' institute in each judicial district biennially, and shall, when practicable, attend all the county institutes and assist in their organization; shall visit as often as practicable the principal schools of the State, and shall give such instruction as to discipline and teaching as he may deem necessary, and he shall keep statistics of the condition of the buildings and appurtenances, the conduct and standing of pupils, methods of instruction, and government. He shall visit, when possible, all the charitable institutions of the State and report material facts thereto relating; shall prepare and distribute blanks, school laws, and circulars; shall act as secretary of the State board; convoke the county superintendents in convention; shall decide disputed points regarding the school law; shall hold a meeting of teachers for the State. He shall report biennially to the legislative assembly, showing the

general condition of the public schools of the State, the amount of school money apportioned among the several counties and the sources whence such money was derived, amounts raised by county and district taxes, and the amount paid for teachers' salaries, buildings, furniture, etc., the series of text-books, and the general rules authorized by the State board, the number and grades of the school in each county, the number of persons between 4 and 20, the number attending public schools, and the number attending private schools, and the number not attending any school. He shall collect statistics concerning the chartered educational institutions of the State, including number of pupils, property, libraries, salaries of teachers, etc.; this shall include all institutions under the patronage of the State; also, all information that he may deem of service to the State.

County school superintendent of common schools.—There shall be elected biennially a county superintendent of common schools at an annual salary to be fixed by the county court. The county superintendent shall be liable to a fine of $100 if he fails to perform the duties imposed upon him. His duties shall be as follows: He shall lay off his county into convenient school districts, and may also make alterations and changes in the same when petitioned to do so by a majority of the legal voters of each district concerned in the change; shall apportion the school fund in the county treasury; shall keep a record of the school lands in the county; shall appoint two persons who with himself shall form a board for examining and licensing teachers; shall visit the schools at least once a year and supervise them; shall digest the reports received from the districts into a report to the State superintendent; shall make a financial report to the county court; shall decide appeals; shall arrange a course of study for the schools when practicable; shall have an advisory power in the location of schoolhouses and in the selection of teachers; shall make special reports of important matters relating to the public schools in his county when necessary and called for; shall be a member of the State board of examiners and shall assist in State examinations when directed by the State superintendent; may appoint, without compensation from the public-school fund, a deputy; shall advise with boards of directors about the warming and ventilation of school houses; shall use a uniform series of blank reports; shall hold institutes.

County board of examiners.—See Teachers' Appointment, qualifications, and duties.

District school directors.—Each district formed by the county superintendent shall annually elect three directors and a clerk. The duties of the directors shall be to authorize the clerk to call special meetings; to issue warrants to the clerks, authorizing them to collect all school taxes; to furnish the schools with fuel and school material; to purchase, build, or lease schoolhouses or sites and furnish them, and, if directed by the district, may borrow money not to exceed 5 per cent of the taxable property of the district and issue bonds to secure the indebtedness thus created; to employ teachers and assist them in the government of the school; to visit and inspect the schools; to exclude refractory pupils for a period not greater than the expiration of the current term; to audit all claims against the district; to require a bond from the district clerk, and to levy rate bills if necessary.

The district clerk shall annually take the census of persons 4 to 20 years of age and the names of their parents.

Any city or incorporated town of over 4,000 inhabitants shall form a separate school district in which the board of directors shall consist of five members, each holding office for five years, one member retiring annually. The board shall employ a superintendent, fix his term of service and salary, employ teachers, janitors, etc.; shall prescribe the course of study and may choose certain text-books in addition to those prescribed by the State; shall create a board of examiners, of which the county superintendent shall be a member, shall make a report to the tax payers, lease and build schoolhouses and sites and sell school property, and in other particulars act as school directors of ordinary districts.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—No person shall be permitted to teach in any public school who has not a valid certificate, and the contract with the board of directors shall be in writing; and if any board shall contract with an unqualified teacher the district shall forfeit its proportion of the school fund for the year.

In each county there shall be a board of county examiners, composed of the county superintendent, as chairman, and two competent persons, who shall be appointed by him, to serve for one year at a per diem of $3 for the time given in

conducting the quarterly examinations. Certificates granted by the board shall be of three grades, and shall cover the subjects given below under, "Character of instruction." Those of the first grade shall not be issued to persons under 18 nor to such as have not taught at least twelve months with approved success, and shall certify that the holder has passed a satisfactory examination in all the branches required by law, with a general average of 90 per cent, and not less than 70 per cent in any subject. Certificates of the second grade may be issued to persons not less than 17 years of age, having taught at least three months, who shall fully satisfy the examining board of their ability to teach all the branches required by law, and shall secure a general average of not less than 80 per cent nor below 60 per cent in any one branch; but a second-grade certificate shall not be issued to the same person more than once. Certificates of the third grade shall be valid for one year, and may be granted to those only who have secured a general average of 70 per cent in all branches required by law, nor less than 40 per cent in any one branch; but not more than one third-grade certificate shall issue to the same person. All certificates are valid only in the county, and a fee of $1 shall be charged, which shall go to defray the cost of teachers' institutes. A temporary certificate or permit may be granted once to the same person by the county superintendent, in case of necessity, valid until the next quarterly examination.

In cities or incorporated places of more than 4,000 inhabitants there shall be a board of examiners of which the county superintendent shall be ex officio chairman, but the certificate issued by such board shall not be valid outside the city or incorporated place.

If a holder of a first-grade certificate shall have taught acceptably for three years in the public schools of the State and be recommended by the county superintendent and the board of county examiners he shall be entitled to a first-grade State certificate, and teachers who hold State certificates and have taught four years acceptably in the schools of the State shall receive a State diploma on passing an examination in bookkeeping, composition, and physical geography, and are recommended by the county superintendent and county board of examiners. Teachers holding a State diploma and the graduates of colleges and universities of the State having taught not fewer than six years successfully in the public schools of the State shall be entitled to receive a State life diploma on passing an examination in the additional branches of algebra, English literature, Oregon school law, and general history, and presenting a recommendation from the county superintendent or the board of county examiners. The questions used in the examinations for State diplomas shall be of the same grade as those commonly used in State examinations, and shall be furnished by the State board of education.

The State board of education shall sit as a board of examination at its semi-annual meetings and grant life diplomas, State certificates, and two grades of certificates of the same force as those granted by the county superintendents. Life diplomas shall entitle the holder to teach in any public school in the State during the life of the holder; a State diploma shall entitle the holder to teach in any public school in the State for a period of six years. A State certificate of the first grade shall be good in any county for two years, and one of the second grade good in any county for six months. The fees charged shall be: For a State life diploma, $10; for a State diploma, $6; for State certificate, first grade, $4; for State certificate, second grade, $2.50; which shall constitute a fund for paying the expenses of such assistants in conducting the examination as the board may deem proper, but they shall not be fewer than four.

Preliminary training.—The control of the State normal schools, except that at Monmouth and that at Westor, shall be vested in a board of trustees for each. The course of study shall be prescribed by the joint action of the State board of education, and the president of each school. Persons who complete the required course and pass an examination approved by the State board shall be entitled to a State diploma, and after six years of acceptable teaching in the State shall be entitled to the State life diploma, provided they are, if men, over 21 years of age, and if women 18, and have attended the normal schools for a period of not less than one year. The board of trustees may extend the course of study so as to include the branches of a college course and confer degrees in the same, but the extended curriculum shall not interfere with the proper work of the school. Model training schools for professional practice in teaching shall be maintained in these normal schools.

The school at Monmouth and that at Westor shall be each under the complete control of a board of regents appointed by the governor, except that the board for Monmouth shall include the members of the State board of education. The board of regents confers diplomas, but the State board licenses to teach.

Meetings.—The county superintendent shall hold annually a teachers' county

institute for a term of not less than three days for the instruction of teachers and those desiring to teach, and all teachers in the public schools of the county shall be required to attend, and the county superintendent may revoke the certificate, reduce the grade, or refuse to grant a certificate to any teacher who refuses to attend the county institute without cause. Any teacher having closed school not more than two days in order to attend an institute shall receive pay for the same. The sum drawn from the county treasury to defray the cost of the institute shall not exceed the amount to the credit of the institute fund. In order to develop to a higher degree the work of public education the county superintendent shall organize local institutes and educational meetings in various parts of his county and for this purpose he shall receive a per diem of $3.

The State superintendent shall call district and State meetings of the several county superintendents for the purpose of considering the best manner of conducting schools, school management, duties of teachers, school officers, and superintendents, methods of teaching, the merits of mixed and graded schools, etc.

3. Schools.

Attendance.—Character of instruction.—Text-books.

Attendance.—Schools supported by a tax upon the district shall be free to all persons 4 to 21 where there are kindergartens, and 6 to 21 in districts not having kindergartens, and under penalty of forfeiture of State apportionment shall be open for at least sixty days.

Every parent, guardian, or other person in this State having control or charge of a child or children between the ages of 8 and 14 years shall be required to send such child or children to a public school for a period of at least twelve weeks in every school year, of which at least eight weeks' school shall be consecutive, unless the bodily or mental condition of such child or children has been such as to prevent his or her or their attendance at school or application to study for the period required, or unless such child or children are taught in a private school or at home in such branches as are usually taught in primary schools or have already acquired the ordinary branches of learning taught in the public schools: *Provided*, In case a public school shall not be taught for the period of twelve weeks, or any part thereof, during the year, within 2 miles by the nearest traveled road of the residence of any person within the school district, he or she shall not be liable to the provisons of this act.

Any parent, guardian, or other person having control or charge of any child or children failing to comply with the provisions of this act shall be liable to a fine of not less than $5 nor more than $25 for the first offense, nor less than $25 nor more than $50 for the second and each subsequent offense, besides the cost of the prosecution.

It shall be the duty of the directors and clerk of each school district to make diligent effort to see that this law is enforced in their respective districts.

Justices of the peace shall have concurrent jurisdiction with the circuit court in all prosecutions under the foregoing provisions regarding attendance.

Character of instruction.—All persons applying for certificates with the intention of teaching shall be examined in the following branches: Orthography, reading, writing, mental arithmetic, written arithmetic, English grammar, geography, modern history, theory of teaching, physiology, hygiene. The directors of any school district in the State which shall contain 500 inhabitants or more may, when authorized thereto by the qualified electors of such district, provide for the establishment and maintenance therein, as a part of the common-school system, of kindergartens. The directors of any school district containing 10,000 inhabitants or more may, upon petition of not fewer than 100 residents and qualified voters, provide that one or more of the common schools to be kept in that district shall be taught in the German language, and the teachers employed in such school or schools, in addition to other qualifications required of teachers under the existing school laws, shall be educated in the German language and qualified to teach the same. It shall be the duty of the teacher, under the direction of the board, to determine what branches shall be pursued by each pupil; but when practicable the county superintendent shall prescribe a course of study for county schools. In cities and incorporated towns of over 4,000 the board of directors prescribe the course of study and grade the schools.

Text-books.—The State superintendent shall, under the direction of the State board of education, issue a circular to each county superintendent and to each member of the State board of examiners (assistants?) containing a list of studies

required to be taught in the public schools, together with the wholesale, retail, exchange, and introductory prices of all books in the list. Each county superintendent and State examiner shall write opposite each study the text-book or series of text-books preferred, and when returned the State superintendent shall lay the answered circulars before the State board, and the text-book or series of text-books in any one branch receiving the majority of all the votes of the voters shall be the authorized text-book or series of text-books in that branch in the public schools of this State for six years next succeeding the official announcement of the superintendent of public instruction: *It is further provided*, That the publishers of the text-books or series of text-books that may be adopted under this act shall be required to file a good and sufficient bond for the performance of any or all of agreements made with them by the State board of education that they shall maintain the wholesale and retail prices for the period of their adoption, which prices shall be named in the proposals of publishers to the State board of education prior to the adoption of such text-book: *And it is further provided*, That publishers shall also file with each county superintendent and member of the State board of examiners a copy of the proposals furnished to and for the consideration of the State board of education, and also that the publishers (whose books are adopted) shall be required to place a printed card in each schoolhouse giving the wholesale and retail prices of all books published by them and selected for use in the public schools of this State: *Provided further*, That the said State board of education shall, prior to said election, issue a circular to all of the leading schoolbook publishers in the United States, which circular shall set forth all the details relative to said introduction of text-books for use in the public schools of Oregon, as said State board of education may deem for the best good of the public service, and said circular of the State board of education to publishers shall set forth all requirements in detail, as follows:

Relative to such samples of text-books as shall be forwarded by them to the State board of education, county superintendents, and State board of examiners for examination with a view to introduction.

The wholesale, retail, exchange, and introductory rates which publishers shall submit to the said members of the State board of education, county superintendents, and State examiners, also all copies of bids and propositions to be made by the said publishers to the State board of education, county superintendents, and State examiners: *Provided further*, That the said State board of education shall prepare and submit to all publishers competing such uniform schedules of price lists with which said publishers must comply in entering into competition for such adoption of text-books: *Provided further*, That the said State board of education may require said publishers to establish at such convenient points in this State principal depots of supply or depositories for general distribution of text-books: *And provided further*, That they may require said publishers to establish in each county sufficient and suitable depositories whereby all the wants of school patrons and school children may be supplied: *And it is further provided*, That said publishers, in competing for said election of text-books for use in the public schools of this State, must comply with all the rules and regulations relative thereto made by the said State board of education of the State of Oregon; and for which purpose and to secure full compliance with the same, the said State board of education shall require of said publishers such bonds as they may deem reasonable and sufficient for carrying out said rules and requirements.

If no text-book or series of text-books in any one branch shall receive a majority of the votes of the county superintendents and State examiners, then the superintendent of public instruction shall immediately report to the county superintendents and members of the State board of examiners the two text-books receiving the highest number of votes, and from them the superintendents and State examiners shall forthwith make a selection and transmit their votes to the superintendent of public instruction, which votes shall be canvassed and the result announced as above, and the text-books or series of text-books so selected shall be authorized text-books as provided by this act.

It is hereby provided that the superintendent of public instruction shall issue the next circular under this act within six years after the selection of text-books made in the year 1888, and shall issue a similar circular every six years thereafter, and require answer on or before the 1st day of January following, and immediately lay such answer before the State board of education, who shall canvass the answers and ascertain the series of text-books desired, and shall instruct the secretary of the board to officially inform each county superintendent of the result of such vote; and the county superintendents shall immediately instruct the district officers in their respective counties of the series of text-books authorized under this act; and it is hereby provided that said series shall be introduced in all the public

schools of this State on or before the 1st day of October next after the canvass of such vote by the State board of education in accordance with the provisions for changing text-books; and any district neglecting to provide for the introduction of the authorized series of text-books shall forfeit its proportion of the school fund for the succeeding year and every year thereafter until all of said series are introduced; provided that when the persons in any school district between the ages of 4 and 20 shall equal 1,000 or more the directors shall have the right to select text-books for the high schools only, but no change in the text-books shall be made at any other time than that provided in this act; provided further, that the State board of education may order the State superintendent to issue special circulars to the county superintendents and State examiners to select, as in the regular vote, any new text-books or series of text-books in use when, in the judgment of the State board, any text-books or series of text-books in use is supplied at an unreasonably high price or is found to be excelled by more recent publications in that branch or for any good and sufficient cause, and the voters shall each report their choice, and the text-book or books so adopted shall be introduced into the public schools within six months. Any district neglecting to provide for the introduction of such books shall forfeit its share of the State apportionment.

Buildings.—The power to locate and the care of schoolhouses is vested in the board of directors, and it shall be its duty to prosecute any person who shall willfully write or make marks upon the walls or other parts of any schoolhouse or furniture thereof.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all the lands which have been or hereafter may be granted to this State for educational purposes (excepting the lands heretofore granted to and [aid] in the establishment of a university); all the moneys and clear proceeds of all property which may accrue to the State by escheat or forfeiture; all moneys which may be paid as exemption from military duty; the proceeds of all gifts, devises, and bequests made by any person to the State for common-school purposes; the proceeds of all property granted to the State when the purposes of such grant shall not be stated; all the proceeds of the 500,000 acres of land to which this State is entitled by the provisions of an act of Congress entitled "An act to appropriate the proceeds of the sales of the public lands and to grant preemption rights," approved September 4, 1841. Ten per cent of all moneys hereafter received (1878) from the sale of swamp and overflowed and tide lands granted to the State by the United States, and also the 5 per cent of the net proceeds of the sales of the public lands to which this State shall become entitled on her admission into the Union (if Congress shall consent to such appropriation of the two grants last mentioned), shall be set apart as a separate and irreducible fund, to be called the common-school fund, the interest of which, together with all other revenues derived from the school lands, shall be exclusively applied to the support and maintenance of common schools in each school district and the purchase of suitable libraries and apparatus therefor.

Provision shall be made by law for the distribution of the income of the common-school fund among the several counties of the State in proportion to the number of children resident therein between the ages of 4 and 20 years.

The governor, secretary of state, and State treasurer shall constitute a board of commissioners for the sale of school and university lands, and for the investment of the funds arising therefrom, and their powers and duties shall be such as may be prescribed by law; provided that no part of the university funds, or of the interest arising therefrom, shall be expended until the period of ten years from the adoption of this constitution, unless the same shall be otherwise disposed of by the consent of Congress for common school purposes.

Taxation.—The county courts of the several counties of this State are hereby required to levy, at the same time they levy other taxes, a tax upon all taxable property in their counties for school purposes, "which shall aggregate an amount which shall be as much or more per capita for each and all of the children within the county between the ages of 4 and 20 years, as shown by the then last preceding school census, as the aggregate amount of the school tax levied in the county for the year 1892 amounted per capita for each and all of the children between the ages of 4 and 20 years then in the county, as shown by the school census next preceding the time of the levy of such tax for said year 1892, which shall be collected at the same time, in the same manner, and by the same officers that other taxes shall be collected."

The county superintendent shall, on the third Monday in April and the third Monday in August of each year, make an apportionment of the entire school fund

then in the county treasury in the following manner: Of the school fund in the treasury of his county that has been collected in pursuance of the school-tax levy of the county court of his county he shall apportion the sum of $50 once a year to each of the several districts of his county that has reported to him as required by law, and all the balance of the school funds of whatever nature thereafter remaining in the treasury of his county shall be apportioned by him among the several districts of his county that have reported to him as required by law in proportion to the number of persons in each district over the age of 4 years and under 20 years; provided that if at the time of making such apportionment there shall not be a sufficient sum of money in the treasury of his county of the school funds collected in pursuance of the school-tax levy of the county court of his county to enable him to apportion to each district in his county that has reported to him as required by law the sum of $50, then in that case he shall apportion the entire amount of the school fund then in the treasury that has been collected in pursuance of the school-tax levy of the county court of his county pro rata among such districts of his county as have reported to him according to law. All the taxes hereafter levied by any school district or incorporated town or city shall be levied upon the property therein respectively assessable upon the valuation of such property as shown by the assessment roll last compiled before said levy is made in the county in which such school district or incorporated town or city is included.

On petition of 10 legal voters of the district the board of directors may submit the question to the electors as to the issuance of bonds at 8 per cent interest annually and redeemable at pleasure after ten years and payable in twenty, but the amount of the bonded debt shall not exceed 5 per cent of the value of taxable property in the district.

CALIFORNIA.

1. Organization of the System.

State board of education.—State superintendent of public instruction.—County board of trustees of the "School Teachers' Annuity and Retirement Fund."—County board of education.—County superintendent of schools.—District board of school trustees.—City board of education.

State board of education.—The State board of education shall be the governor, the president of the university of California, the professor of pedagogy in that institution, the State superintendent, and the principals of the State normal schools, the governor being president and the superintendent secretary of the board. The duties of the board are to adopt regulations for the government of the public schools and the district school libraries; to grant diplomas entitling the holder to teach; to have done by the State printer or other officer having the management of the State printing any printing required by it, provided that all orders for printing shall first be approved by the State board of examiners; and to designate some educational monthly journal as the official organ of the department of public instruction. One copy of the journal so designated shall be furnished by the county superintendent to the clerk of each board of district trustees, to be placed by him in the district library, and the county superintendent of schools shall draw his warrant semiannually in favor of the publishers of such school journal for a sum not exceeding $1.50 a district for each school year and charge the same to the library fund of the district. The actual traveling expenses of the members incurred in attending the meetings of the board shall be paid out of the general fund in the State treasury.

State superintendent of public instruction.—Every four years there shall be elected a State superintendent of public instruction, whose duty shall be, First. To superintend the schools of this State. Second. To report to the governor, on or before the 15th day of September preceding each regular session of the legislature, a statement of the condition of the State normal schools and other educational institutions supported by the State, and of the public schools. Third. To accompany his report with tabular statements, showing the number of school children in the State; the number attending public schools, and the average attendance; the number attending private schools, and the number not attending schools; the amount of State school fund apportioned, and the sources from which derived; the amount raised by county and district taxes, or from other sources of revenue, for school purposes; and the amount expended for salaries of teachers, for building schoolhouses, for district school libraries, and for incidental expenses. Fourth. To apportion the State school fund, and to furnish an abstract of such apportionment to the State comptroller, the State board of examiners, and to the county audi-

tors, county treasurers, and county superintendents of the several counties of the State. Fifth. To draw his order on the comptroller in favor of each county treasurer for school moneys apportioned to the county. Sixth. To prepare, have printed, and furnish all officers charged with the administration of the laws relating to the public schools, and to teachers, such blank forms and books as may be necessary to the discharge of their duties, including blank teachers' certificates to be used by county boards of education. Seventh. To have the laws relating to the public schools printed in pamphlet form, and to supply school officers and school libraries with one copy each. Eighth. To visit the several orphan asylums to which State appropriations are made, and examine into the course of instruction therein. Ninth. To visit the schools in the different counties, and inquire into their condition; and the actual traveling expenses thus incurred (provided that they do not exceed $1,500 per annum) shall be allowed, audited, and paid out of the general fund in the same manner as other claims are audited and paid. Tenth. To authenticate with his official seal all drafts or orders drawn by him, and all papers and writings issued from his office. Eleventh. To have bound, at the State bindery, all valuable school reports, journals, and documents in his office, or hereafter received by him. Twelfth. To report to the comptroller, on or before the 10th day of July of each year, the total number of children in the State between the ages of 5 and 17 years, as shown by the latest reports of the county superintendents on file in his office. Thirteenth. To deliver over, at the expiration of his term of office, on demand to his successor, all property, books, documents, maps, records, reports, and other papers belonging to his office, or which may have been received by him for the use of his office.

He shall have power to call, biennially, a convention of the county and city superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the expenses of the superintendents being met by the State.

County board of trustees of the school teachers' annuity and retirement fund.—[As this digest goes through the press opportunity is given of mentioning the law of 1895 which creates a public school teachers annuity and retirement fund, administered by a board composed of the superintendent of the county, the county treasurer, and the chairman of the county board of supervisors. Full particulars will appear in next report.]

County board of education.—Except in cities and counties determining otherwise,[1] there shall be a county board of education to consist of the county superintendent of schools and four other members appointed by the board of supervisors, but two at least of the appointed members shall be experienced teachers holding not lower than a grammar grade certificate in force. Each board shall meet semiannually, at such time as they may determine. Special meetings may be called by the superintendent whenever in his judgment the exigencies of the schools may require them to be held.

Examination of applicants for teachers' certificates shall be held only at the semiannual meetings of the board. Certificates upon credentials may be granted, and certificates may be renewed at any meeting of the board.

The board of supervisors shall allow to each member of the county board of education a compensation of $5 per day for his services, and the same rate of mileage as is allowed to the members of the board of supervisors of the county. The secretary shall be allowed the sum of $5 per day for the actual time that the board may be in session; said compensation of the members of the board, and of the superintendent, shall be payable out of the same fund and in the same manner as the salary of the county superintendent.

The board shall have power to examine teachers, and grant certificates, to prescribe and enforce the use of a uniform series of text-books and a course of study in the public schools, and adopt a list of books and apparatus for district school libraries, to issue diplomas of graduation from any of the public schools of the county, except in incorporated cities having boards of education.

County superintendents of schools.—Every four years there shall be elected a county superintendent of schools, whose duty shall be to superintend the schools of his county; to apportion the school moneys to each school district at least four times a year; to draw upon the county auditor for the sums due district or city schools; to keep, open to the inspection of the public, a register of requisitions, showing the fund upon which the requisitions have been drawn, the number

[1] The constitution contains a provision that city and county governments may be merged and consolidated into one municipal government, with one set of officers and may be incorporated under general laws providing for the incorporation and organization of corporations for municipal purposes.

thereof, in whose favor, and for what purpose they were drawn, and also a receipt from the person to whom the requisition was delivered; to visit and examine each school in his county at least once in each year, and for every school not so visited the board of supervisors must, on proof thereof, deduct $10 from his salary; to preside over teachers' institutes held in his county, and to secure the attendance thereat of lecturers competent to instruct in the art of teaching, and to report to the county board of education the names of all teachers in the county who fail to attend regularly the sessions of the institute; to enforce the course of study, the use of text-books, and the rules and regulations for the examination of teachers prescribed by the proper authority. He shall have power to issue, if he deem it proper to do so, temporary certificates, valid until the next semiannual meeting of the county board of education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which county boards are empowered to grant certificates without examination, but no person shall receive such certificate more than once in the same county. He shall distribute all laws, reports, circulars, instructions, and blanks which he receives for the use of school officers; keep in his office the reports of the superintendent of public instruction; keep a record of his official acts, and of all the proceedings of the county board of education, including a record of the standing, in each study, of all applicants examined, which shall be open to the inspection of any applicant or his authorized agent; pass upon and approve or reject all plans for school-houses, except in incorporated cities having boards of education, (and to enable him to do so, all boards of trustees, before adopting any plans for school buildings, must submit the same to the county superintendent for his approval); appoint trustees to fill all vacancies, to hold until the 1st day of July succeeding such appointment; when new districts are organized, shall appoint trustees for the same, who shall hold office until the 1st day of July next succeeding their appointment; make reports, when directed by the superintendent of public instruction, showing such matters relating to the public schools in his county as may be required of him, and failure to do so causes him to lose $100 of his salary; preserve carefully all reports of school officers and teachers, and, at the close of his official term, deliver to his successor all records, books, documents, and papers belonging to the office, taking a receipt for the same, which will be filed in the office of the county clerk. He shall, unless otherwise provided by law, in the month of July of each year, grade each school, and a record thereof shall be made in a book to be kept by the county superintendent in his office for this purpose.

His traveling expenses shall be paid, provided they do not exceed $10 a district in the year. No superintendent who receives an annual salary of $1,500 or more may follow the profession of teaching or any vocation that can conflict with his duties as superintendent. The county superintendent may appoint a deputy, but the deputy shall receive no compensation.

District board of school trustees and city board of education.—No new school district shall be formed unless the parents or guardians of at least 15 children of school age, residents of the contemplated district and residing a greater distance than 2 miles by a traveled road from the public schoolhouse in the district in which said parents or guardians reside, present a petition to the county superintendent. Every city or incorporated town, unless subdivided by the legislative authority, shall constitute a separate school district, which shall be governed by the board of education or board of school trustees.

An election for school trustees must be held in each school district on the first Friday of June of each year, at the district schoolhouse, if there is one, and if there is none, at a place to be designated by the board of trustees. The number of school trustees for any school district, except where city boards are otherwise constituted by law, shall be three, each to serve three years.

Boards of education are elected in cities under the provisions of the laws governing such cities, and their powers and duties are as prescribed in such laws, except as otherwise provided. The powers and duties of trustees of school districts and of boards of education in cities are as follows:

First. To prescibe and enforce rules, not inconsistent with law or those prescribed by the State board of education, for their own government and government of schools, and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

Second. To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes into the county treasury; to be placed to the credit of the special fund of their districts.

Third. To purchase text-books of the State series for the use of pupils whose parents are unable to purchase them; school furniture, including organs and

pianos, and apparatus and such other things as may be necessary for the use of schools: *Provided*, That, except in incorporated cities having boards of education, they purchase such books and apparatus only as have been adopted by the county board of education.

Fourth. To rent, furnish, repair, and insure the school property of their respective districts.

Fifth. When directed by a vote of their district, to build schoolhouses or to purchase or sell school lots.

Sixth. To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

Seventh. To employ the teachers and, excepting in incorporated cities having boards of education, immediately notify the superintendent of schools, in writing, of such employment, naming the grade of certificate held by the teachers employed; and to employ janitors and other employees of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law: *Provided*, That no board of trustees shall enter into any contract with such employees to extend beyond the 30th day of June next ensuing.

Eighth. To suspend and expel pupils for misconduct.

Ninth. To exclude from schools children under 6 years of age: *Provided*, That in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools children may be admitted to such kindergarten classes at the age of 4 years.

Tenth. To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

Eleventh. To appoint district librarians and enforce the rules prescribed for the government of district libraries.

Twelfth. To exclude from school and school libraries all books, publications, or papers of a sectarian, partisan, or denominational character.

Thirteenth. To furnish books for the children of parents unable to purchase them, the books so furnished to belong to the school district and to be kept in the district school library when not in use.

Fourteenth. To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur, and receive such children into the schools in the order in which they are registered.

Fifteenth. To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside: *Provided*, That should the trustees of the district in which children whose parents or guardians desire them to attend in other districts reside refuse to grant their consent, the parents or guardians of such children may appeal to the county superintendent, and his decision shall be final.

Sixteenth. On or before the 1st day of April in each year to appoint a school census marshal, and notify the superintendent of schools thereof, but in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the city superintendent of schools. In case of failure to so appoint marshals the board are jointly and severally liable for the amount the district loses of the apportionment of school moneys.

Seventeenth. To make an annual report on or before the 1st day of July to the superintendent of schools, in the manner and form and on the blanks prescribed by the superintendent of public instruction.

Eighteenth. To make a report, whenever required, directly to the superintendent of public instruction, of the text-books used in their schools.

Nineteenth. To visit every school in their district at least once in each term, and examine carefully into its management, condition, and wants. This clause to apply to each and every member of the board of trustees.

Twentieth. Boards of trustees may, and upon a petition signed by a majority of the heads of families resident in the district, as shown by the last preceding school census, must, call meetings of the qualified electors of the district for determining or changing the location of the schoolhouse or for consultation in regard to any litigation in which the district may be engaged or be likely to become engaged, or in regard to any affairs of the district. The board must sustain all the schools established by them for an equal length of time, and as far as practicable with equal rights and privileges.

The census marshal shall annually take an enumeration of all children, including Indians who pay taxes or who are not living in tribal relation, under 17 years of age.

2. Teachers.

Appointment, qualifications, and duties.—Preliminary training.—Meetings.

Appointment, qualifications, and duties.—Every teacher shall, previous to entering upon duty, file a valid certificate with the county superintendent of schools, and show that he is 18 years of age or more.

The State board of education shall have power to grant the following certificates:

Educational diplomas of two grades, valid throughout the State for the period of six years, as follows:

1. High school; authorizing the holder to teach in any primary or grammar school, and in any high school in which said holder is not required to teach languages other than the English.

2. Grammar school; authorizing the holder to teach in any primary or grammar school.

Life diplomas of two grades, valid throughout the State, as follows:

1. High school; authorizing the holder to teach in any primary or grammar school, and in any high school in which said holder is not required to teach languages other than the English.

2. Grammar school; authorizing the holder to teach in any primary or grammar school.

Diplomas may be issued only to such persons as have held for one year, and who still hold, a valid city, city and county, or county certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least five years when applying for an educational diploma, and of at least ten years when applying for a life diploma. Every application to the State board of education must be accompanied by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a city or county board of education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year for five or ten calendar years, respectively. The five or ten years need not be consecutive years, but the aggregate experience must be at least thirty-five months for an educational and seventy months for a life diploma; and in either case the applicant must have had twenty-one months' experience in the public schools of California. The application must also be accompanied by a fee of $2, for the purpose of defraying the expense of issuing the diploma.

To revoke or suspend for immoral or unprofessional conduct or for evident unfitness for teaching life diplomas or educational diplomas heretofore issued or that may hereafter be issued, and to adopt such rules for the revocation of diplomas as they may deem expedient or necessary.

Except as provided below, certificates shall be granted only to those who have passed a satisfactory examination in all the studies prescribed by the county board of education: *Provided*, That applicants for primary county certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, civil government, elementary bookkeeping, and vocal music.

All examinations shall be in writing, in answer to questions formulated by the board of education. The said board shall also examine all applicants orally touching the questions asked and upon other matters in connection therewith as shall have a tendency to demonstrate the fitness of the applicant to assume the duties of teacher. The said board shall ask questions of practical utility, with a view of ascertaining the knowledge and ability of the applicant. All examinations shall be public. The standing of each applicant in each study and in the class must be indorsed on the back of each certificate issued upon examination; otherwise it is not a valid certificate.

The board may, without examination, grant county certificates of either the grammar or the primary grade to the holders of life diplomas of other States: to holders of Nevada, Oregon, and Washington State educational diplomas, of San Francisco normal class diplomas when recommended by the superintendent of public schools of said city, of California State University diplomas when recommended by the faculty of the university, of State normal school diplomas of other States, of grammar grade certificates of any county, city, or city and county of California, and county certificates of the high-school grade, and to graduates of any other institution in the United States which the State board of education of this State shall have recommended as being of the same rank as the State University of Califor-

nia when the diploma of graduation from said institution shall be accompanied by a recommendation from the faculty thereof showing that the holder of the diploma has had academic and professional training equivalent to that required by the State university. The general conditions on which such recommendations may be accepted by the county boards of education as fulfilling these requirements shall be prescribed by the State board of education.

Whenever any holder of a diploma from the State University shall present to the State board of education satisfactory evidence of having had two years' successful experience as a teacher subsequent to graduation, accompanied by a recommendation from the faculty of the State University, showing that said graduate has completed the prescribed course in the pedagogical department of the State University, the State board of education shall grant to the holder of said university diploma a document signed by the president and secretary of the State board showing such fact, and the said diploma, accompanied by said document of the State board attached thereto, shall become a permanent certificate of qualification to teach in any primary, grammar, or high school in the State, valid until such time as the said document shall be revoked by said State board of education for cause.

The board may, without examination, renew unexpired certificates previously granted by said board; such renewed certificates to remain valid for the same length of time for which new certificates may be granted; and the grammar grade and primary certificates issued or renewed by the county board of education shall entitle the holders thereof to teach in any city or district school in the county, in grades corresponding to the grades of their certificates: *Provided*, That in cities having special departments in their schools, holders of credentials mentioned above may be examined by the city board of examination in the special studies of such departments. County boards of education may issue, upon proper examination or credentials, special certificates in any special branches taught in the schools of the county. All certificates must be issued upon the blank forms prepared for the purpose by the superintendent of public instruction.

In every city or city and county of the first, second, or third class having a board of education there may be a city board of examination, consisting of the city superintendent and four other members, residents of the city, all of whom shall be experienced teachers elected by the city board and shall hold office for two years. The duty of the board shall be to examine applicants and to prescribe a standard of proficiency which will entitle the person examined to receive (1) a high-school certificate, valid for six years, and authorizing the holder to teach any primary, grammar, or high school in such city; (2) a city certificate, grammar grade, valid for six years, authorizing the holder to teacher any primary or grammar school in such city; (3) a city certificate, primary grade, valid for two years, authorizing the holder to teach any primary school in such city. They shall report the result of the examination to the city board of education; and said board of education shall thereupon issue to the successful candidates the certificates to which they shall be entitled. The board shall recommend applicants for special certificates, valid for a period not to exceed six years, upon such special studies as may be authorized by the city board of education of such city.

City or city and county boards of examination may also recommend the granting of city certificates, and the renewal thereof, in the manner provided for the granting and renewal of county certificates by the county board of education.

The holders of city certificates are eligible to teach in the cities in which such certificates were granted, in schools of grades corresponding to the grades of such certificates.

The teacher shall enforce the course of study, the use of the legally authorized text-books, and the rules and regulations prescribed for schools; hold pupils to a strict account for their conduct on the way to or from school, on the playgrounds, or during recess; suspend, for good cause, any pupil from the school, and report such suspension to the board of school trustees or city board of education for review, and if such action is not sustained by them, the teacher may appeal to the county superintendent, whose decision shall be final; keep a State school register, in which shall be left at the close of the term a report showing programme of recitations, classification, and grading of all pupils who have attended school at any time during the school year and the superintendent shall in no case draw a requisition in favor of the teacher until the teacher has filed with him a certificate from the clerk of the board of school trustees to the effect that the provisions of this subdivision have been complied with; make an annual report to the county superintendent at the time and in the manner and on the blanks prescribed by the superintendent of public instruction. Any teacher who shall end any school term before the close of the school year shall make a report to the county superin-

tendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year shall, in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year, and the superintendent of schools shall in no case draw a requisition for the salary of any teacher for the last month of the school term until the report required by this subdivision has been filed, and by him approved; make such other reports as may be required by the superintendent of public instruction, county superintendent, board of school trustees, or city board of education.

Preliminary training.—The State normal schools have for their objects the education of teachers for the public schools of the State. They shall be under the management and control of boards consisting of five members, called trustees, who shall have the following powers and duties: To elect a secretary, who shall receive such salary, not to exceed $150 per annum, as may be allowed by the board; to prescribe rules for their own government and for the government of the school; to prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutes; to provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of the pupils; to establish and maintain training or model schools, and require the pupils of the normal school to teach and instruct classes therein; to elect a principal and other necessary teachers, fix their salaries, and prescribe their duties; to issue diplomas of graduation upon the recommendation of the faculty of the school having the force of grammar grade certificate; to control and expend all moneys appropriated for the support and maintenance of the school, and all money received from tuition or from donations; to cause a record of all their proceedings to be kept, which shall be open to public inspection at the school; to keep, open to public inspection, an account of receipts and expenditures; to annually report to the governor a statement of all their transactions, and of all matters pertaining to the school; to transmit with such report a copy of the principal teacher's annual report.

The age of admission is 16 years. Teachers holding first or second grade certificates may be admitted from the State at large. Every person making application for admission as a pupil in the normal school must file a declaration that he enters the school to fit himself for teaching and that it is his intention to engage in teaching in the public schools of the State.

The boards of the several schools shall hold joint meetings, at which the text-books and course of study to be used in the normal schools are to be selected.

Meetings.—The superintendent of every county in which there are twenty or more school districts, and of every city and county in the State, must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute and participate in its proceedings: *Provided*, That cities employing seventy or more teachers may have a separate institute, to meet at least once a year, the sessions to be of not less than three nor more than five days: *And provided further*, That teachers attending such city institute shall not be required to attend the county institute. The expenses of such city institutes, not exceeding $200 annually, shall be paid from the special school funds of said city.

In any county in which there are less than 20 school districts, the county superintendent may, in his discretion, hold an institute. When directed by the county board of education, he shall hold an institute not oftener than once each year, at such time and place as the board may direct. Each session of the institute must continue not less than three nor more than five days. When the institute is held during the time that teachers are employed in teaching, their pay must not be diminished by reason of their attendance. The county superintendent must keep an accurate account of the actual expenses of said institute, with vouchers for the same, and draw his requisition upon the county auditor, who shall draw his warrant on the unapportioned county school fund to pay said amount: *Provided*, That such amount must not exceed $200 for any one year.

For public school teachers' retirement and annuity fund, see under Organization of system.

3. Schools.

Attendance.—Character of instruction.—Text-books.—Buildings.

Attendance.—Every school, unless otherwise provided by law, must be open for the admission of all children between 6 and 21 years of age residing in the district, and the board of school trustees, or city board of education, have power to admit adults and children not residing in the district whenever good reasons exist therefor. Whenever there is sufficient money in the fund of any school district to

support school for six months the county superintendent shall have school kept if the district fail to. Trustees shall have the power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Mongolian or Chinese descent. When such separate schools are established, Indian, Chinese, or Mongolian children must not be admitted into any other school: *Provided*, That in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted as part of the public primary schools, children may be admitted to such kindergarten classes at the age of 4 years.

Every parent, guardian, or other person in the State of California having control and charge of any child or children between the ages of 8 and 14 years shall be required to send any such child or children to a public school for a period of at least two-thirds of the time during which a public school shall be taught in such city, or city and county, or school district, in each school year, commencing on the 1st day of July, in the year of our Lord 1874, at least twelve weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of education of the city, or city and county, or of the trustees of the school district in which such parents, guardians, or other persons reside, upon it being shown to their satisfaction that his or her bodily and mental condition has been such as to prevent attendance at school or application to study for the period required, or that the parents or guardians are extremely poor or sick, or that such child or children are taught in a private school or at home in such branches as are usually taught in the primary schools of this State, or have already acquired a good knowledge of such branches: *Provided*, In case a public school shall not be taught for three months during the year within 1 mile by the nearest traveled road of the residence of any person within the school district, he shall not be liable.

It shall be the duty of the president of each board of education and of the clerk of each board of district trustees in the State of California to cause to be posted three notices of this law in the most public places in the city, or city and county, or in the school district, or published in one newspaper therein for three weeks, in the month of June, in each year, the expenses of each publication to be paid out of the school fund of such city, or city and county, or school district, as the case may require.

In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian, or other person shall be deemed guilty of a misdemeanor, and shall be liable to a fine of not more than $20; and for the second and each subsequent offense the fine shall not be less than $20 nor more than $50; and the parent, guardian, or other person so convicted shall pay all costs. Each such fine shall be paid to the clerk of the proper board of education or of the district trustees.

The district board shall exclude from schools children under 6 years of age: *Provided*, That in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of 4 years.

And it shall be the duty of the clerk of each board of education and of each board of district trustees, on complaint of any teacher or taxpayer, to prosecute all offenses occurring under the provisions of this act; and any clerk neglecting to prosecute such offense within ten days after a written notice has been served on him by any teacher or taxpayer within the limits of the authority of said board, unless the person so complained of shall be excused by the proper school board, shall himself be liable to a fine of not less than $20 nor more than $50, which fine shall be prosecuted for in the name of the people of the State of California, and the fine so collected shall be paid over to the clerk of the board of education or trustees of the proper city, or city and county, or school district, to be accounted for as in section 3 of this act; and in case such prosecution fail, the expenses thereof shall be paid out of the school fund of the city, or city and county, or school district in which the case arose.

And it shall be the duty of the census marshal to furnish each board of education and of district trustees with a complete list of all children living within the jurisdiction of said board, and to note on such lists all children not attending colleges, college schools, private schools, or being taught at home, who are liable to the provisions of this act; and each teacher teaching within the limits of the jurisdiction of such board shall be supplied with a list of all children within his or her department or school, and shall call such list each morning on the opening of school, and note the absentees, and the reason of such absence, if any, and at the close of each term of twelve weeks shall make a full report to the board of education, or of district trustees, of all such cases of absence, with the names

both of children and parents, guardians, or other persons having such children in charge, and said board shall thereupon forthwith proceed to prosecute such parents, guardians, or other persons.

Deaf or blind children are required to be sent to the State school for each class under the penalties of the compulsory law. Any justice of the peace of the proper city, or city and county, or school district shall have jurisdiction of all offenses committed under this act.

Character of instruction.—All schools must, unless otherwise provided by law, be divided into primary and grammar grades. The county board of education must, except in incorporated cities having boards of education, on or before the 1st day of July, prescribe the course of study in each grade for the ensuing year.

Except in incorporated cities having boards of education, the county board of education shall require that promotions, upon written examinations or otherwise, in each of said courses, shall take place at stated periods at least once in each school year. It shall also provide for conferring diplomas at the end of the course of study in the grammar grade for those who satisfactorily pass the required examination.

The county board of education may amend and change either of the above courses of study whenever necessary.

All schools must be taught in the English language. Instruction must be given in the following branches, in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene, with special instruction as to the nature of alcoholic drinks and narcotics and their effects upon the human system; vocal music, elementary bookkeeping, industrial drawing, and civil government: *Provided*, That instruction in physiology and hygiene, elementary bookkeeping, and civil government may be oral, no text-books in these subjects being required to be purchased by the pupils: *Provided further*, That the board of education of any county may, in districts having less than 100 census children, confine the pupils to the studies of reading, orthography, arithmetic, grammar, geography, history, penmanship, and elementary bookkeeping until they have a practical knowledge of these subjects.

Other studies may be authorized by the board of education of any county, city, or city and county; but no such studies shall be pursued to the neglect or exclusion of the studies in the preceding section specified.

Instruction must be given, in all grades of school and in all classes during the entire school course, in manners and morals and upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of schoolrooms.

No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town, or city the officers of which knowingly allow any schools to be taught in violation of these provisions forfeits all right to any State or county apportionment of school moneys; and upon satisfactory evidence of such violation, the superintendent of public instruction and school superintendent must withhold both State and county apportionments.

No school must be continued in session more than six hours a day: and no pupil under 8 years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as a violation of the provisions of the preceding paragraph. In all schools of more than two teachers beginners shall be taught by teachers having had two years' experience or by normal-school graduates.

Any city, incorporated town, or school district having a population of 1,000 inhabitants or more may, by a majority vote of the qualified electors voting at the election held for the purpose of determining the establishment and maintenance of such high school, establish and maintain a high school at the expense of such city, incorporated town, or school district.

Text-books.—The State board of education shall compile, or cause to be compiled, for use in the common schools of the State, a series of school text-books of the following description, viz: Three readers, 1 speller, 2 arithmetics, 2 grammars, 1 history of the United States, and 2 geographies, 1 physiology and hygiene, including a system of gymnastic exercises and special instructions as to the nature of alcoholic drinks upon the human system. The matter contained in the readers shall consist of lessons commencing with the simplest expressions of the language,

and, by a regular gradation, advancing o and including the highest styles of composition, both in prose and poetry.

The State board of education shall employ well-qualified persons to compile the books mentioned in the preceding paragraph, and shall fix the remuneration for the services thus rendered; provided, that if competent authors shall compile any one or more works of the first order of excellence, and shall offer the same as a free gift to the people of the State, together with the copyright of the same, and the exclusive right to manufacture and sell such works within the State of California, it shall be the duty of the State board of education to accept such gift, and to expend no money for the purpose of compiling works relating to the subjects treated of in the books thus donated. The State board of education shall furnish to the superintendent of State printing designs for all cuts and engravings to be used in the said series of text-books.

The printing of all the text-books provided for above, and all the mechanical work connected with their preparation, shall be done by and under the supervision of the superintendent of State printing, at the State printing office; *Provided*, That the purchase of paper for the schoolbooks, and the cardboards, cloth, and leather for covers shall be procured by advertising for proposals to furnish the same in the manner now provided for by section 532 of the political code, relating to paper supplies for the State printing office: *And provided further*, That when the State has its bindery in operation, all folding, stitching, binding, and ruling of the State shall be done in the State bindery; but the accounts of the schoolbook binding shall be kept separate from those of all other binding.

The State board of education shall secure copyrights to all the books that shall be compiled under the provisions of this act, and shall protect said copyrights from all infringement.

Whenever any one or more of the State series of school text-books shall have been compiled and adopted the State board of education shall issue an order requiring the uniform use of said book or books in the common schools of the State; but said order for the uniform use of said book or books shall not take effect till the expiration of at least one year from the time of the completion of the electrotype plates of said book or books. Nothing in this act shall be construed to prevent any county or school district from adopting any one or more of the State series of school text-books whenever said book or books shall have been published.

The process of distribution of the text-books shall follow this course: The county superintendents of schools shall make such requisitions for books as the schools under their jurisdiction may require upon the State superintendent of public instruction. The State superintendent of public instruction shall then make requisition for the same on the superintendent of State printing, who shall ship the books to their destination. All requisitions from county school superintendents for books shall be accompanied by the cash price fixed for the same by the State board of education, and the State superintendent of public instruction shall make no requisition for books upon the superintendent of State printing unless he shall have received the lawful price for the same. And it shall be the duty of the superintendent of public instruction to report to the State controller, on or before the 5th day of every month, the number of books sold by him during the preceding month, and to pay the moneys received for the same into the State treasury. It shall also be the duty of the superintendent of State printing to make a monthly report to the State controller of the number and value of the books shipped by him on the order of the State superintendent of public instruction and the number and value of the finished books on hand.

It shall be the duty of the district board to furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

It shall be the duty of the boards of supervisors of the counties, or cities and counties, in this State to provide a revolving fund for the purpose of enabling the county school superintendents to purchase the State text-books; all moneys to be taken therefrom to be replaced by the moneys received from the teachers of the common schools in the several counties for the books furnished by them to the scholars.

The sum of $35,000, or so much thereof as may be necessary, is hereby appropriated, out of any money in the State treasury not otherwise appropriated, for the purpose of compiling, or causing to be compiled, the series of text-books for the common schools, as set forth above. The appropriation provided for in this paragraph shall be subject to the order of the State board of education, provided that all demands against said appropriation shall first be approved by said State board of education and presented to the State board of examiners in itemized form for their

approval, and upon the approval of the State board of examiners the comptroller is hereby authorized to draw his warrant upon the State treasurer.

The sum of $315,000, or so much thereof as may be necessary, is appropriated to purchase machinery and to properly maintain the same and to purchase such type and other materials as may be required in the manufacture of the text books, as well as pay the salaries or wages of the compositors, binders, and other persons employed in such manufacture, provided that the State board of education shall first approve the style of printing, engravings, and illustrations, kind of paper, size, and binding of volumes, said sum to be drawn by the superintendent of State printing.

The State board of education shall secure copyrights to all the books that shall be compiled under the provisions of this act, and shall protect said copyrights from all infringement.

All moneys that have been received or may hereafter be received from the State series of school text-books shall be kept by the State treasurer as a separate and distinct fund, to be known as the "State schoolbook fund," which said fund shall be subject to the following drafts, viz: By the superintendent of State printing for all moneys needed for manufacturing any editions of any book of the State series, over and above the first 50,000 copies manufactured of such book, the same to be drawn as provided in subdivision 4 of section 526 of the Political Code: *Provided*, That all demands on the State schoolbook fund shall be presented to the State board of examiners, in itemized form, for their approval; and upon the approval of the State board of examiners, the comptroller is hereby authorized to draw his warrant upon the State treasurer for the payment of said demands, and the State treasurer is authorized to pay the same.

The schoolbooks thus provided for shall be furnished to the common-school children of the State at cost, the same to be ascertained and fixed by the State board of education at the beginning of each school year.

[This is practically the text of the original schoolbook law of 1885. The original act was amended in 1887, 1891, and 1893. The constitution, however, was amended in November, 1894, so as to read as follows: "The State board shall compile or cause to be compiled and adopt a uniform series of text-books for use in common schools throughout the State. The State board may cause such text-books, when adopted, to be printed and published by the superintendent of State printing at the State printing office, and when so printed and published to be distributed and sold at the cost price of printing, publishing, and distributing the same. The text-books so adopted shall continue in use not fewer than four years."]

Buildings.—The board of trustees of any school district may, when in their judgment it is advisable and on petition of the majority of the heads of families, call an election concerning the issuance of bonds for the purpose of providing one or more schoolhouses. The clerk of each district must, under the direction of the board of trustees, provide all school supplies authorized by law (see Text-books above), keep the schoolhouse in repair during the time school is taught, and exercise a general care and supervision over the school premises and school property during the vacations of the schools.

4. Finances.

Funds (permanent or special).—Taxation.

Funds (permanent or special).—The proceeds of all lands that have been or may be be granted by the United States to this State for the support of common schools which may be or may have been sold or disposed of, and the 500,000 acres of land granted to the new States under an act of Congress distributing the proceeds of the public lands among the several States of the Union, approved A. D. 1841, and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent as may be granted or may have been granted by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands and such other means as the legislature may provide, shall be inviolably appropriated to the support of common schools throughout the State.

The public-school system shall include primary and grammar schools and such high schools, evening schools, normal schools, and technical schools as may be established by the legislature or by municipal or district authority; but the entire revenue derived from the State school fund and the State school tax shall be applied exclusively to the support of primary and grammar schools. The State superintendent must apportion the fund to the counties according to the number of school-census children.

Taxation.—The county superintendent of each county having a population of fewer than 200,000 must, on or before the first regular meeting of the board of supervisors hand in an estimate of the minimum amount of county school fund needed during the year. This amount he must compute as follows: He must calculate 1 teacher for every 70 school-census children or fraction thereof not smaller than 20; and then he must calculate the amount required to be raised at 500 per teacher. From this amount he must deduct the total amount of State apportionment and the remainder shall be the minimum amount of county school fund needed for the ensuing year: *Provided*, That if this amount is less than sufficient to raise a sum equal to $6 for each census child in the county, then the minimum amount shall be such a sum as will be equal to $6 for each census child in the county.

The board of supervisors of each county having fewer than 100,000 inhabitants must annually levy a tax to be known as the county school tax, the maximum rate of which must not exceed 50 cents on each $100 of taxable property in the county nor the minimum rate be less than sufficient to raise a minimum amount reported by the county superintendent. The minimum rate must be determined as follows: The supervisors must deduct 15 per cent from the equalized value of the last general assessment roll, and the amount required to be raised, divided by the remainder of the assessment roll, is the rate to be levied; but if any fraction of a cent occur, it must be taken as a full cent on each $100. If the county supervisors fail to levy the tax the auditor must, and all money derived from this tax must be paid into the county treasury to the credit of the school fund.

The county superintendent shall apportion the county school money as follows:

First. He must ascertain the number of teachers each district is entitled to by calculating one teacher for every 70 school census children, or fraction thereof, not fewer than 20 school census children, as shown by the next preceding school census, provided that all children in any asylum and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

Second. He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts.

Third. Five hundred dollars shall be apportioned to each district for every teacher assigned to it: *Provided*, That to districts having 10 and less than 20 school census children shall be apportioned $400: *Provided further*, That to districts having over 70 school census children and a fraction of less than 20 there shall be apportioned $20 for each census child in said fraction.

Fourth. All school money remaining on hand after apportioning to the districts the moneys provided for in subdivision 3 of this section must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, wherever mentioned in this chapter, shall be construed to mean those between the ages of 5 and 17 years.

Fifth. Whenever in any school year prior to the receipt by the counties, cities, or cities and counties of this State of their State, county, or city school fund the school districts or cities shall not have sufficient money to their credit to pay the lawful demands against them, the county, city, or city and county superintendent shall give the treasurer of said county, city, or city and county an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate it shall be the duty of the treasurer of said county, city, or city and county to transfer from any fund not immediately needed to pay claims against it to the proper school fund an amount not to exceed 90 per cent of the amount estimated by the superintendent, and he shall immediately notify the superintendent of the amount so transferred. The funds so transferred to the school fund shall be retransferred by the treasurer to the fund from which they were taken from the first money paid into the school fund after the transfer.

No school district, except one newly formed, is entitled to receive any apportionment of State or county school moneys which has not maintained a public school for at least six months during the next preceding school year. A district which is prevented by fire, flood, or prevailing epidemic from maintaining a school for the length of time designated in this section is nevertheless entitled to its apportionment of State and county school moneys.

No school district is entitled to receive any apportionment of State or county school moneys unless the teachers employed in the schools of such district hold legal certificates of fitness for teaching in full force and effect.

The State school fund must be used for no other purpose than the payment of the salaries of teachers of primary and grammar schools.

The board of school trustees of any district may, prior to the 15th day of August in any year, when in their judgment it is advisable, call an election and submit to the electors of the district the question whether a tax shall be raised to furnish additional school facilities for the district, or to maintain any school in such district, or for building one or more schoolhouses, or for any two or all of these purposes: *Provided*, That where a tax has been collected for the purpose of building a schoolhouse, and the erection of said schoolhouse shall not have been commenced within two years from the time said tax was collected, the custodian of said money shall return the same to the parties from whom said tax was collected. The board of supervisors must, at the time of levying county taxes, levy the tax voted by the district; but the amount of tax levied by a district in any one year for building purposes must not exceed 75 cents on each $100, and the maximum rate levied for other school purposes must not exceed 30 cents on each $100 for any one year.

[Note: In Massachusetts instruction in the effects of alcoholic drinks and narcotics is now obligatory. Inadvertently this fact has been omitted at the bottom of p. 1087.]

The State constitutional provisions concerning sectarian instruction in the schools and, in general, concerning aid to religious institutions are given in Chapter I, of Part III, of the Annual Report of the Commissioner for 1892–93, and to these is to be added the provision of the 1895 constitution of South Carolina, which forbids the use of the property, credit, or money of the State, or any of its subdivisions, for such purpose. In Indiana, Superintendent Vories has decided that the bill of rights in the constitution of that State leaves it optional with the local board whether the Bible shall be read in the public schools. A circular inquiry was made several years ago regarding sectarian instruction in schools supported by public funds, and the results were compiled and published as a chapter of the annual report of this Bureau for 1888–89. A compilation regarding the eligibility of women as voters in school affairs and to hold school office has also been compiled from answers to a circular letter, and will appear in the next report of the Commissioner.

CHAPTER X.

SANITARY LEGISLATION AFFECTING SCHOOLS IN THE UNITED STATES.

By Hannah B. Clark, *University of Chicago.*

The attempt has been made in this compilation to include all the laws affecting the health and safety of school children which appear on the statute books of the States and Territories of the United States and those found in the city ordinances, rules of school boards, and of boards of health in seventeen representative cities. It has not, however, seemed necessary to refer to technical building laws except in the case of Massachusetts, where there are State statutes, and here only the titles have been cited.

Such a compilation must always be inadequate from one point of view, since it necessarily omits an important body of embryonic law made up of recommendations, more or less mandatory, from different authorities—health officers, architects, engineers, etc.—and of resolutions passed by school boards and boards of health which apply only to local and temporary conditions.

On the other hand, formal legislation is often in advance of popular knowledge, so that it is ignored in many communities. Many laws, also, are of recent enactment, and therefore do not apply to the older schools, which are, of course, most numerous.

Allowances for both forms of error must be made by the reader who would judge of school sanitation in the United States from the State statutes.

STATE AND TERRITORIAL LEGISLATION.

ALABAMA.

DUTIES OF COUNTY BOARD OF HEALTH.

4. To exercise a general superintendence over the sanitary regulations of the public institutions situate in the county, including hospitals, asylums, workhouses, prisons, markets, and public schools. (Civil Code, 1886, title 13, ch. 2, sec. 1282.)

ARKANSAS.

POWERS OF THE STATE BOARD OF HEALTH.

Said board may from time to time engage suitable persons to render sanitary service, and to make or supervise practical and scientific investigations and examinations requiring expert skill, and to prepare plans and report relative thereto. And it is hereby made the duty of all officers and agents having the control, charge, or custody of any public structure, work, ground, or erection, or of any plan, description, outlines, drawings, or charts thereof or relating thereto, made, kept, or controlled under any public authority, to permit and facilitate the examination and inspection and the making of copies of the same by any officer or person by said board authorized, and the members of said board and such other officers or persons as may at any time be by said board authorized, may, without fee or hindrance, enter, examine, and survey all grounds, erections, vehicles, structures, apartments, buildings, and plans whereby the public health may be promoted or in any wise preserved. (Digest of the Statutes, 1894, ch. 16, sec. 523.)

CALIFORNIA.

VACCINATION.

SEC. 1. The trustees of the several common-school districts in this State and boards of common-school government in the several cities and towns are directed to exclude from the benefits of the common schools therein any child or any person who has not been vaccinated until such time when said child or person shall be successfully vaccinated: *Provided*, That any practicing and licensed physician may certify that the child or person has used due diligence and can not be vaccinated so as to produce a successful vaccination, whereupon such child or person shall be excepted from the operation of this act.

SEC. 2. The trustees or local board, annually, or at such special times to be stated by the State board of health, must give at least ten days' notice, by posting a notice in two or more public or conspicuous places within their jurisdiction, that provision has been made for the vaccination of any child of suitable age who may desire to attend the common schools and whose parents or guardians are pecuniarily or otherwise unable to procure vaccination for such child.

SEC. 3. The said trustees or board must, within sixty days after the passage of this act, and every year thereafter, ascertain the number of children or persons in their respective school districts or subdivision of the city school government being of an age suitable to attend common schools who have not been already vaccinated, and make a list of the names of all such children or persons. It also shall be the duty of said trustees or board to provide for the vaccination of all such children or persons in their respective school districts a good and reliable vaccine virus wherewith to vaccinate such children or persons who have not been vaccinated; and, when so vaccinated, to give a certificate of vaccination, which certificate shall be evidence thereof for the purpose of complying with section 1.

SEC. 4. The necessary expenses incurred by the provisions of this act shall be paid out of the common-school moneys apportioned to the district, city, or town; and if there be not sufficient money, the trustees must notify the board of supervisors of the amount of money necessary, and the board must, at the time of levying the county tax, levy a tax upon the taxable property in the district sufficient to raise the amount needed. The rate of taxation is ascertained by deducting 15 per cent for delinquencies from the assessment, and the rate must be based upon the remainder. The tax so levied must be computed and entered upon the assessment roll by the county auditor and collected at the same time and in the same manner as State and county taxes, and when collected shall be paid into the county treasury for the use of the district.

SEC. 5. The trustees of the several school districts of this State are hereby required to include in their annual report and report to the secretary of the State board of health the number in their several districts between the ages of 5 and 17 years who are vaccinated and the number unvaccinated.

SEC. 6. This act shall take effect immediately. (Stat. 1889, Ch. XXIV, p. 32.)

DUTY OF COUNTY SUPERINTENDENT.

SEC. 7. Except in incorporated cities having boards of education, to pass upon and approve or reject all plans for schoolhouses. To enable him to do this all boards of trustees, before adopting any plans for school buildings, must submit the same to the county superintendent for his approval. (Code, Pt. III, Title III, Ch. III, Art. III, sec. 1543.)

RULES AND REGULATIONS OF THE PUBLIC SCHOOLS OF CALIFORNIA.

SEC. 8. Teachers shall prescribe such rules for the use of yards, basements, and outbuildings connected with the schoolhouses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.

SEC. 9. Teachers shall give vigilant attention to the ventilation and temperature of their schoolrooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room.

* * * * * * *

SEC. 14. All pupils who go to school without proper attention having been given to personal cleanliness or neatness of dress shall be sent home to be properly pre-

pared for school or shall be required to prepare themselves for the schoolroom before entering. Every schoolroom shall be provided with a wash basin, soap, and towels.

SEC. 15. No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

* * * * * * *

SEC. 20. Trustees are required to employ a suitable person to sweep and take care of the schoolhouse, and they shall make suitable provision for supplying the school with water. (Adopted by State board of education; enforced in all public schools.)

COLORADO.

NUMBER AND WIDTH OF DOORS—PASSAGES.

Every room or building intended to be used as a theater, opera house, music hall, concert hall, public school, or church, or other like place of public assemblage hereafter built or constructed, shall be provided with at least one doorway of not less than 5 feet in width for each 250 persons which might be seated within such building in the part thereof intended for public assemblage, and with proper and sufficient ways and passages leading to and from every such doorway, so that in case of fire or other sudden alarm those who may be within such building may speedily and safely escape therefrom. (An. Sta. 1891, p. 521, sec. 284.)

NO ROOM SHALL BE OCCUPIED UNTIL IT CONFORM WITH THIS ACT.

No room or building intended for use as a theater, opera house, music hall, concert hall, public school, church, or other place of public assemblage heretofore constructed and not in conformity with the provisions of this act, shall be rented, leased, or occupied for any such purpose until the same shall be altered to conform to this act. (Ib., sec. 285.)

PENALTY OF VIOLATION OF THIS ACT.

Every proprietor who shall hereafter build or procure to be built, or shall lease or procure or permit to be used as a theater, opera house, music hall, concert hall, public school, church, or for any other like public assemblage, any building not in conformity to this act, shall be deemed guilty of a misdemeanor and, upon conviction thereof, fined in a sum not exceeding $500. (Ib., sec. 286.)

NO ACTION FOR RENT.

No action shall lie to recover the rent on any lease or contract made after this act shall take effect, for the use or occupation of any room or building used as a theater, opera house, music hall, concert hall, public school, church, or other like place unless said room or building was at the time of such renting, use, or occupation provided with doorways and passages and means of safe escape therefrom in case of fire, in conformity with this act. (Ib., sec. 287.)

DOORS MUST OPEN OUTWARDS.

All doors provided for the doorways of every such room or building shall open outwards, and every person using or occupying any such room or building as a theater, opera house, music hall, concert hall, public school, church, or for other like purposes, shall, during the whole of every exhibition, performance, or assemblage therein, cause all the doors thereof to be left unfastened or latched or barred upon the inner side only, and so that any person may readily and speedily open the same from the inner side of such room or building; and shall cause the stairways and other ways and passages leading to every such door to be kept open and free from persons seated or standing therein from other obstructions; and any person failing to observe this section shall be deemed guilty of a misdemeanor, and, upon conviction thereof, fined in a sum not exceeding two hundred dollars. (Ib., sec. 288.)

FIREPROOF STAIRWAYS.

Whenever any building or buildings shall be hereafter erected for the purpose of accommodating public assemblages, and the rooms intended for such purposes shall not be upon the first floor of such building, it shall be the duty of the per-

sons erecting the same to provide and erect at least two fireproof stairways of ample dimensions sufficient for the sudden egress of the assemblies of the same. (Ib., sec. 289.)

RESPONSIBILITY FOR LOSS OF LIFE.

If any lives shall be lost by reason of the willful negligence and failure to observe the provisions of this act, the person through whose default such loss of life was occasioned shall be deemed guilty of manslaughter and punished by a fine not less than $100 nor more than $5,000, or imprisonment in the penitentiary not less than six months nor more than ten years, or by both such fine and imprisonment, in the discretion of the court. (Ib., sec. 290.)

STATE BOARD OF HEALTH.

2. The State board of health shall have general supervision of the interests of health and life of the citizens of this State. * * * They shall, when required, or when they deem it best, advise with the officers of the government or other State boards in regard to the location, drainage, water supply, disposal of excreta, heating, and ventilation of any public structure or building. (An act to create a State board of health, approved April 15, 1893.)

DISTRICT OF COLUMBIA.

VACCINATION.

No child shall be admitted into the public schools who shall not have been duly vaccinated or otherwise protected against the smallpox. (Rev. Sta. 1873-74, ch. 12, sec. 274.)

FIRE ESCAPES.

It shall be the duty of the owner or owners, in fee or for life, of every building constructed and used or intended to be used as a hotel, factory, manufactory, theater, tenement house, seminary, college, academy, hospital, asylum, hall, or place of amusement, and of the trustee or trustees of every estate, association, society, college, academy, school, hospital, or asylum owning or using any building fifty feet high or upwards, used for any of the purposes hereinabove mentioned, to provide and cause to be erected and affixed to said building iron fire escapes and combined standpipes and ladders, or either of said appliances as may be approved and adopted by the Commissioners of the District of Columbia. (Act Jan. 26, 1887.)

DOOR OPEN OUTWARDS.

In all buildings of a public character already erected or hereafter built, such as halls, churches, and places of amusement and instruction, the doors shall open outward and remain open when the building is occupied, except fly doors opening both ways, which may be kept closed. The hall doors, stairways, seats, and aisles shall be so arranged as to facilitate egress in cases of fire or accident; and to afford the requisite and proper accommodation for the public protection in such cases all aisles and passageways in such buildings shall be kept free from camp stools, chairs, sofas, and other obstructions during any service, exhibition, lecture, performance, concert, ball, or any public assemblage. (Police Regulations, Oct. 23, 1891.)

CONNECTICUT.

SAFE EXITS.

In all cities the court of common council, in all boroughs the warden and burgesses, and in all towns and parts of towns not within the limits of any city or borough the selectmen shall require that all churches, schoolhouses, and all public halls that are used for lectures, amusements, exhibitions, or assemblages of people shall be provided with ample facilities for safe and speedy entrance and exit in case of necessity, and be arranged so as to promote the comfort and safety of persons visiting them, and be closed till such requisitions are complied with; and any city, borough, or town may make suitable by-laws regarding the same. (Gen. Sta. 1888, Title 43, ch. 158, sec. 2623.)

PENALTY.

Every person who shall let or use any such building for such purpose after it shall have been ordered to be so closed shall forfeit one hundred dollars to the city, borough, or town by the authorities of which such order was made. (Gen. Sta. 1888, Title 43, ch. 158, sec. 2624.)

APPEALS.

Any person aggrieved by any order closing such building may appeal therefrom to a judge of the supreme court, who shall, on notice, inquire into the facts by a committee or otherwise, and may make such order in the premises as to him may seem proper, and tax costs in favor of the prevailing party and issue execution therefor. (Gen. Sta. 1888, Title 43, ch. 158, sec. 2625.)

VACCINATION.

The board of school visitors of any town shall have authority to require that every child shall be vaccinated before being permitted to attend any public school under their jurisdiction. If the parents or guardians of any children are unable to pay for vaccination when so required, the expense of vaccinating such children shall, on the recommendation of said board, be paid out of the town treasury. Said board may exclude from any school under their supervision all children under five years of age whenever in their judgment the interest of such school will be thereby promoted. (Gen. Sta. 1888, Title 35, ch. 134, sec. 2137.)

SANITARY PROVISIONS AND VENTILATION.

SEC. 320. Every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with a sufficient number of proper water-closets, earth-closets, or privies for the reasonable use of the pupils attending such schoolhouse.

SEC. 321. Every schoolhouse shall be ventilated in such a manner that the air shall not be injurious to the health of the persons present therein.

SEC. 322. Whenever it shall be found by the State board of education or by the board of school visitors or school committee of the town or district in which any schoolhouse is located that further or different sanitary provisions or means of lighting or ventilating are required in any schoolhouse and that the same can be provided without unreasonable expense, either of said boards or committees may recommend to the person or authority in charge of or controlling such schoolhouse such changes in or other and further means of ventilating, lighting, or sanitary provisions for such schoolhouse as they may deem necessary. In case such changes so recommended be not made substantially as recommended within two weeks of the date of service thereof, such board or committee may make complaint to the board of health, health committee, or health officer of the community in which such schoolhouse is situated, and said board of health, health officer, or health committee, after notice to and hearing of all the parties interested, shall order such changes in or such other and further provisions made in the lighting, ventilating, or sanitary provisions of such schoolhouse as they may deem necessary and proper.

SEC. 323. Any person violating any provision of the preceding sections shall be punished in the manner provided in section 2609 of the General Statutes.

SEC. 324. The word schoolhouse shall be held to mean any building or premises in which instruction is afforded to not less than ten pupils at one time. (Gen. Sta., 1893, ch. cclxv, sec. 1–5.)

DELAWARE.

DUTIES OF THE STATE BOARD OF HEALTH.

SEC. 3. * * * And said State board of health are authorized to require reports and information from all public dispensaries, asylums, prisons, and schools, and from the managers, principals, and officers thereof, * * * and if any * * * principal, superintendent, officer, or physician in charge shall refuse and neglect to make a report when requested to do so by the said State board of health, he, she, or they shall, upon conviction thereof before any justice of the peace of the county in which he, she, or they shall reside, be fined not less than five dollars nor more

than twenty-five, together with costs; and any justice of the peace shall have full cognizance thereof. But such reports and information shall only be required concerning matters and particulars in respect of which they may need information for the proper discharge of their duties. Said board shall, when requested by public authorities, or when they deem it best, advise officers of the State, county, or local governments in regard to drainage, and the location, drainage, ventilation, and sanitary provisions of any public institution, building, or public place.

SEC. 4. That said board shall be an advisory board to the authorities of the State in all matters pertaining to public hygiene; they shall have authority to make special inspections of hospitals, prisons, asylums, and other public institutions. * * * (Laws of Delaware, ch. 642, vol. 19.)

GEORGIA.

VACCINATION.

The county boards of education in the counties of this State, and the board of public education for the city of Savannah and the other cities of this State, are authorized and empowered to make such regulations as in their judgment shall seem requisite to insure the vaccination of the pupils in their respective schools, and may require all scholars or pupils to be vaccinated as a prerequisite to admission to their respective schools. (Code 1882, Title XIII, Ch. V, sec. 1275*b*.)

ILLINOIS.

DOORS OPEN OUTWARD.

SEC. 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly*, That all public buildings now in process of construction, or hereafter to be built or constructed, which may or shall be used for churches, schoolhouses, operas, theaters, lecture rooms, hotels, public meetings, town halls, or which may or shall be used for any purpose whereby a collection of people may be assembled together for religious worship, amusement, or instruction, shall be so built or constructed that all doors leading from the main hall or place where said collection of people may be assembled, or from the principal room which may be used for any of the purposes aforesaid, shall be so swung upon their hinges and constructed that such doors shall open outward; and that all means of egress for the people from the main hall or principal room and from the building shall be by means of doors which shall open outward from the main hall or building.

SEC. 2. That any person or persons who shall fail or refuse to comply with the provisions of this act shall be fined in any sum not less than one hundred dollars nor more than one thousand. (Rev. Sta. 1874, Ch. III, approved Mar. 28, 1874.)

INDIANA.

NOT PROVIDING OUTSWINGING DOORS.

Whoever, being the owner, manager, lessee, trustee, or person having the charge of any theater, opera-house, museum, college, seminary, church, schoolhouse, or other public building, refuses or neglects to cause all the doors thereof constructed for the purpose of ingress or egress, whether inner or outer doors, to be so hung that the same shall swing outwardly, shall be fined in any sum not exceeding one thousand dollars nor less than ten dollars, to which may be added imprisonment in the county jail for any period not exceeding six months: *Provided*, That this section shall not apply to the outer doors of one-story churches and schoolhouses. (Rev. Sta. 1894, Ch. V, sec. 2276.)

IOWA.

SCHOOLHOUSES.

[Chapter 103, Laws of 1884.]

AN ACT to prohibit the use of barbed wire in inclosing public-school grounds.

Be it enacted by the general assembly of the State of Iowa:

SECTION 1. It is hereby made the duty of the board of directors of every independent district and of every district township to remove before the first day of

September, 1884, any barb-wire fence inclosing in whole or in part any public-school grounds in such district, and it is also made the duty of any person owning or controlling any barbed-wire fence within ten feet of any public-school grounds to remove the same within the time herein named.

SEC. 2. Hereafter barb wire shall not be used in inclosing in whole or in part any public-school building or the grounds upon which the same may stand; and no barbed-wire shall be used for a fence or other purpose within ten feet of any public-school grounds.

SEC. 3. For failure or neglect on the part of any board of directors of any independent district or of any district townships to carry out the provisions of this act any member of such board shall be fined on conviction not exceeding twenty-five dollars. Any person violating the provisions of this act shall, on conviction thereof, be fined not exceeding twenty-five dollars.

Approved, March 29, 1884.

SANITARIES.

It shall be the duty of the board [directors] to give especial attention to the matter of convenient water-closets or privies for every school, and expenses incurred for such purpose shall be paid from the contingent fund of the district. On every schoolhouse site not within an independent district including a city, town, or village, there shall be provided and kept in good repair, and in wholesome condition at least two separate buildings, which shall be located upon those portions of the site farthest from the main entrance to the schoolhouse, and as far from each other as the surrounding conditions will warrant. In independent districts including a city, town, or village, if it seems to the board undesirable to build several outhouses, separate closets may be included under one roof; but where closets of this kind are outside the schoolhouse each closet shall be as effectively separated from any other as possible, and a brick wall, a double partition, or some other solid and continuous barrier shall extend from the roof to the lowest part of the vault below, and a substantial close fence not less than seven feet in height, and at least thirty feet in length, shall separate the approaches to such outdoor closets for the two sexes. (Chap. 37, Laws of 1894.)

RULES AND REGULATIONS.

RULE 1. Every person entering any public school of Iowa must give satisfactory evidence of protection by vaccination.

RULE 2. The fact of vaccination and protection must be entered with each name on the school record, and on transfer and promotion lists.

RULE 3. Persons affected with diphtheria (membranous croup), measles, scarlet fever (scarlatina, scarlet rash), whooping cough, mumps, or smallpox must be excluded from school until by authority of the mayor or township clerk, as the case may be, approved by the health officer, permission for their admission is granted; and all persons from families where such diseases exist shall also be excluded.

RULE 4. It is the duty of every school-teacher and school officer who discovers, or who has knowledge of a case of these contagious diseases to cause the fact to be immediately reported to the local board of health.

RULE 5. If a person is ascertained to have attended school when affected with either of these contagious diseases, the local board of health shall immediately close the room wherein such person attended and direct its proper disinfection.

PREVENTION OF CONTAGIOUS DISEASES.

During the existence of any contagious or infectious disease in any family or household or place, and until after the recovery of the sick and the disinfection of the premises where such disease shall have existed, no person residing in such household, family, or place shall be permitted to attend any public or private school or any public place without written permission from the mayor (or clerk if in a township), countersigned by the health officer, and no superintendent, teacher, or officer of any school shall permit any child or person from any such family, household, or place to attend any school without a permit from the mayor (or township clerk), countersigned by the health officer, upon the recommendation of the attending physician, showing thorough disinfection of the person, clothing, and premises. * * *

No person, company, corporation, or association having charge of, or control of, any schoolhouse or church or of any building, room, or place used for school or

church purposes, or for any public assembly, shall permit the body of any person dead from any of the contagious or infectious diseases named in these regulations or any other dangerous contagious disease to be taken into such schoolhouse, church, building, room, or place for the purpose of holding funeral service over such body; and no sexton, undertaker, or other person having charge of, or direction of, the burial of anybody dead from any of the said diseases shall permit the coffin or casket containing such body to be opened in the presence of any child, nor shall any child be permitted to act as pallbearer or carrier at any such funeral. (Approved November 12, 1892.)

ORDER FOR VACCINATION.

At a meeting of the State board of health February 2, 1894, for the purpose of preserving and improving the public health, and prevent the spread of the disease known as smallpox, the following rules and regulations were ordered:

First. All persons in this State over the age of one year who have not been vaccinated, or who in the opinion of the local board of health of the district or jurisdiction in which such persons reside or are found, who do not furnish satisfactory evidence of protection from smallpox, are hereby ordered to be vaccinated.

Second. Local boards of health and all officers who compose said boards, and all sheriffs, constables, city marshals, and police officers within their respective jurisdictions are hereby directed to enforce the foregoing order as soon as practicable, and so far as said order shall apply to the pupils of any public or private school or to the teachers thereof. The officers of the school district in which such school is held shall also require its enforcement.

KANSAS.

BOARD OF HEALTH—SANITARY SERVICE.

The State board of health shall, when they think best to do so, appoint committees, or engage suitable persons to render special sanitary service, to make or supervise practical or scientific investigations and examinations, requiring expert skill, and prepare plans and report thereon. And it is hereby made the duty of all officers and agents having the control, charge, or custody of any public structure, work, ground, or erection, or any plan, description, outline, drawings, charts thereof or relating thereto, made, kept, or controlled under any public authority, to permit and facilitate any examination and inspection ordered by said board; and the members of said board and such other officer or person as may at any time be by said board authorized, may without fee or hindrance enter, examine, and survey all grounds, erections, vehicles, structures, apartments, buildings, and places; but the legislature shall first determine the amount which shall be expended during the year for such special sanitary work, and the expenditures shall not exceed the amount thus determined and set apart for the year. (Gen. Sta. 1889, ch. 99, sec. 6031.)

WATER-CLOSETS.

Be it enacted by the legislature of the State of Kansas:

SECTION 1. That the school boards and boards of education having supervision over any school district in this State shall provide and maintain suitable and convenient water-closets for each of the schools under their charge or supervision. These shall be at least two in number, which shall be entirely separate from each other. It shall be the duty of the officers aforesaid to see that the same are kept in a neat and wholesome condition; and failure to comply with the provisions of this act by the aforesaid officers shall be grounds for their removal from office.

SEC. 2. This act shall be in full force and effect on and after its publication in the statute book. (Approved March 10, 1891. Session laws of 1891, ch. 197.)

KENTUCKY.

POWER OF COUNTY SUPERINTENDENT.

* * * He shall condemn any schoolhouse which is dilapidated, unhealthy, or otherwise unfit to be occupied for the purpose of a common school, and any fence or other inclosure of a schoolhouse when such inclosure is for any reason insufficient for the protection of the house or ground. He shall condemn all school fur-

niture or apparatus insufficient in quantity or not of the required character and order the same replaced with the proper furniture or apparatus, as prescribed in section four thousand four hundred and forty. He shall, within thirty days after any such condemnation, notify the trustees in writing. He shall, at least once a year, make an official visit to each district school of his county, but shall not make more than three such official visits in any one day. At the time of such visit he shall note in a book, to be kept for that purpose, * * * the condition of the schoolhouse, furniture, apparatus, grounds, and appurtenances. * * * He shall admonish the teacher found remiss of duty in the matter of cleanliness of house, preservation of furniture, and necessary ventilation, and complain to the trustees in cases of gross neglect of duty in these respects. (Sta. 1894, ch. 113, sec. 4403.)

CONSTRUCTION OF SCHOOLHOUSES—FURNITURE.

* * * Each schoolhouse hereafter erected shall have a floor space of not less than ten square feet to each pupil in the district; shall be at least ten feet between floor and ceiling; shall have at least four windows, one or more fireplaces, with chimneys made entirely of brick or stone, or a sufficient number of stoves or other heating apparatus, with safe flues, to warm the room in the coldest weather. * * * The trustees shall furnish each schoolhouse with at least the following articles of furniture and apparatus, * * * a seat, patent or otherwise, with back, for each child, the height of the seat and its back to suit the age of the child. * * * (Sta. 1894, ch. 113, sec. 4440.)

BOARD OF TRUSTEES.

* * * They shall see that a sufficient supply of good water is furnished within easy access of the schoolhouse for the benefit of the school during the term of school. * * * (Sta. 1894, ch. 113, sec. 4447.)

INFECTIOUS DISEASE.

When any family shall have any infectious or contagious disease, no member of such family shall attend any school until the trustees thereof shall allow them to do so; and during the prevalence in the district of dangerous epidemics the trustees shall order the school closed; but the teacher shall not be required to lose the time of the forced suspension, unless so stipulated in his contract. (Sta. 1894, ch. 113, sec. 4448.)

VACCINATION.

All parents, guardians, and other persons having the care, custody, or control of any child or children, or who may have in their employ any minor or minors, shall have the same vaccinated; and every parent, guardian, and person who may have the care, custody, or control of any child born hereafter shall have said child vaccinated within twelve months after its birth, or after it comes under his or her care, custody, or control. (Sta. 1894, ch. 119, sec. 4609.)

MASSACHUSETTS.

DOORS OPEN OUTWARD.

All churches, schoolrooms, hotels, halls, theaters, and other buildings used for public assemblies shall have means of egress approved by said [factory] inspectors, and all doors to the main entrances in such buildings shall swing outwardly if said inspectors in writing so direct. No portable seats shall be allowed in the aisles or passageways of any such building during any service or entertainment held therein. (Pub. sta. 1882, ch. 104, sec. 20.)

MEANS OF EGRESS.

Every building now or hereafter used in whole or in part as a public building, public or private institution, schoolhouse, church, theater, public hall, place of assemblage, or place of public resort, * * * shall be provided with proper ways of egress or other means of escape from fire sufficient for the use of all persons accommodated, assembling, employed, lodging, or residing in such building; and such ways of egress and means of escape shall be kept free from obstruction, in good repair, and ready for use. * * * All doors and windows in any build-

ing subject to the provisions of this section shall open outwardly, if the inspector mentioned in the following section shall so direct in writing. No portable seats shall be allowed in the aisles or passageways of such buildings during any service or entertainment held therein. * * * (Supplement to Pub. Sta. 1882–1888, ch. 426, sec. 1.)

It shall be the duty of such inspectors of factories and public buildings as may be assigned to such duty by the chief of the district police force to examine, as soon as may be after the passage of this act, and thereafter from time to time, all buildings within his district subject to the provisions of this act; and it shall be the duty of the inspectors of buildings of the city of Boston so to examine all such buildings within said city. In case any such building conforms, in the judgment of such inspector, to the requirements of this act, he shall issue to the owner, lessee, or occupant of such building or of any portion thereof used as above mentioned in section one, a certificate to that effect, specifying the number of persons for whom the ways of egress or means of escape from fire are deemed to be sufficient. * * * Such certificate may be revoked by such inspector at any time. * * * (Ib., sec. 2.)

Application for certificate to be acknowledged by inspector. (Ib., sec. 3.)

Inspector to be notified of any change in building for which certificate has been given. (Ib., sec. 4.)

Inspector to notify owner if building fails to conform to provisions of this act. (Ib., sec. 5.)

No wooden duct or flue for heating or ventilating to be used in such buildings. (Ib., sec. 8.)

Every story above second must have means of extinguishing fire. (Ib., sec. 9.)

Inspection department of district police and building inspector in Boston to enforce these provisions. (Ib., sec. 10.)

UNSAFE BUILDINGS.

Any member of the inspection department of the district police force when called upon by the mayor and aldermen of any city, except the city of Boston, or by the selectmen of a town, shall inspect any building or other structure or anything attached to or connected therewith in such city or town which has been represented to be unsafe or dangerous to life or limb. (Ib., ch. 399, sec. 1.)

Inspector, in his judgment, to cause building to be removed or render the same safe. (Ib., sec 2.)

SANITARY PROVISIONS—VENTILATION.

1. Every public building and every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with a sufficient number of water-closets, earth closets, or privies for the reasonable use of the persons admitted to such public building or pupils attending such schoolhouse.

2. Every public building and every schoolhouse shall be ventilated in such a proper manner that the air shall not become so exhausted as to be injurious to the health of the persons present therein. The provisions of this section and the preceding section shall be enforced by the inspection department of the district police force.

3. Whenever it shall appear to an inspector of factories and public buildings that further or different sanitary provisions or means of ventilation are required in any public building or schoolhouse in order to conform to the requirements of this act, and that the same can be provided without incurring unreasonable expense, such inspector may issue a written order to the proper person or authority directing such sanitary provisions or means of ventilation to be provided, and they shall thereupon be provided in accordance with such order by the public authority, corporation, or person having charge of, owning, or leasing such public building or schoolhouse.

4. Any school committee, public officer, corporation, or person neglecting for four weeks after the receipt of an order from an inspector, as provided in the preceding section, to provide the sanitary provisions or means of ventilation required thereby shall be punished by fine not exceeding one hundred dollars.

5. The expression "public building" used in this act means any building or premises used as a place of public entertainment, instruction, resort, or assemblage. The expression "schoolhouse" means any building or premises in which public or private instruction is afforded to not less than ten pupils at one time.

6. This act takes effect upon its passage. (Mar. 20, 1888, Ib., ch. 149.)

VACCINATION.

The school committee shall not allow a child who has not been duly vaccinated to be admitted to or connected with the public schools. (Acts of 1894, ch. 498, sec. 9.)

CONTAGIOUS DISEASES.

The school committees shall not allow any pupil to attend the public schools while any member of the household to which such pupil belongs is sick of smallpox, diphtheria, or scarlet fever, or during a period of two weeks after the death, recovery, or removal of such sick person, and any pupil coming from such household shall be required to present to the teacher of the school the pupil desires to attend a certificate from the attending physician or board of health of the facts necessary to entitle him to admission in accordance with the above regulation. (Ib., sec 10.)

FIRE ESCAPES.

In case a schoolhouse situated in any city has not been provided with a safe and proper way of egress or other means of escape from fire, as required by chapter four hundred and twenty-six of the acts of the year eighteen hundred and eighty-eight, within six months after the written notice therein provided for, the mayor of such city, for the purpose of carrying out such provisions of said act, may, upon petition of one hundred citizens or taxpayers in said city, authorize the expenditure upon any such schoolhouse of not exceeding fifteen per cent of the cost thereof, payable from any moneys in the treasury of said city not otherwise appropriated. (Ib., ch. 337.)

INSPECTION OF PLANS.

No building designed to be used, in whole or in part, as a public building, public or private institution, schoolhouse, * * * shall hereafter be erected until a copy of the plans of such building has been deposited with the inspector of factories and public buildings for the district in which such building is to be located by the person causing the erection or construction of such building, or by the architect who has drawn such plans, which plans shall include therein the system or method of ventilation provided for such building, together with a copy of such portion of the specifications of such building as such inspector may require, nor shall any such building be so erected without the provision of sufficient ways of egress and other means of escape from fire, properly located and constructed. The certificate of the inspector above named, indorsed with the approval of the chief of the district police force, shall be conclusive evidence of a compliance with the provisions of this act: *Provided*, That after the granting of such certificate no change is made in the plans or specifications of such ways of egress and means of escape unless a new certificate is obtained therefor. (Ib., ch. 338.)

MAINE.

DOORS OPEN OUTWARDS.

Every building intended temporarily or permanently for public use and every schoolhouse and schoolroom shall have all inner doors, intended for egress, open outwards. The outer doors of all such buildings shall be kept open when the same are used by the public, unless they open outwards; but fly doors opening each way may be kept closed. (Rev. Sta., 1883, Title II, ch. 26, sec. 25.)

SCHOOL COMMITTEES.

Superintending school committees shall perform the following duties:

* * * * * * *

VIII. Exclude, if they deem it expedient, any person not vaccinated, although otherwise entitled to admission. (Rev. Sta., 1883, Title II, ch. 11, sec. 87.)

CONTAGIOUS DISEASES.

SEC. 19. Whenever smallpox, diphtheria, scarlet fever, or other contagious disease shall appear in a town or a school district, it shall be the duty of the local board of health immediately to notify the teachers of the public schools in the

neighborhood of the fact, and it shall be the duty of all teachers and school officers, when thus notified or when otherwise they shall know or have good reason to believe that any such disease exists in any house in the neighborhood, to exclude from the schoolhouse all children and other persons living in such infected houses or who have called or visited at such houses, until such time as the local board of health (or attending physician) shall certify that such children or other persons may safely be readmitted.

SEC. 20. When persons from houses or places which are infected with any of the diseases specified in section nineteen have entered any schoolroom, or when, from any other cause, the schoolroom has probably become infected, it shall be the teacher's duty to dismiss the school and notify the school officers and local board of health, and no school shall be again held in such schoolroom until the room has been disinfected to the satisfaction of the local board of health, and it shall be the duty of the school officers and board of health to have the room disinfected as soon as possible. (Statutes, 1887, ch. 123.)

MARYLAND.

VACCINATION.

Every child, before being admitted to any public school, shall produce a certificate from a regular physician that he has been properly vaccinated. (Pub. Gen. Laws, 1888, Art. 77, ch. 9, par. 57.)

CERTIFICATE REQUIRED.

No teacher in any school shall receive into such school any person, as a scholar, until such person shall produce the certificate of some regular practicing physician that such applicant for admission into the school has been duly vaccinated. Any teacher so offending shall, on conviction thereof, forfeit and pay a fine of $10 for each offense; and no public school trustee or commissioner shall grant a permit to any child to enter any public school without certificate under the same penalty. (Pub. Gen. Laws, 1888, Art. 43, par. 31.)

INFECTIOUS DISEASES.

Any person, parent, or guardian, or other party who carelessly carries about children or others affected with infectious diseases, or who knowingly or willfully introduces infectious persons into other persons' houses, or permits infected children under his or her care to attend any school, theater, church, or any public place where they will be brought in contact with others, shall be liable to a penalty not exceeding $100 for each and every such offense. (Pub. Gen. Laws, 1888, Art. 43, par. 19.)

REGULATING SANITATION OF WATER-CLOSETS AND OUTHOUSES IN PUBLIC SCHOOLS.

[1894, ch. 524.]

AN ACT to regulate the construction and situation of water-closets or outhouses attached to the public schools of this State.

SECTION 1. *Be it enacted by the general assembly of Maryland*, That boards of school commissioners in every city and county of the State shall provide suitable and convenient water-closets or outhouses for each of the schools under their official jurisdiction, not less than two for each school or building, when both sexes are in attendance in their respective school districts, with separate means of access for each; and unless placed at a remote distance, one from the other, the approaches or walks thereto shall be separated by a substantial close fence, not less than seven feet high; and it shall be the duty of the said commissioners to make provisions for keeping the said water-closets or outhouses in clean, comfortable, and healthful condition.

SEC. 2. Any failure on the part of the said public school commissioners to comply with the provisions of this act shall make them liable to be removed from office by any court of competent jurisdiction, either in the city of Baltimore or in any county where the schools may be located, upon complaint made to the court, under oath or affirmation of not less than five taxable citizens, resident in the said school district in which the school complained of is located; provided, nothing in this act shall affect the counties of Caroline, Kent, Dorchester, Somerset, Baltimore, Worcester, Howard, Prince George's, and Frederick.

SEC. 3. That this act shall take effect on and after September first, 1895.

Approved, April 6, 1894.

MICHIGAN.

SAFE EXITS.

[1879, p. 204, May 24, Aug. 30, act 226.]

SEC. 1. *The people of the State of Michigan enact*, That it shall be unlawful for any hall, theater, opera house, church, schoolhouse, or building of any kind whatsoever, in any city or incorporated village, to be used for the assemblage of people unless the same is provided with ample means for the safe and speedy egress of the persons therein assembled in case of alarm.

SEC. 2. That in all cities or incorporated villages it shall be unlawful for any person or persons, society, corporation, or individual whatsoever who may be the owner or owners of or have the control of any hall, theater, opera house, church, schoolhouse, or building of whatsoever kind to use or permit the same to be used for schools or public assemblages of people, unless said person or persons, society, corporation, or individual shall have from the authorities, hereinafter designated, of the city or incorporated village in which said hall, theater, opera house, church, schoolhouse, or building is situated a certificate in writing certifying that they have examined the said hall, theater. opera house, church, schoolhouse, or building, as the case may be, and that the same is well and sufficiently provided with means of speedy and safe egress for public assemblages in cases of danger or sudden alarm: *Provided*, That the doors in the halls of passageways of all such buildings leading from the assembly room to the ground shall be made to open outward in case the proper examining officers shall so order. (An. Sta., 1882, Title XV, ch. 59, secs. 2096, 2097.)

[Am. 1881, p. 36, Mar. 18, Sept. 10, act 41, sec. 3.]

It shall be the duty of the mayor, by and with consent of the common council of every city, and of the president, by and with consent of the board of trustees or village council of every incorporated village in this State, on or before the first day of May in each year, to appoint, in and for their respective cities and villages, three competent mechanics, builders, or architects, to be known as the board of building inspectors of such cities and villages, respectively, who shall hold and execute the duties of their offices until their successors shall be appointed and enter upon the duties of their offices; and whose duty it shall be to make inspection of buildings and structures in their respective cities and villages as herein provided; and in every township in this State the township board is hereby constituted the board of building inspectors in such township, and shall perform and exercise the powers and duties of building inspectors as herein provided.

[Am., Ib., 1881, p. 36, sec. 4.]

Whenever any board of building inspectors, or any two of them, shall be requested to inspect any hall, opera house, schoolhouse, church, stand, platform, or other building or structure of any kind used, or intended to be used, or occupied for schools, or by public assemblages, or by any gatherings or assemblages of people in their city, village, or township, it shall be their duty forthwith to make a thorough inspection and examination of such building, stand, or other structure with reference to its condition. strength, and safety of use or occupation for schools, or by any public meetings, gatherings, or assemblages of people, and for the safe and speedy egress of the persons therein and thereon assembled in case of sudden danger or alarm; and if such board, or any two of them, shall find the same to be sufficiently strong and substantial and amply safe for the use, meeting, and assembling therein or thereon of so many persons as the size and capacity of such building or structure will permit at one and the same time, and for the safe and speedy egress of persons therein and thereon assembled in case of sudden danger or alarm, they shall so certify in writing under their hands and deliver such certificate to the person or persons requesting such examination, and shall state therein for what length of time such building or structure may be deemed safe for the purposes aforesaid. Said inspectors shall keep a record of all buildings and structures inspected by them, with the dates of such inspections, and copies of all certificates granted by them as aforesaid: *Provided*, That if any owner or owners, or person or persons having control of any hall or other building or structure hereinabove mentioned located in any city or incorporated village, shall feel himself or themselves aggrieved by the decision of said authorities, he or they may appeal therefrom to the city council or to the village board of

trustees, or village council, who shall give such person or persons a full and fair hearing, and shall sustain or reverse the action of said board of examiners, and from such decision there shall be no appeal: *And provided further*, That the common council, village council, board of trustees, or township board, as the case may be, may require a reexamination and inspection of any such buildings or structures whenever, from proper information, or otherwise, they shall deem such reexamination and inspection necessary.

SEC. 5. No such buildings or structures as are mentioned in sections two and four of this act shall be used or occupied for any purposes, meetings, or assemblages in those sections mentioned or referred to until after the same shall have been inspected and certified to be safe, as in said sections provided. And if any owner, occupant, lessee, manager, person or persons, officer or officers in charge of or having the management or control of any such building or structure shall permit or allow the same to be used or occupied for any of the purposes or by any such meetings, gatherings, or assemblages of people as are mentioned or referred to in this act, unless such building or structure shall have been first examined and inspected and certified as herein provided to be sufficient and safe for such purposes, meetings, and assemblages, or shall allow such building or structure to be so used or occupied after the time within which the same may be deemed safe, according to such certificate, then, and in every such case, every such owner, occupant, lessee, manager, person, or officer in charge of or having the management or control of any such building or structure so permitting, allowing, or consenting to any such use or occupation shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine of not less than one hundred nor more than five hundred dollars, or by imprisonment in the State house of correction not less than ninety days nor more than one year, or by both such fine and imprisonment, in the discretion of the court.

SEC. 6. If any owner of such building or structure as aforesaid, or any other person, shall procure or aid in procuring the granting of any such certificate as is mentioned in section four by means of any deceit, misrepresentation, or concealment of any defects in any such building or structure, or if any building inspector shall falsely, negligently, or collusively grant or sign any such certificate as is provided for in said section four, then each and every person so offending shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be punished in the same manner as provided in section five. (An. Sta. 1882, Title XV, ch. 59, secs. 2098-2101.)

MINNESOTA.

COUNTY SUPERINTENDENT—DUTIES.

County superintendents of schools shall * * * introduce to the notice of teachers and the people the best modes of instruction, the most approved plans of building and ventilating schoolhouses, of ornamenting and adapting school grounds to convenience and the healthful exercise of children. * * * (Sta. 1894, Title I, ch. 36, sec. 3743.)

VACCINATION.

That every person being the parent or guardian or having the care, custody, or control of any minor or other person, shall, to the extent of any means, power, or authority of said parent, guardian, or other person that could properly be used or exerted for such person, cause and procure such minor or person under control to be so promptly, frequently, and effectively vaccinated that such minor or individual should not take or be liable to take the smallpox. (Sta. 1894, Tit. 3, ch. 101, sec. 7069.)

PRECAUTIONS IN SCHOOLS.

That no principal, superintendent, or teacher of any school, and no parent, master, or guardian of any child or minor having the power and authority to prevent shall permit any child or minor having scarlet fever, diphtheria, smallpox, or any dangerous infectious or contagious disease, or any child residing in any house in which any such disease exists or has recently existed, to attend any public or private school until the board of health of the town, village, borough, or city shall have given its permission therefor; nor in any manner to be unnecessarily exposed or to needlessly expose any other person to the taking or to the infection of any contagious disease. (Sta. 1894, Tit. 3, ch. 101, sec. 7010.)

MISSOURI.

DOORS OPEN OUTWARDS.

All the doors for ingress and egress to and from all public schoolhouses and all other public buildings, and also of all theaters, assembly rooms, halls, churches, factories of more than twenty employees, and of all other buildings or places of public resort whatever, where people are wont to assemble, excepting schoolhouses and churches of one room and on the ground floor, which shall hereafter be erected, together with all those heretofore erected and which are still in use as such public buildings or places of resort, shall be so hung as to open outwardly from the audience rooms, halls, or workshops of such buildings or places: *Provided*, That said doors may be hung on double-jointed hinges, so as to open with equal ease outwardly and inwardly. (Rev. Sta. 1889, ch. 131, sec. 7388.)

PENALTY.

Any architect, superintendent, or other person or persons, or body corporate, who may have charge of the erection, or may have control or custody of, any of the said buildings or places of resort mentioned in the preceding section who shall refuse or fail to comply with the provisions of said section within six months from the passage of this chapter, in case of said buildings or places aforesaid which have been heretofore erected, and before the completion or occupation for said purposes of any of said buildings or places now in process of erection, shall, on proof of such refusal or failure before any court of competent jurisdiction, be adjudged to be guilty of a misdemeanor and be punished by a fine of not less than one hundred nor more than one thousand dollars, which said fine shall be collected as is now provided by law for the collection of fines in such cases, and when collected shall be paid into and become a part of the public-school fund of the county, city, or incorporated town in which said misdemeanor was committed. (Rev. Sta. 1889, ch. 131, sec. 7389.)

NEBRASKA.

DOORS OPEN OUTWARDS.

That all public buildings now in process of construction, or hereafter to be built or constructed, which may or shall be used for churches, schoolhouses, operas, theaters, lecture rooms, hotels, public meetings, town halls, or which may or shall be used for any purpose whereby a collection of people may be assembled together for religious worship, amusement, instruction, or other purpose, shall be so built and constructed that all doors leading from the main hall or place where said collection of people may be assembled or from the principal room which may be used for any of the purposes aforesaid, shall be so swung upon their hinges and constructed that they shall open outward, and that all means of egress for the public from the main hall or principal room and from the building shall be by means of doors which shall open outward from the main hall or building. (Comp. Sta. 1891, ch. 70, sec. 1.)

DOORS CHANGED.

That all public buildings now built and used for any of the purposes mentioned in section one of this act shall within one year from the first day of July, A. D. 1877, be so changed that their doors and means of egress shall be in conformity with the provisions of this act: *Provided*, That the provisions of this section shall not apply to churches and schoolhouses already erected in rural districts. (Ib., sec. 2.)

PENALTY.

That any person or persons who shall fail or refuse to comply with the provisions of this act shall be fined in any sum not less than one hundred dollars nor more than one thousand dollars. (Ib., sec. 3.)

BUILDINGS CLOSED.

That in all cities and towns having a population of one thousand inhabitants and upwards the mayor of said town or city shall be, and he is hereby, authorized to close and prohibit all public buildings from being used for any of the purposes mentioned in section one of this act until the provisions of this act shall be complied with. (Ib., sec. 4.)

CITIES OF THE SECOND CLASS AND VILLAGES.—POWERS.

LVI. To regulate, license, or suppress halls, opera houses, churches, places of amusement, entertainment, or instruction, or other buildings used for the assembly of citizens, and cause the same to be provided with sufficient and ample means of exit and entrance, and to be supplied with necessary and appropriate appliances for the extinguishment of fires and for escape from such places in case of fire, and to prevent the overcrowding, and to regulate the placing and using of seats, chairs, benches, scenery, curtains, blinds, screens, or other appliances therein, and to provide that for any violation of any such regulation a penalty of two hundred dollars shall be imposed, and that upon conviction of such license[e] of any violation of any ordinance regulating such places the license of any such place shall be revoked by the mayor and council, and whenever the mayor and council shall by resolution declare any such place to be unsafe the license shall be thereby revoked; and the council may provide that in any case where they have so revoked a license any owner, proprietor, manager, lessee, or person opening, using, or permitting such place to be opened or used for any purpose involving the assemblage of more than twelve persons shall, upon conviction thereof, be deemed guilty of a misdemeanor and fined in any sum not exceeding two hundred dollars. (Com. Sta. 1891, ch. 14, art. 2, LVI.)

NEVADA.

DOORS OPEN OUTWARDS.

SECTION 1. In all public buildings and edifices in this State, such as court-houses, churches, schoolhouses, theaters, and other places where the public assemble in large bodies, the doors whereby people enter and depart from such places shall open outwardly, or outwardly and inwardly, in all such buildings and edifices hereafter erected, and in all such buildings and edifices now in use. If such doors do not now conform to the foregoing requirement they must be made so to do prior to the first day of July, A. D. 1887.

SEC. 2. Any person or persons, agent or agents, of any corporations found guilty of violating any of the provisions of this act shall be punished by a fine not less than one hundred dollars nor exceeding one thousand dollars, or by imprisonment not exceeding one year in the State prison, or by both such fine and imprisonment, as the court shall adjudge. (Sta. 1887, Ch. CXLIII.)

WATER-CLOSETS.

SEC. 1. That boards of school directors and controllers shall provide suitable and convenient water-closets for each of the schools under their official jurisdiction, not less than two for each school or school building where both sexes are in attendance, in their respective school districts, with separate means of access for each, and unless placed at a remote distance one from the other, the approaches or walks thereto shall be separated by a substantial close fence not less than seven feet in height; and it shall be the duty of the directors or controllers to make provisions for keeping the water-closets in a clean, comfortable, and healthful condition.

SEC. 2. Any failure on the part of the school directors or controllers to comply with the provisions of this act shall make them liable to be removed from office by the court of quarter sessions of the county in which the schools are located, upon complaint made to the court, under oath or affirmation, of not less than five taxable citizens resident in the school district in which the school is located.

Approved June 6, 1893. (Laws of 1893, No. 279, pp. 339, 340.)

NEW HAMPSHIRE.

DOORS OPEN OUTWARDS.

The outer doors, and doors of passages leading outwards of churches, schoolhouses, public halls, and buildings to be used for public purposes, except depots, hereafter constructed shall open outwards. (Pub. Sta. 1891, ch. 116, sec. 7.)

PENALTY.

If any person shall refuse to comply with the provisions of the preceding section, he shall pay a fine not exceeding $500, for the benefit of the county where the building is located. (Ib., sec. 8.)

POWERS OF TOWNS AND VILLAGES.

Town and village districts may make by-laws requiring factories, hotels, tenement houses, public halls, schoolhouses, and other buildings used as places of public resort in their towns to be provided with ample means for escape in case of fire, and adequate facilities for entrance and exit on all occasions, and to be so erected as not to endanger the health and safety of persons who may occupy them; and they may provide thereby for the inspection of such buildings. (Pub. Sta. 1891, ch. 116, sec. 1.)

In the absence of such by-laws, the selectmen shall make regulations for the purposes named in the preceding section. (Ib., sec. 2.)

The firewardens and engineers, if any, otherwise the selectmen of the town or the commissioners of the village district, as the case may be, shall constitute a board for the inspection of the buildings and halls mentioned in the first section of this chapter, and shall inspect the same from time to time. (Ib., sec. 3.)

They shall notify and hear all parties interested, and may thereupon direct such alterations as may be necessary in any building or hall in accordance with such by-laws or regulations, and may order such building or hall to be closed until the alterations are made. The proceedings of such hearing shall be recorded in the records of the town or district. (Ib., sec. 4.)

Every person aggrieved by any decision of such inspectors may appeal therefrom to the supreme court. Any justice of any court, in term time or vacation, upon reasonable notice, may inquire into the facts by a committee or otherwise, and affirm or overrule the order appealed from, and may make such further orders as justice may require. (Ib., sec. 5.)

Every person who shall let or use any building for the purposes specified in this act, after such building shall have been ordered to be closed or altered as provided in the preceding sections, until the order has been complied with or reversed, shall be punished by a fine not exceeding $100, for the use of the town or district where the building is situated. (Ib., sec. 6.)

NO SLAUGHTERHOUSE NEAR.

If a person shall use or occupy a building or place near a dwelling house or schoolhouse or in the compact part of a town for a slaughterhouse, a place of deposit of green pelts or skins, or for trying tallow, currying leather, or carrying on any other business that is offensive to the public, without the written permission of the health officers of the town, he shall forfeit ten dollars for each month such building or place shall be so used or occupied, to be recovered for the use of the town. (Pub. Sta. 1891, ch. 108, sec. 15.)

VACCINATION.

No child shall attend any public school unless he has been vaccinated or has had the smallpox. (Pub. Sta. 1891, ch. 93, sec. 2.)

NEW JERSEY.

FIRE ESCAPES.

That all persons owning, leasing, or in any manner having charge or control of any hotel or boarding house, or any public school, or other public building, factory, manufactory, or workshop of any kind, or any other building (in which guests, students, employes, or operatives, or any persons whatsoever, to the number of thirty or more are accommodated, or are steadily or casually at work or do congregate), when any such buildings are three or more stories in height (or any dwelling house three or more stories in height, occupied by, or built to be occupied by, three or more families above the first story), said owners or lessees, or other persons having charge or control of said buildings, shall provide all such buildings with a permanent and safe external means of escape therefrom, which shall be so arranged that in case of fire the ground can be readily reached by the persons occupying the third and higher floors.

2. That it shall be the duty of the fire inspector or superintendent of buildings of any city, town, borough, or township in this State, or of any common council, board of aldermen, or other governing board of any city, town, borough, or township of this State, by whatever name such authorities may be known, in case there

is no fire inspector or superintendent of buildings in such city, town, borough, or township, to designate the number of and the kind and manner of erection of such external fire escapes to or upon any of said buildings, and shall give notice in writing to the owner or lessee or the person having charge or control of any such building, setting forth in said notice the number and kind of, and the manner in which said external fire escape or escapes is or are to be erected, as required by said fire inspector or superintendent of buildings, or by ordinance of said municipal authorities, or by resolution of any of said governing boards.

3. That any violation of this act, or neglect to comply with such notice to put up said fire escape or escapes within ninety days after said notice is received, shall be deemed a misdemeanor; and any person convicted thereof shall be liable to a fine not exceeding three hundred dollars in the discretion of the court; and any person or corporation failing to comply with the provisions of this act shall be liable in an action for damages in case of death or personal injuries sustained because of the absence or disrepair of such fire escape, or in case of fire breaking out in any building upon which there shall be no efficient fire escape; and such action may be maintained by any person now authorized by law to sue, as in other cases of similar injuries.

4. That this act shall take effect immediately, and that all acts or parts of acts inconsistent herewith be, and the same are hereby, repealed.

CONTAGIOUS DISEASES.

21. *And be it enacted*, That the board of health of any township, or any city, borough, town, or other local municipal government in this State shall have the right to declare any epidemic or cause of ill health to be so injurious or hazardous as to make it necessary to close any or all of the public or private schools in the limits of such township, or of such city, borough, town, or other local municipal government; but in case of public schools, the same shall not be closed except by the direction of the board of education, school trustees, or other body having the control or direction thereof; any such board of education, school trustees, or other body having control of public schools may in such case cause any or all of the schools under their control to be closed, if in their judgment such closing be necessary for sanitary purposes.

22. *And be it enacted*, That any board of education, school trustees, or other body having control of the public schools may, on account of the prevalence of any contagious disease, or to prevent the spread of such contagious disease, prohibit the attendance of any teacher or scholar upon any school under their control, and may specify the time during which such teacher or scholar shall remain away from such school, and may prohibit the attendance of any unvaccinated child who has not had the smallpox, and shall also have power to decide how far revaccination shall be required if a case or cases of smallpox have occurred in the city or district.

23. *And be it enacted*, That at the enrollment of the children by the clerk of the school districts in the townships of this State, or by other proper officers in the cities or municipalities, inquiry shall be made as to how many of the children within the school age are unvaccinated, and the same shall be designated by a mark on the said roll, and in case any are found to be unvaccinated whose parents desire them to be protected from smallpox, and who, in the judgment of the board of education or the trustees of the school districts, are unable to pay therefor, the clerk of said district, or other authorized persons, may give to the said child or children a permit to appear at the office of any regularly licensed physician in said district or municipality to be vaccinated, and such physician, on presentation of said permit, with his certificate appended thereto, that the said vaccination has been by him successfully performed, shall be entitled to receive from the said township or local municipal authority the sum of 50 cents for each case so certified, and the same shall be paid in the same manner that other bills for current expenses are paid therein. (Laws of New Jersey, approved Mar. 31, 1887.)

NEW YORK.

PLAN SUBMITTED TO SCHOOL COMMISSIONER.

* * * And no schoolhouse shall be built in any school district of this State until the plan of such schoolhouse, so far as ventilation, heat, and lighting is concerned, shall be approved in writing by said school commissioner. * * * (Rev. Sta. 1893, Com. Schools, sec. 103, p. 558.)

SUPERINTENDENT TO PROCURE PLANS.

The State superintendent of public instruction is hereby authorized and directed to procure architects' plans and specifications for a series of school buildings, to cost sums ranging from six hundred to ten thousand dollars, together with full detail working plans and directions for the erection of the same. After procuring said plans and specifications he shall accompany the same with blank forms for builder's contracts and with suggestions in relation to the preparation of the grounds and the arrangement of the buildings, with regard to lighting, heating, ventilating, and the health and convenience of teachers and pupils, and then publish the whole in convenient form for distribution to trustees and others having use for the same. (Ib., sec. 269, p. 592.)

WATER-CLOSETS.

From and after the 1st day of September, 1887, the board of education, or the trustee or trustees having supervision over any school district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient ground for removal from office and for withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located; and a tax may be levied therefor without a vote of the district. (Ib., sec. 268, p. 592.)

1. VACCINATION.

The trustees of the several common school districts in this State, and the proper local boards of common school government in the several cities of the State, are hereby directed and empowered, under the provisions hereinafter set forth, to exclude from the benefits of the common schools therein any child or any person who has not been vaccinated, and until such time when said child or person shall become vaccinated. (Ib., sec. 328, p. 602.)

2. RESOLUTION OF TRUSTEES.

The said trustees or local board may adopt a resolution to carry into effect the power conferred by the first section hereof; and whenever they shall do so, they shall give at least ten days' notice thereof by posting the same in two or more public or conspicuous places within the limits of their school government, and shall in said notice advertise due provision for the vaccination of any child or person of suitable age who may desire to attend the common school, and whose parents or guardians are unable to procure vaccination for them or for the children of suitable age of such parents as by reason of poverty may be exempted from taxation in such school districts. (Ib., sec. 329, p. 602.)

3. PROVISION FOR VACCINATING.

The said trustees or board may, in their or its discretion, appoint some competent physician and fix the compensation for his services, the duty of which physician shall be to ascertain the number of children or persons in the school district or subdivision of city school government being of an age suitable to attend the common school who have not been already vaccinated, and also to furnish to the said trustees or said board a list of the names of all such children or persons. It shall also be the duty of said physician to provide himself with good and reliable vaccine virus wherewith to vaccinate such of the number of children or persons aforesaid as have not been vaccinated according as the trustees or board shall direct, and to thereupon give certificates of vaccination when required, which certificates shall be evidence thereof for the purposes of a compliance with section first hereof. (Ib., sec. 330, p. 602.)

4. EXPENSES.

The necessary expenses incurred by the provisions of this act shall be included and collected in the annual tax bill of the district, town, village, or city as may be proper according to law. (Ib., sec. 331, p. 602.)

5. REPORT.

The trustees of the several school districts of this State are hereby required to include in their annual report the number in their several districts between the ages of 5 and 21 years who are vaccinated, and the number unvaccinated. (Ib., sec. 332, p. 602.)

NORTH CAROLINA.

CONTAGIOUS DISEASES.

SEC. 12. The county superintendents of health, or the board of health in the several cities and towns where organized, otherwise the authorities of said cities or towns, shall cause a record to be kept of all reports received in pursuance of the preceding sections, and such records shall contain the names of all persons who are sick, the localities in which they live, the diseases with which they are affected, together with the date and names of all persons reporting any such cases. The boards of health of cities and towns wherever organized, and where not the mayors of the same, and in other cases the county superintendent of health, shall give the school committee of the city or town, the principals of private schools, and the superintendent of public instruction of the county, when the schools are in session, notice of all such cases of contagious diseases reported to them according to the provisions of this act. A failure to perform this duty for twenty-four hours after the receipt of the notice shall be deemed a misdemeanor, and subject the delinquent upon conviction to a fine of not less than $10 nor more than $50.

SEC. 13. The school committees of public schools, superintendents of graded schools, and the principals of private schools shall not allow any pupil to attend the school under their control while any member of the household to which said pupil belongs is sick of either smallpox, diphtheria, measles, scarlet fever, yellow fever, typhus fever, or cholera, or during a period of two weeks after the death, recovery, or removal of such sick person; and any pupil coming from such household shall be required to present to the teacher of the school the pupil desires to attend a certificate from the attending physician, city health officer, or county superintendent of health of the facts necessary to entitle him to admission in accordance with the above regulations. A willful failure on the part of any school committee to perform the duty required in this section shall be deemed a misdemeanor, and upon conviction shall subject each and every member of the same to a fine of not less than one nor more than twenty-five dollars: *Provided*, That the instructions in accordance with the provisions of this section given to the teachers of the schools within twenty-four hours after the receipt of each and every notice shall be deemed performance of duty on the part of the school committee. Any teacher of a public school and any principal of a private school failing to carry out the requirements of this section shall be deemed guilty of a misdemeanor, and upon conviction shall be fined not less than one nor more than twenty-five dollars.

SEC. 23. *Vaccination.*—On the appearance of a case of smallpox in any neighborhood all due diligence shall be used by the superintendent of health that warning shall be given, and all persons not able to pay shall be vaccinated free of charge by him, and the county superintendent shall vaccinate every person admitted into a public institution (jail, county home, public school) as soon as practicable, unless he is satisfied upon examination that the person is already successfully vaccinated; the money for vaccine to be furnished by the county commissioners. The authorities of any city or town, or the board of county commissioners of any county, may make such regulations and provisions for the vaccination of its inhabitants under the direction of the local or county board of health or a committee chosen for the purpose, and impose such penalties as they may deem necessary to protect the public health. (Ratified March 1, 1893.)

OHIO.

CONSTRUCTION OF HALLS, ETC.

On application of the owner or person having control of an opera house, hall, theater, church, schoolhouse, or other building, except buildings where secret societies are held, used for public assemblages, in any municipal corporation, the mayor,

civil engineer, and chief engineer of the fire department, or if such corporation has no such engineer, the mayor and two members of council shall carefully make a joint examination of such opera house, hall, theater, church, schoolhouse, or other building, to ascertain the means provided thereat and therein for the speedy and safe egress of the persons that may at any time be there assembled, and the means provided for extinguishing a fire at or in such place; provided, that when the assembly rooms of such church are situated upon the ground floor, with a sufficient number of low windows, in the opinion of the commission above provided for, to secure safe and easy means of escape in case of alarm, they shall grant the certificate mentioned in the next following section. (Rev. Sta. 1890, Tit. XII, div. 8, ch. 8, sec. 2568.)

If upon such examination it is found that such opera house, hall, theater, church, schoolhouse, or other building is abundantly provided with means for the speedy and safe egress of the persons who may at any time be there assembled, and if above the first floor, that it is provided therein with water or other equally efficient agency, and proper means to apply it, so that any fire which may occur at such place can be immediately extinguished, the mayor, and persons so acting with him, or a majority of the three, shall issue to such owner or person having control as aforesaid, a certificate of the fact, which shall continue in force one year, unless sooner revoked by the council. (Ib., sec. 2569.)

If any change or alteration is made in such building, the owner or person having charge of it shall notify the mayor of the fact, who shall cause to be made a reexamination in all respects like that provided for in the last section, and if upon such examination such owner, or person having control, is entitled to such certificate as is mentioned in the last section it shall be issued to him with like effect. (Ib., sec. 2570.)

If any owner or person having control of such place as aforesaid shall feel himself aggrieved by the refusal of such officers to issue any such certificate, he may appeal from the decision of the council, which shall appoint three disinterested persons to examine the premises, any two of whom may issue the certificate provided for in sections two thousand five hundred and sixty-nine and two thousand five hundred and seventy. (Ib., sec. 2571.)

Whoever, being the owner or having control as an officer, agent, or otherwise, of any opera house, hall, theater, church, schoolhouse, or other place for [the] public assemblage of people in a municipal corporation, permits it to be used when any door affording exit therefrom is locked or barred or opens inwardly, when the place is not provided with ample means for the safe and speedy egress of the persons who may be so assembled; when, if it is on another than the first floor, sufficient water and proper means to apply it. or other efficient means, are not provided in such place to extinguish any fire which may occur thereat; or when the certificate provided for in section twenty-five hundred and sixty-nine or section twenty-five hundred and seventy, as the case may be, has not been issued or is not in full force, shall for each day or night he permits such place to be so used or occupied forfeit and pay any sum not more than one thousand dollars nor less than fifty dollars to be recovered with costs in a civil action, in the name and for the use of the municipal corporation, and it shall be the duty of the mayor, with the aid of the police, to see that the provisions of this section are strictly enforced. (Ib., sec. 2572.)

That whenever any structure referred to in section 2572 shall have been inspected by the State inspector of shops and factories, and such inspector shall have issued to the owner thereof or his agent a certificate that such structure is properly arranged for the safe and speedy egress of persons who may be assembled therein, and also properly provided for the extinguishment of fire at or in such structure as now provided by law, then such certificate shall dispense with all other inspections and certificates required by law in regard to the safety of such structures for public assemblages. (Ib., sec. 2572a.)

It shall be the duty of the State inspector of shops and factories to make such inspection whenever called upon by written demand of the agent or owner of such structure, or upon the written request of five or more citizens of the municipal corporation where such structure is located, and not otherwise. (Ib., sec. 2572b.)

PENALTY.

Whoever, being the owner of a hall, theater, opera house, church, or schoolhouse, having the control thereof, individually or by virtue of his office as agent of any society or corporation, permits the same to be used for the purpose of public assemblies or schools without having the certificate required by law that the

same is provided with the means of speedy and safe ingress and egress, shall be fined not more than one thousand dollars for each and every such offense. * * * (Ib., tit. 1, ch. 8, sec. 7010.)

FIRE ESCAPES.

That all buildings, except such as are used exclusively for private residences, in every city of the first and second grades of the first class, of three or more stories in height, shall each be provided with one or more good and suitable fire escapes, extending from the first story to the upper stories of such building and above the roof and on the outer walls thereof in such location and numbers and of such material and construction as will insure safe and convenient exit for all occupants of any such building in case of fire, and all passageways leading to such fire escapes shall at all times be kept open and free from obstruction, and any person in any manner obstructing the same or causing the same to be obstructed shall be fined not less than twenty-five dollars nor more than one hundred dollars for the first offense, and for any subsequent offense he shall be fined not less than one hundred dollars nor more than two hundred dollars and be imprisoned in the workhouse for a period of not less than ten nor more than sixty days. (Ib., Pt. V, ch. 33, 9209, sec. 1.)

VACCINATION.

The board of each district [board of education] may make and enforce such rules and regulations to secure the vaccination of, and to prevent the spread of smallpox among, the pupils attending or eligible to attend the schools of the district as in its opinion the safety and interest of the public require; and the boards of health and councils of municipal corporations, and the trustees of townships, shall, on application of the board of education of the district, provide at the public expense, without delay, the means of vaccination to such pupils as are not provided therewith by their parents or guardians. (Ib., Tit. III, ch. 7, sec. 3986.)

INSPECTION OF SCHOOLS.

SEC. 2135. The board of health may take measures and supply agents and afford inducements and facilities for gratuitous vaccination, and may furnish disinfectants and enforce disinfection. It may afford medical or other relief to and among the poor of the corporation as in its opinion the protection of the public health may require, and during the prevalence of any epidemic may provide temporary hospitals for such purposes; and the said board is hereby required to inspect semiannually, and oftener if in the judgment of the board it shall be deemed necessary, the sanitary condition of all schools and school buildings within its jurisdiction and may, during an epidemic or threatened epidemic, close any school and prohibit public gatherings for such time as it may deem necessary. (O. L., vol. 90, March 14, 1893.)

CONTAGIOUS DISEASES.

RULE 1. No person suffering with diphtheria, scarlet fever, smallpox, measles, whooping cough, or other dangerous communicable disease shall be admitted into any public, parochial, or private school or college or Sunday school, or shall enter any assemblage, or railway car, street car, vessel or steamer, or other public conveyance.

RULE 2. No person shall be admitted into any public, parochial, or private school or college or Sunday school from any house or building in which has recently occurred a case of dangerous communicable disease, without first presenting a certificate signed by a reputable physician that all danger of communicating such disease is past, and said certificate is endorsed by the board of health or its proper officer within whose jurisdiction the person may reside or be. (Rules and Regulations of the Ohio State Board of Health, adopted June 30, 1893.)

PENNSYLVANIA.

PLANS FOR SCHOOL BUILDINGS.

The superintendent of common schools shall be authorized to employ a competent person or persons to submit and propose plans and drawings for a school architecture for different grades and classes of school buildings that shall be adapted for furnishing good light and healthful ventilation, and if such plans and drawings are approved by the superintendent of common schools he is hereby directed

to have them engraved and printed, with full specifications and estimates for building in accordance therewith, and shall furnish a copy of the same to each school district. (Sta. 1883, XI, 116, p. 300.)

FIRE ESCAPES.

SECTION 1. That in addition to the means of escape required in section one of the act to which this is a supplement, it shall be the duty of the owner or owners, in fee or for life, of every building constructed more than two stories high and used or intended to be used as a * * * school, seminary, college, academy, * * * and of the board of education, or board of school directors having charge of any building constructed more than two stories high and used or intended to be used as a public school, to provide and cause to be securely affixed to a bolt through the wall over the window head inside of at least one window in each room on the third floor, and in each room on each higher floor of every such building a chain at least ten feet in length with a rope at least one inch in diameter, securely attached thereto, of sufficient length to extend to the ground, or such other appliance as may be approved by the board of fire commissioners of any city having a board of fire commissioners, or by the county commissioners of any county where there is no board of fire commissioners: *Provided, however*, That when the third floor or any higher floor of any such building is not subdivided into rooms, then at least six windows of each of such floors shall be provided with such chains and ropes or such other appliances as may be approved. * * * *And provided further*, That whenever any room on any third floor or on any higher floor of any such building shall contain more than three windows, then at least one window out of every three windows in every such room shall be provided with such chain and rope or other such appliances as may be approved. * * * And each of such ropes shall be coiled and kept in an unlocked box in an unobstructed place, near the inside sill of the window to which such rope is attached. * * * And in all * * * schools, seminaries, colleges, * * * the hallways and stairways shall be promptly lighted at night, and at the head and foot of each flight of stairs and at the intersection of all hallways with main corridors shall be kept during the night a red light, and one or more proper alarms or gongs, capable of being heard throughout the building, shall always remain easy of access and ready for use in each of said buildings to give notice to the inmates in case of fire. And every keeper of such * * * school, seminary, college, * * * shall keep posted in a conspicuous place in every sleeping room a notice descriptive of such means of escape. And the board of fire commissioners and the county commissioners of any county having no board of fire commissioners shall have the right to designate the location of the chains and ropes or other such appliances, * * * and shall grant certificates to every person, firm, corporation, trustees, board of education, and board of school directors complying with the requirements of this act, which certificates shall relieve the party or parties to whom the same shall be issued from the liabilities, fines, damages, and imprisonment imposed by this act. (Laws of 1889, No. 189, pp. 170–172.)

WATER-CLOSETS.

1. That boards of school directors and controllers shall provide suitable and convenient water-closets for each of the schools under their official jurisdiction, not less than two for each school or school building where both sexes are in attendance, in their respective school districts, with separate means of access for each, and unless placed at a remote distance one from the other the approaches or walks thereto shall be separated by a substantial, close fence, not less than seven feet in height, and it shall be the duty of the directors or controllers to make provision for keeping the water-closets in a clean, comfortable, and healthful condition.

2. Any failure on the part of school directors or controllers to comply with the provisions of this act shall make them liable to be removed from office by the court of quarter sessions of the county in which the schools are located upon complaint made to the court, under oath or affirmation, of not less than five taxable citizens resident in the school district in which the school is located. (Laws of 1893, No. 279.)

RHODE ISLAND.

NUISANCES PROHIBITED.

No person shall keep any swine in any pen or other inclosure, or shall keep or suffer to be kept any other nuisance, within one hundred feet of any schoolhouse or within one hundred feet of any fence inclosing the yard of any such schoolhouse. (Pub. Stat. 1882, Tit. IX, ch. 61, sec. 8.)

VACCINATION.

No person shall be permitted to attend any public school in this State as a pupil unless such person shall furnish to the teacher of such school a certificate of some practicing physician that such person has been properly vaccinated, as a protection against smallpox, and every teacher in the public schools shall keep a record of the names of such pupils in their respective schools as have presented such certificates. (Ib., sec. 14.)

PENALTY.

Every person violating any provisions of this chapter shall be fined not exceeding fifty dollars or be imprisoned not exceeding thirty days, unless herein otherwise provided. (Ib., sec. 15.)

TENNESSEE.

THE STATE BOARD OF HEALTH.

SEC. 6. * * * They shall, when they deem it necessary, advise in reference to location, water supply, drainage, and ventilation of any public institution. (An act to create a State board of health. Passed March 26, 1879; approved March 26, 1879.)

UTAH.

CONTAGIOUS DISEASES.

The district school boards shall not allow any pupil to attend the district schools while any member of the household to which such pupil belongs is sick of any infectious or contagious disease or during a period of two weeks after the death, recovery, or removal of such sick person. (Laws of Utah, 1890, Art. XIII, sec. 89.)

VIRGINIA.

CONSTRUCTION OF SCHOOLHOUSES.

In erecting or providing schoolhouses for public free schools the utmost economy shall be observed consistent with health and decency, and no house shall be erected without first consulting with the county superintendent concerning the style of the structure and the arrangements about the buildings and grounds. No public school shall be allowed in any building which is not in such condition and provided with such conveniences as are required by a due regard to decency and health; and when a schoolhouse appears to the county superintendent of schools to be thus unfit for occupancy it shall be his duty to condemn the same, and immediately to give notice thereof in writing to the chairman of the board of district school trustees; and thenceforth no public free school shall be held therein, nor shall any part of the State or county fund be applied to support any school in such house until the county superintendent shall certify in writing to the board of district school trustees that he is satisfied with the condition of such building and with the appliances thereto. (Code 1882, tit. 22, ch. 66, sec. 1489.)

CONTAGIOUS DISEASES.

Persons suffering with contagious diseases shall be excluded from the public free schools while in that condition, and the teachers shall require of the pupils cleanliness of person and good behavior during their attendance at the school and on the way thither and back to their homes, and no pupils shall be admitted unless they have been vaccinated; provided that the operation of this clause concerning vaccination may be suspended in whole or in part by the school board of any city or county. (Ib., sec. 1496.)

WEST VIRGINIA.

PLANS OF SCHOOLHOUSES.

No schoolhouse shall be erected unless the plan thereof shall have been submitted to the county superintendent and approved by him, and it is hereby made his duty to acquaint himself with the principles of schoolhouse architecture, and, in all his plans for such structures, to have regard to economy, convenience, health, and durability of structure. (Code 1891, ch. 45, par. 35.]

WISCONSIN.

DOORS OPEN OUTWARDS.

All churches, public and private schoolhouses, hotels, factories, or other manufacturing establishments constructed at any time after the passage of this act shall be so constructed that the doors shall swing outward, or both in and out, as the builders thereof elect. (An. Sta. 1889, Ch. LXXVIIa., sec. 1636c.)

PENALTY.

Any architect who shall draw plans for or superintend the erection of any schoolhouse, church, hall, factory, or hotel without providing in said plans the fire escapes and outward-swinging doors now required by law shall be guilty of a misdemeanor, and on conviction thereof shall be fined twenty-five dollars for the first offense and one hundred dollars for each subsequent offense. (An. Sta. 1889, Tit. XXXII, Ch. CLXXXI. sec. 4390a.)

Any person or persons, body corporate, official or officials who shall erect or cause to be erected any building named in this act [this and the preceding sections] without providing the fire escapes and outward-swinging doors, or who shall neglect to provide the same as required by law, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined one hundred dollars. (Ib., sec. 4390b.)

STATE BOARD OF HEALTH.

* * * They shall voluntarily, or when required, advise public boards or officers in regard to the location, drainage, water supply, disposal of excreta, heating, and ventilation of any public building or institution. (Ib., Tit. XV, Ch. LVI, sec. 1407.)

VACCINATION.

SEC. 1. No child shall be allowed to be enrolled as a pupil in any public, private, or parochial school without first presenting to the principal or teacher of the school in which he applies for enrollment or attendance the certificate of a reputable physician that he has been successfully vaccinated, or in lieu of such certificate of successful vaccination a certificate from a reputable physician that such child has been vaccinated at least twice within a period of three months next preceding the date of such application. Such latter certificate, however, shall be void after the expiration of one year from its date.

SEC. 2. No parent or guardian of any child shall allow or permit such child to attend any public, private, or parochial school in this State, and no principal or teacher of any such school shall allow a child to be enrolled as a pupil or attend such school as such without the evidence of vaccination herein required, and it is hereby made the duty of the proper school authorities in their respective localities to enforce the foregoing rule. (Adopted by the State board of health of Wisconsin June 21, 1894.)

CITY LEGISLATION.

BALTIMORE.

CONSTRUCTION OF BUILDINGS.

Exits from public buildings shall be so arranged as to facilitate egress in case of fire or accident. All aisles and passageways in such buildings shall be kept free from chairs or other obstructions during any public assemblage. (Laws relating to the inspection and construction of buildings, p. 28.)

CONTAGIOUS DISEASES.

57 to 60. It shall be the duty of all physicians who may be in attendance in any family whose child or children may be attending any of the public schools of this city, which family may have a case or cases of scarlet fever, diphtheria, measles, smallpox, chicken pox, whooping cough, or any other contagious disease, to give a certificate of the same to the parents or parent of the child or children so diseased as soon as the disease is developed; and it shall be the duty of the parents or parent, as soon as the physician certifies that contagious disease exists in his, her, or their house, to notify the principal of the school attended by his, her, or their children within twenty-four hours. That if there be no physician attending in cases of disease mentioned in this ordinance, it shall be the duty of the parents or parent to report the disease to the principal of the school attended by his, her, or their child or children within twenty-four hours from the time the disease is known to be contagious; that if any parent or physician shall notify any public school teacher of the city that any contagious disease exists in any family whose child or children are attending any of the public schools of this city, then it shall be the duty of the principal of the school to exclude the child or children of said family from the school until the attending physician certifies that all danger from contagion has passed; that if any teacher or teachers reside, board, or lodge in any house where a child or children in such house are suffering with any contagious disease, of which fact said teacher has been cognizant, then it shall be the duty of said teacher to certify to the same to a member of the school board, and such teacher shall not perform his or her duties in any public school in this city until a physician attending such case or cases of contagious disease shall certify that all danger from contagion has passed. Failure to comply with the provisions of this ordinance will subject the offender to a fine of ten dollars.

61. When scarlet fever, diphtheria, measles, smallpox, chicken pox, whooping cough, or any other contagious disease has existed in any family whose child or children have been attending any of the public schools of this city, which child or children had not been attended by any practicing physician, then it shall be the duty of any vaccine physician who may be applied to for a certificate that all danger from contagion has passed to visit the premises, if in his district, where said child or children had been sick, and if there should exist no danger from contagion he should give the certificate applied for free of charge. (City Ordinances.)

COMMITTEE ON HEALTH.

The committee on health shall examine, consider, and report upon all matters relating to the sanitary condition of the schools. (Rules of Order of the Commissioners of Public Schools, 63, p. 14.)

ADMISSION OF PUPILS.

Children over six years of age, properly vaccinated or otherwise protected against smallpox, may be admitted at any time to any of the grades except that for beginners upon the assurance from the parents or guardians that the pupil shall attend regularly and shall always appear in school with proper neatness and cleanliness. (Ib., 129, p. 32.)

CONTAGIOUS DISEASES.

No teacher nor pupil having any contagious disease, as measles, scarlet fever, diphtheria, whooping cough, smallpox, or chicken pox, or residing in a house in which any such disease exists shall be permitted to attend any of the public schools until a physician shall certify that no danger from contagion exists. (Ib., 172, p. 41.)

DUTIES OF JANITRESSES.

Janitresses shall thoroughly sweep the schoolrooms, halls, stairways, &c., every school day after the close of the school. No sweeping shall be done in the morning. They shall dust carefully all the furniture, window sills, &c., every morning before the opening of school.

If stoves are used they shall start the fires in time to produce a temperature of 70° in the schoolrooms at the hour for opening the schools. * * *

They shall give daily attention to the water-closets, and keep them in proper condition.

They shall scrub the entire building, rooms, halls, &c., and wash the windows during the holidays at Easter and in August. * * * They shall wash the rooms and glass partitions during the Christmas holidays. * * * (Ib., Art. XXI, pp. 61, 62.)

BOSTON.

COMMITTEE ON SCHOOL-HOUSES.

SEC. 43. The committee on schoolhouses shall consider all applications for the erection, alterations, or repairs of schoolhouses; and they shall report to the board in writing before any action thereon is taken. They shall have the general supervision of the warming and ventilation of the several schoolhouses.

This committee shall consider the fitness of any location, and suitableness of any plans for any schoolhouse to be erected, or the plans for any addition to or alteration of any building to be used for school purposes, which may be submitted to the board for approval by the city council or any committee thereof. And this committee, after having obtained the opinion thereon in writing of the superintendent of schools and after reporting it to board, is then authorized, unless otherwise ordered, to approve or disapprove any such location or plans.

SUPERINTENDENT OF SCHOOLS.

SEC. 159. He [the superintendent] shall consult with those who have control of the building and altering of schoolhouses, and shall communicate to them such information on the subject as he may possess; he shall suggest such plans as he may consider best for the health and convenience of the teachers and pupils. * * *

DUTY OF PRINCIPALS.

SEC. 201. Each principal shall prescribe such rules for the use of the yards and outbuildings as shall insure their being kept in a neat and proper condition; he shall examine them as often as may be necessary for that purpose; he shall be held responsible for any want of cleanliness on the premises; and when anything is out of order he shall give immediate notice thereof to the auditing clerk. Each principal shall give such instructions to his assistants as will prepare them to act prudently and promptly in case of a fire in the school building; and he shall so train the pupils that at a given signal they will leave the schoolhouse in order and speedily. The fire alarm shall be given at least once each month from September to April. Each principal shall see that the outside doors of all the school buildings of his district are kept unlocked during school hours.

TEACHERS.

SEC. 223. Teachers shall give vigilant attention to the ventilation and temperature of their school-rooms, both in winter and summer, and see that the air of the rooms is effectually changed at each recess and at the end of each school session.

VACCINATION.

SEC. 233. No pupil shall be admitted to any of the public schools without a certificate of a physician that such pupil has been vaccinated, but this certificate shall not be required of pupils who are transferred from one public school to another. No child sick with the whooping cough shall be allowed to attend school, nor shall any child be allowed to attend any school in this city while any member of the household to which such child belongs is sick with smallpox, diphtheria, scarlet fever, or measles, or during a period of two weeks after the death, recovery, or

removal of such sick person, such length of time being certified in writing to a teacher by a physician or by the board of health. Whenever, by reason of the structure of tenement or other dwelling houses, families live in close contact with one another, so as to be practically as one family, the teachers and officers of the school board shall regard such houses in which the families do not live apart or are not removed from contagion as one household, within the meaning of chapter 64 of the laws of 1884 and the acts in addition thereto. When children are absent from school on account of sickness and whenever the principal has reason to suspect the existence of contagious diseases in any household he shall be authorized to exclude pupils from school until the cases can be properly investigated. Pupils shall not be sent during school hours to the houses of absent pupils to ascertain the reasons for such absence. The principal of any school, upon the receipt of information satisfactory to him that any pupil attending a school under his charge has visited a household where, at the time of such visit, smallpox, diphtheria, scarlet fever, or measles existed, shall suspend such pupil from school for a period of two weeks next following such visit.

CLEANLINESS.

SEC. 234. Every pupil must come to school cleanly in his person or dress and with his clothes in proper repair. In case of neglect in this respect it shall be the duty of the teacher to send him home to be suitably prepared for school. (Rules of the school committee and regulations of the public schools, 1893.)

BROOKLYN.

COMMITTEE ON HEALTH.

This committee shall consist of five members, whose duty it shall be to take into consideration all questions affecting the healthfulness of schoolhouses and the health of pupils and teachers, and to report upon such subjects in this relation as may be referred to them by the board; to make such recommendations and reports from time to time as they may deem promotive of the health of pupils and teachers; to prepare such schedule for and require from the teachers such records and memoranda as they may consider necessary to elicit information for the promotion and protection of the health of those who attend the schools, when directed by the board of education; and, in conjunction with the local committee, to carry into effect such measures in this regard as may be approved by the board. (By-laws of the Board of Education, Art. VI, sec. 18.)

DOORS TO BE UNFASTENED.

* * * All modes of egress from the building, including the visitors' doors, shall be unfastened during school hours. * * * (Ib., Art XIII, sec 2.)

FLOOR AND AIR SPACE.

The seats in all new school buildings hereafter to be erected shall be placed so as to allow at least 12 square feet of floor space and 200 cubic feet of air space for each primary pupil, 14 square feet, and 225 cubic feet for each grammar-grade pupil below the fifth grade, and 18 square feet, and 250 cubic feet for each grammar-grade pupil above the sixth grade; and no new school building shall be erected which does not provide outgo and income air flues of sufficient size, so planned as to insure a change of all air of each schoolroom in said building from three to six times per hour. (Ib., Art. XV, sec. 14.)

NUMBER OF SITTINGS.

The maximum number of sittings to be placed in a primary class room in any school building to be erected shall be 56; in grammar class rooms below the fifth grade, 48; and in grammar class rooms above the sixth grade, 40.

WINDOWS.

No seats in any school building to be erected shall face the windows. * * * (Ib., Art., XV sec. 15.)

VACCINATION CERTIFICATE.

When a child is presented for admission to a public school of this city the principal shall ascertain at the time that he or she has been satisfactorily vaccinated, or has had the smallpox, and record the fact with the child's name. And when it is known that a child has been sick of scarlet fever, diphtheria, smallpox, measles, or any dangerous infectious or contagious disease, or when a child resides in any house in which any such disease exists or has recently existed, it shall not again be received into the school without a permit from the department of health. (Ib., Regulations for the Schools, Pt. III, sec. 17.)

CHICAGO.

HEALTH AND SAFETY.

That no master, or teacher, or manager of or in any school, public or private, or in any Sunday school or gymnasium, nor the officers or managers thereof, nor officers or managers or persons having charge of any place of public worship, shall so far omit or neglect any duty or reasonable care or precaution respecting the safety or health of any scholar, pupil, or attendant, or respecting the temperature, ventilation, or cleanliness or strength of any church, hall of worship, schoolhouse, schoolroom, or place of practice or exercise, or relative to anything appurtenant thereto, as that by reason of such neglect or omission the health of any person shall suffer or incur any avoidable peril or detriment. (City ordinances, 1890, sec. 1376, passed July 21, 1884.)

VACCINATION.

That no principal of any public school, and no principal or teacher of any private, sectarian, or other school shall admit to such school any child or minor who shall not have been vaccinated within seven years next preceding the admission or application for admission to any such school of such child or minor; nor shall any such principal or teacher retain in, or permit to attend, any such school any child or minor who shall not have been vaccinated within seven years next preceding the taking effect of this article. (Ib., sec. 1479, passed Nov. 5, 1883.)

CERTIFICATE.

The evidence of such vaccination to be presented to any such principal or teacher as is mentioned in the preceding section shall be a certificate signed by the commissioner of health or any physician duly licensed by the State board of health. (Ib., sec. 1480.)

COMMISSIONER OF HEALTH.

The commissioner of health is hereby empowered to visit any and all public and private schools in the city and to make, or cause to be made, an examination of the children and minors in attendance thereon, as often as he may deem necessary to secure compliance with the provisions hereof. (Ib., sec. 1481.)

PENALTY.

Any principal of a public school, or principal or teacher of any private or other school, who shall violate the provisions of section 1479, or shall in any way prevent or attempt to prevent the commissioners of health from exercising the power conferred upon him by section 1481, shall be fined for each offense not less than five dollars nor more than two hundred dollars. (Ib., sec. 1482.)

COMMITTEE ON BUILDINGS AND GROUNDS.

The committee on buildings and grounds shall exercise a general supervision over all school buildings and grounds. It shall give attention to the heating, lighting, ventilation, and sanitary condition of all school buildings and premises, to the preparation of blackboards and other permanent fixtures, to the making of repairs, alterations, additions, and improvements to all school property, except as otherwise provided, and to the erection of all new buildings; and shall attend to the selection of new school sites, shall exercise a general supervision over the purchase thereof, in behalf of the board. * * * (Rules and regulations of the board of education, 1891, Pt. I, sec. 10.)

DUTIES OF THE CHIEF ENGINEER.

The chief engineer, with such assistance as shall be necessary, shall have the supervision and control of the engineers and janitors employed by the board, in respect to their duties connected with the heating and lighting apparatus, and the plumbing, sewerage, and ventilation of schools.

He shall visit the several school buildings as often as practicable, shall carefully examine the heating apparatus, plumbing, gas fitting, sewerage, and ventilation of the buildings; shall make prompt suggestions and recommendations to the committee on buildings and grounds in regard to desirable repairs, alterations, additions, and improvements, and see that the heating and ventilating apparatus is at all times kept in a proper and effective condition by the engineer or janitor in charge of the same. * * *

He shall consult and advise with the architect of the board in reference to all plans and specifications prepared by the architect for heating and ventilation, plumbing, gas fitting, and sewerage of new school buildings, and shall, under the direction of the architect, superintend the construction of the same.

He shall superintend all alterations, additions, and repairs to the heating and ventilating apparatus, also the plumbing, gas fitting, and sewerage of old buildings. * * * (Ib., sec. 38.)

TEMPERATURE.

During the season for fires the teachers shall carefully observe the state of the thermometers and endeavor to keep the temperature of the rooms from 65° to 70° Fahrenheit. If in any case the temperature is found to rise above 70° measures shall immediately be taken to reduce it, and if it is found to be below 65° measures shall immediately be taken to raise it. The thermometer should be located at a height of from three to five feet from the floor. (Ib., Pt. II, p. 18.)

DUTIES OF PRINCIPALS.

The principals of the several schools shall * * * give personal attention to the protection, health, and comfort of their pupils in the school building and on the school grounds, and shall see that the school buildings * * * are kept properly cleaned, warmed, and ventilated in strict conformity with the rules and regulations of the board in relation thereto. * * * (Ib., p. 19.)

GROUND FOR TRANSFER OF PUPILS.

The following grounds alone will be considered sufficient to warrant a transfer:

First. To relieve a school which has more pupils than seats, in which case transfers may be made to a school which has vacant seats.

Second. To prevent injury to health from greater distance, from additional flights of stairs, or from other special cause—the probable injury to be determined by the certificate of some well-accredited physician. * * *

VACCINATION.

No pupils shall be received into any public school without furnishing a physician's certificate that they have been vaccinated or otherwise secured against the smallpox; nor shall pupils who have not been vaccinated or revaccinated within seven years be allowed to remain in any school unless they have had either the smallpox or varioloid.

CLEANLINESS.

Any children coming to school without proper attention having been given to the cleanliness of their person or dress, or whose clothes need repairing, shall be sent home by the principals to be properly prepared for the schoolroom.

CONTAGIOUS DISEASES.

No pupils affected with any communicable disease or living in any building with persons thus affected shall be allowed to remain in any of the public schools. (Ib., p. 19.)

DUTIES OF JANITORS.

Janitors shall * * * before leaving their buildings at night see that the buildings have been carefully swept. * * * (Ib., p. 26.)

Janitors shall attend to the washing of windows, * * * to the removal of dust from the walls and ceilings of their respective school buildings, shall keep all the rooms and walls of the buildings in neat condition. * * *

During the winter, spring, and summer vacations the engineers and janitors of school buildings owned by the city shall thoroughly wash and scrub the floors, seats, desks, wainscoting, and other painted woodwork of their buildings. * * * (Ib., pp. 27, 28.)

CINCINNATI.

VENTILATION.

Teachers are required, for the preservation of the health of themselves and pupils, to give particular attention to the ventilating and warming of their rooms, and always to ventilate, except in summer, by lowering the upper sash of the windows, and on no account to suffer the children to sit in drafts of cold air: and, as a general rule, to cause all the windows to be opened for the free admission of air at recess, and at no time to raise the temperature of the room higher than 65 degrees Fahrenheit. (Rules of the board, 106, Nov. 5, 1853.)

CONTAGIOUS DISEASES.

No pupil known to be infected with a contagious or infectious disease, or coming from a family where any such disease prevails, shall be received or continued in the common schools; and no pupils shall be admitted who do not exhibit to their teachers satisfactory evidence of having been vaccinated. (Ib., 76, Dec. 26, 1854.)

JANITORS' DUTIES.

They shall do or shall cause to be done all the scrubbing and cleaning as required by the principal. * * * They shall scrub or mop the floors of the halls and the rooms and wash the stairs, the windows, and woodwork as often as may be necessary to cleanliness as indicated by the principal; keep the yards and the outbuildings thoroughly clean. * * * (Ib., March 19, 1894.)

CLEVELAND.

FIRE-ESCAPES.

[Vide State Legislation, Ohio.]

VACCINATION.

No teacher or pupil shall attend any school without furnishing a satisfactory certificate that he or she has been successfully vaccinated or otherwise protected from the smallpox, and no pupil affected with smallpox, scarlet fever, or diphtheria, or other contagious diseases, or directly exposed to the same, shall be allowed to attend the public schools till all danger shall have passed, as certified by the health officer. (Handbook of the Board of Education, 1894–95, sec. 24, p. 51.)

JANITORS.

They shall keep the school buildings, water-closets, basements, and outhouses thoroughly cleaned and free from lead-pencil and chalk marks. They shall sweep the schoolrooms, cloakrooms, and halls, the halls to be swept with damp sawdust, and thoroughly dust the woodwork and furniture thereof after each sweeping. All sweeping and dusting shall be finished thirty minutes prior to the opening of school. * * * They shall dust the walls of the schoolrooms and of the halls as often as may be necessary; they shall scrub the floors and wash the woodwork, windows, and transoms as often as they may be directed to do so by the assistant superintendent of buildings. * * * They shall give special attention to the ventilation of the schoolrooms, halls, and basement, under the direction of the principals and the assistant superintendent of buildings. (Ib., pp. 90, 91, 92.)

DENVER.

EXITS.

All doors shall open outwards; shall have the passages of exit and stairways at least five feet wide, and of an aggregate capacity in width of not less than twenty inches for each hundred persons.

No temporary seats shall be allowed in any aisle or passageway. (Vide ordinances, Art. II, secs. 75, 76.)

CONTAGIOUS DISEASES.

No pupil affected with any contagious disease, or coming from a house in which disease exists, shall be allowed to remain in any public school. For the instruction and guidance of teachers rule 61 of the board of education is further explained:

"Whooping cough, measles, mumps, and scarlet fever are among the most common of contagious diseases in our community.

"With measles and chicken pox no one is to be permitted to come to school from the house where the patient is during the continuance of the disease.

"With mumps or whooping cough the patient only is debarred the privilege of the school.

"With scarlatina, diphtheria, varioloid, or smallpox no one from the house is permitted to attend school during the continuance of the disease, including convalescence. The patient must not reenter school within six weeks from the attack.

"Principals are hereby instructed to receive no pupils at whose residence there has been any case of a contagious character until they present a certificate from the office of the health commissioner of the city of Denver. These instructions, however, apply only to those schools situated within the corporate limits of the municipality." (Rules of the Board of Education, 1894, 61, p. 87.)

CLEANLINESS.

Any child coming to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the schoolroom. (Ib., 62, p. 82.)

JANITORS' DUTIES.

a. To sweep thoroughly every schoolroom, corridor, and stairway at least once each day—the stairways and corridors oftener, if necessary; and with a cloth or feather brush, to remove all the dust every morning from the chairs, seats, etc.

c. To wash, when requested by the principal, the platforms or rostrums and the unoccupied space about them; also the stairs and corriders; to wash all the inside woodwork and the windows at least twice during the year—once at the spring vacation and once at the close of the summer vacation.

d. To keep the closet seats and floors neat and perfectly clean, washing them as often as in the judgment of the principal may be deemed necessary. (Ib., pp. 84, 85.)

DES MOINES, IOWA.

COMMITTEE ON GROUNDS, ETC.

The committee on grounds, buildings, heating, and ventilation shall have general supervision of the grounds, building contracts, and the heating and ventilating apparatus. (Manual of the West Des Moines Public Schools, 1894–95, par. 16, p. 15.)

SUPERINTENDENT OF SUPPLIES.

* * * It shall be his duty to visit the buildings under his charge at least once in each school month and see that the school buildings, outhouses, and yards are in good repair and in a cleanly condition. * * * (Ib., par. 21, p. 16.)

PRINCIPALS' DUTIES.

It shall be the duty of the principals to see that the teachers give vigilant attention to the temperature and ventilation of the schoolrooms, and that a regular system of ventilation is practiced as well in winter as in summer, by which the air in the rooms shall be effectually changed at each recess. (Ib., par. 40, p. 19.)

TEACHERS' DUTIES.

Teachers shall attend carefully to the ventilation and temperature of their rooms, seeking to have fresh air without drafts and to avoid injudicious exposure of the pupils. (Ib., par. 52, p. 21.)

CLEANLINESS AND CONTAGIOUS DISEASES.

Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school. No pupil who is afflicted with any contagious disease, or in whose family there may be any contagious disease, shall be allowed to remain in school, or to return to school without a certificate from the attending physician that all danger of contagion is past. There must be in every case compliance with the rules of the board of health. (Ib., par. 68, p. 23.)

CLEANLINESS.

* * * Pupils * * * are strictly enjoined * * * to be * * * cleanly in their persons and habits. * * * (Ib., par. 77, p. 25.)

JANITORS.

They shall sweep clean daily, at the close of school, every schoolroom, hall, and stairway, and upon the following morning shall thoroughly ventilate each room and remove all dust from the tables, desks, seats, chairs, window sills, charts, banisters, etc., and shall keep walls, ceilings, windows, pictures, and shutters free from cobwebs and dust. (Ib., par. 89, p. 27.)

They shall at least once each month scrub the floors, platforms, and stairways, and three times during the year, before the opening of each term, shall wash all windows and inside woodwork. They shall also keep all water-closets and outbuildings in good order, the walls free from marks, and the floors and seats clean. (Ib.. par. 90, p. 27.)

FIRE DRILL.

The principals of buildings shall, under the direction of the superintendent, instruct and train the pupils by means of drills, so that they may be able to leave the building on an emergency in the shortest possible time, and without confusion or panic. These drills shall usually take place at the time of regular dismissal; but at least once a month, at a given signal, which shall be the same for all buildings, the pupils shall, taking books, hat, and wraps, march down into the yard, form, and return to their rooms and seats as quickly and orderly as they can. The pupils shall not be marched out without having their wraps on when the weather is unfavorable, unless there is a real emergency or the alarm is turned on by the superintendent or by his permission. (Ib., par. 103, p. 29.)

DETROIT.

VENTILATION, ETC.

It shall be the duty of the committee on health and ventilation to inform themselves and to advise the board from time to time in regard to all matters relating to the warming, ventilating, and lighting of the schoolrooms, the sanitary condition of the buildings and grounds, and all matters relating to vaccination, contagious diseases, and the general health of the pupils and teachers, recommending to the board such action as they may deem necessary. (Rules of the board of education, 30.)

CONTAGIOUS DISEASES.

Teachers are directed to observe the following rules concerning contagious diseases:

(*a*) *Smallpox.*—Require pupils before admission to exhibit a physician's certificate of effectual vaccination. Exclude all pupils coming from houses where this disease exists until *thirty days* after the board of health have removed the placard.

(*b*) *Scarlet fever and diphtheria.*—Exclude all pupils coming from any house where the disease exists until *ten days* after the removal of the placard.

(*c*) *Mumps, measles, whooping cough, and chicken pox.*—Exclude the patient until complete recovery.

(*d*) In excluding pupils coming from any house in which smallpox, scarlet fever, or diphtheria exists two or several dwellings must be considered as one house if there is any direct communication between them—any openings from one into the others; if it is possible to enter or leave the two residences by means of the same hall, stairway, or door; or if the rear yards are used in common. If it comes to the teacher's knowledge that any pupil visits a house infected by or attends the funeral of any person dying of either of these diseases, exclude such pupil at once, and refer the case to the superintendent. Teachers are directed to follow the letter and intent of these rules, and to refer all questions that may arise to the superintendent, who shall consult with the health officer in all doubtful cases. (Ib., par. 76, p. 22.)

CLEANLINESS.

Any pupil not maintaining a due degree of cleanliness or decency in person or dress may be sent home by his teacher to be properly prepared for attendance at school. (Ib., par. 77, p. 22.)

VENTILATION AND TEMPERATURE.

After the close of school the windows shall be opened and an effectual change of air secured, and at all times every reasonable effort shall be made to prevent the accumulation of impure air in the schoolrooms, and at the same time to protect children against the danger of sitting in drafts of cold air. During the season of fires the temperature of the schoolrooms shall be kept between 65° and 70° F., according to the thermometers furnished by the board. (Ib., par. 78, p. 22.)

Teachers are required * * * to take every precaution against fire. (Ib., par. 92 (l.), p. 28.)

JANITORS' DUTIES.

All rooms, platforms, halls, stairs, water-closets, steps, and walks in yards shall be thoroughly swept each day after the afternoon session of school; and the sidewalks must be kept free from snow and ice. (Ib., par. 98, p. 31.)

DUSTING.

All walls, cornices, and ceilings shall be dusted at least once in two weeks; and all furniture, such as desks, tables, pianos, etc., shall be dusted every day after rooms have been swept, or in time for the next day's session. (Ib., par. 99, p. 31.)

SCRUBBING.

All hall floors and stairs shall be scrubbed at least once a week, and floors of rooms whenever directed by the principal. All windows and woodwork and basements shall be kept clean, and the floors of boys' water-closets shall be scrubbed every day. * * * (Ib., par. 100, p. 31.)

VENTILATION.

SEC. 15. Every public building and every schoolhouse shall be kept in a cleanly state, and free from effluvia arising from any drain, privy, or other nuisance, and shall be provided with a sufficient number of water-closets, earth closets, or privies for the reasonable use of the persons admitted to such public buildings, or of the pupils attending such schoolhouse in said city, and shall be ventilated in such a proper manner that the air shall not become so exhausted as to be injurious to the health of the persons present therein, and the provisions of this section shall be enforced by the board of health; and whenever it shall appear to said board that further or different sanitary provisions or means of ventilation are required in any public building or schoolhouse in order to conform to the provisions of this section, and that the same can be provided without incurring unreasonable expense, said board of health may issue a written order to the proper person or authority directing such sanitary provision or means of ventilation to be provided, and they shall thereupon be provided in accordance with such order by the public authority, corporation, or persons having charge of, owning, or leasing such public building or schoolhouse; and any public officer, corporation, or person neglecting for four weeks, after receipt of an order from said board of health, as provided

in this section, to provide the sanitary provisions or means of ventilation required thereby, shall be guilty of a misdemeanor, and be punished by a fine of not less than ten dollars nor more than five hundred dollars, or by imprisonment not exceeding six months, or by both fine and imprisonment, in the discretion of the court. The expression "public building," used in this section, means any building or premises used as a place of public entertainment, instruction, resort, or assemblage. The expression "schoolhouse" means a building, room, or premises in which public or private instruction is afforded to not less than ten pupils at one time. (An act to establish a board of health for Detroit, approved February 27, 1895.)

JERSEY CITY.

THE PRINCIPAL.

He shall * * * superintend the regulation of the ventilation and temperatures of the different class rooms. (Manual of the Board of Education, 1893, par. XL, p. 11.)

VACCINATION.

Previous successful vaccination or protection against smallpox shall be an essential condition of admission to any of the public schools, either as a pupil or a teacher, and it shall be the duty of the superintendent to require a strict compliance with said condition. (Ib., par. LVII, p. 22.)

CLEANLINESS, ETC.

No pupil who is not personally clean, or comes from a family afflicted with any contagious disease, or is an imbecile, shall be allowed to remain in school. (Ib., par. LVIII, p. 23.)

TEMPERATURE AND DISMISSAL.

(*a*) *Temperature.*—At 10.30 a. m. and 2 p. m. each teacher shall cause the temperature as recorded by the thermometer to be recorded in a conspicuous place.

(*b*) *Dismissal.*—Whenever it is found impossible to heat a class room in the primary department so as to reach 65° F., or 60° in the grammar department, and whenever the temperature can not be kept below 85° F. in the primary department, or 90° in the grammar department, with the best ventilation that can be obtained, the principal of the department shall be justified in dismissing such class for the session at 10 o'clock a. m. in winter, and at noon or at a later hour of that day in summer, and such dismissal shall be reported to the superintendent as soon as possible. (Ib., par. LXII, p. 24.)

JANITORS' DUTIES.

Each janitor shall * * * sweep and dust the rooms, halls, stairs, windows, sidewalks, and yards daily, and flush the troughs of closets twice a day, at noon and after school session, once a week; scrub or mop out all halls, stairs, and closets, and at least twice a year scrub or mop out all class rooms and clean all windows, wash all the floors and woodwork throughout, and give the whole building, yards, and outhouses a thorough cleaning. (Ibid, p. 31.)

* * * All modes of egress shall be left unfastened during school hours. (Ib., p. 31.)

MINNEAPOLIS.

EGRESS.

SEC. 1. In all places of public amusement and instruction in Minneapolis already erected, the halls, doors, stairways, seats, and aisles shall be arranged so as to facilitate egress in case of fire or accident as the inspector of buildings may deem necessary for the public protection in such cases.

And all aisles and passageways in said buildings devoted to said purposes of amusement or instruction shall be kept free from camp stools, chairs, sofas, stoves, or other obstructions. (Laws relating to buildings, plumbing, and wiring, 1893, p. 44.)

DUTIES OF PRINCIPAL.

There shall be fire-alarm drill in each school at least once, but not more than twice, in each month. (Seventeenth Annual Report of the Board of Education, By-laws, sec. 31, p. 151.)

DUTIES OF PUPILS.

Pupils in all respects qualified may enter the schools at any time during the year by applying to the principal of the building of the district in which they reside. They must be accompanied by a parent or guardian, who shall furnish satisfactory evidence as to the age and vaccination, or a physician's certificate that vaccination can not safely be had. * * * (Ib., sec. 39, p. 153.)

JANITORS' DUTIES.

He shall make all needful minor repairs and do all the scrubbing and cleaning. The schoolrooms shall be scrubbed at least once in each month, the halls and stairways at least twice in each month, and generally aim to keep his building in a cleanly condition. The principal shall report upon the monthly pay roll the general condition of the building. (Ib., sec. 99, p. 163.)

He shall aim to keep the temperature in the class rooms at a standard of 70° and shall from time to time consult with the principal as to the manner of heating. Pupils shall have nothing to do with the apparatus for heating, but the teacher shall regularly indicate the temperature on the register provided for that purpose. (Ib., sec. 100, p. 163.)

NEW YORK.

AN ACT to provide for improving the sanitary condition of the buildings of the common schools in the city of New York by alterations and additions in and to the heating and ventilating apparatus thereof.

[Approved by the governor April 19, 1893. Passed, three-fifths being present.]

The people of the State of New York, represented in senate and assembly, do enact as follows:

SECTION 1. The comptroller of the city of New York is authorized, upon the application of the board of education of said city and the approval of a majority of the board of estimate and apportionment of said city, to issue bonds, in the name and on behalf of the mayor, aldermen, and commonalty of the city of New York for an amount not exceeding two hundred and fifty thousand dollars, par value, to be known as sanitary improvement schoolhouse bonds.

SEC. 2. Said bonds shall be issued from time to time as they may be required by the said board of education, shall be payable from taxation, and shall run for such term or terms of years as the said comptroller shall direct, but no longer than twenty years, and shall draw interest at no more than three and one-half per centum per annum.

SEC. 3. Whenever said bonds shall be issued the comptroller of the city of New York shall invite proposals therefor, by public advertisement, for not less than ten days, and shall award the same to the highest bidder, provided that no proposal or proposals for said bonds shall be accepted for less than the par value of the same; and said proposals shall be publicly opened by the comptroller in the presence of the commissioners of the sinking fund, or such of them as shall attend at the time and place specified in said advertisement. The said comptroller, with the approval of said commissioners, shall determine what, if any, part of said proposals shall be accepted, and upon the payment into the city treasury of the amounts due by the persons whose bids are accepted, respectively, certificates therefor shall be issued to them as authorized by law.

SEC. 4. The proceeds of said bonds when received shall forthwith be deemed appropriated for improving the sanitary condition of the buildings of the common schools in the city of New York by alterations and additions in and to the heating and ventilating apparatus thereof, as the board of education of said city shall determine, and shall be thereafter disbursed by the comptroller of the city of New York in payment of the liabilities incurred by the said board of education for the purpose aforesaid upon the requisition of said board and in the same manner as other moneys appropriated for the maintenance of the common schools in said city are usually paid out, and no expenditure from said proceeds shall be authorized or made without the approval and requisition of the said board of education.

SEC. 5. This act shall take effect immediately.

CONSTRUCTION OF BUILDINGS.

Every building hereafter erected * * * or altered to be used * * * in whole or in any part as a school or place of instruction, the height of which exceeds thirty-five feet, except buildings for which specifications and plans have been heretofore submitted to and approved by the superintendent of buildings * * * shall be built fireproof. (Laws relating to the construction of buildings in the city of New York, 1892, ch. 275, sec. 484, p. 29.)

EXITS.

In all buildings * * * used or intended to be used for purposes of public assembly, amusement, or instruction the halls, doors, stairways, seats, passageways, and aisles and all lighting and heating appliances and apparatus shall be arranged as the superintendent of buildings shall direct to facilitate egress in case of fire. * * * All aisles and passageways in said buildings shall be kept free from camp stools, chairs, sofas, and other obstructions. * * * (Ib., sec. 499, p. 58.)

JANITORS.

Every applicant for the position of janitor of a school building must produce a certificate from the board of health that each and every member of the applicant's family, including help, has been properly vaccinated. * * * All modes of egress, including the visitors' doors, shall be left unfastened during school hours. (Manual of the Board of Education, 1894, sec. 74, pp. 190, 191.)

SANITARY REGULATIONS.

Seating capacity.—It shall be the duty of every principal to reject all applications for the admission of pupils into any school or class whenever the room occupied by the same is filled to the extent of its seating capacity. In fixing the seating capacity of rooms, the following shall be a minimum allowance of floor surface and air space per pupil: In the three lower classes of primary schools and departments, five square feet and seventy cubic feet; in the three higher grades, six square feet and eighty cubic feet; in the four lower grades of the grammar schools, seven square feet and ninety cubic feet; in the four higher grades, nine square feet and one hundred cubic feet. The seating capacity of each room in each school building (estimated in accordance with the provisions of this by-law) shall be conspicuously posted in each room.

Police surgeons.—The clerk of the board shall furnish the principals of the public schools in the several wards with a correct list of the names and residences of the police surgeons and health inspectors living nearest to such schools, respectively, with instructions that, in case of accidents, said principals shall send for and ask the medical officer herein named for such aid as the necessities of the case may require, and in case of the absence of such officers the principal of the school where the accident happens is empowered to employ the services of the first available medical practitioner at the expense of this board.

Vaccination.—1. No pupil shall be allowed to attend any school, nor shall any teacher be employed in the same, unless such pupil or teacher has been vaccinated.

2. Every principal of a school shall require a certificate of a physician in good standing as evidence of such vaccination as a requisite for the admission, employment, or continuance of a pupil or teacher, and the principal shall also enter in the register of the school the dates, as near as possible, of the respective vaccinations of the pupils and teachers, and shall cooperate with such agents of the board of health as may be authorized to visit the schools for the purpose of examining and vaccinating the pupils, and shall require a revaccination of all pupils ascertained by said agents of the board of health not to be fully protected by a former vaccination; and no pupil refusing to be so revaccinated, either by the agent of the board of health or by the physician of the family to which he or she may belong, shall be permitted to attend any public school until such requirement is fully complied with.

3. A certificate of any physician in good standing in his profession stating that the pupil does not require revaccination shall be accepted by the agents of the board of health in lieu of a personal examination.

Contagious diseases.—1. Whenever it becomes known to the principal or teacher in charge of a school that a contagious disease prevails in a house other than a

tenement, in which a child or children attending the school lives or live, such child or children shall be immediately excluded from the school and shall not be readmitted except as elsewhere in this section provided.

2. Whenever the principal or teacher in charge ascertains that a contagious disease other than smallpox or typhus fever exists in a tenement house, but on one floor only, a child or children living on another floor of the same house need not for this reason be excluded, but children thus situated must be questioned daily about their health and that of their respective families, and must be sent home at the first symptoms of illness or the first intelligence of contagion in their family.

3. But if a contagious disease of any description exists on more than one floor of a tenement house, or if the disease existing on only one floor be smallpox or typhus fever, all children living in the house must be promptly excluded from the school.

4. Children excluded pursuant to the above rules shall not be again permitted to attend school—

In case of scarlet fever, until three weeks from the beginning of the last case on the floor or in the house, according to whether the exclusion has applied to a floor or an entire house under the above rules.

In case of measles, until two weeks after the beginning of the last case on the floor or in the house, according to the extent of the exclusion.

In case of diphtheria, until one week after the termination of the last case on the floor or in the house, according to the exclusion.

In the case of scarlet fever, measles, or diphtheria, until a certificate of the board of health is produced stating that the apartments, bedding, and clothing affected by the contagion have been properly disinfected.

If the disease be smallpox or typhus fever, children who have been in such case excluded must not resume their attendance without producing a certificate from the board of health stating that it is safe for them to do so.

5. New scholars applying for admission and living in houses or on floors where a contagious disease prevails must be admitted or excluded in compliance with the above rules.

6. Principals and teachers in charge are required to communicate to the clerk of the board of education any information received by them relevant to this subject not known to be in his possession.

7. Hereafter all children attending the schools under the control of this board and residing in orphan asylums, infirmaries, homes, nurseries, or other institutions shall regularly furnish to their respective principals weekly certificates signed by a duly licensed and competent physician of good standing to the effect that during the week preceding the date of such certificate there were no contagious or infectious diseases of any kind in such asylum, infirmary, home, nursery, or institution, and no principal shall allow the attendance at school of any such children unless the certificate herein required is furnished as aforesaid; and all such certificates shall be preserved by said principals for one year.

8. If the certificate should show that there was any such disease in such orphan asylum, infirmary, home, nursery, or institution, or if any principal should, from any other source, ascertain the existence of any such disease in any such asylum, infirmary, home, nursery, or institution such principal shall forthwith dismiss from attendance all pupils residing in such orphan asylum, infirmary, home, nursery, or institution and such pupils shall not be allowed to attend until authorized by the committee on by-laws, elections, and qualifications of the board of education.

9. The regulations contained in the foregoing subdivisions of this section shall not, except as hereinafter provided, apply to any orphan asylum, infirmary, home, nursery, or other institution which shall be provided with a suitable hospital containing isolated compartments for contagious diseases; provided, however, that such hospital shall be in an independent building so separated as to be at a distance of not less than one hundred feet from the main building; and provided, likewise, that all children afflicted with any contagious disease shall be forthwith removed into said hospital, and be cared for by attendants, who shall have no communication with any of the other inmates of said institution; and provided, likewise, that where any contagious disease may have existed therein a certificate signed by the president or superintendent of said institution and a duly licensed and competent physician of good standing be furnished to the respective principals in charge of any and every school attended by the children of said institution, to the effect that at the time of signing said certificate and during the ten (10) days preceding the date of such certificate no case of scarlatina, measles, or diphtheria has occurred in such institution; or, if any contagious disease may have existed therein, that no pupil having such contagious disease has been permitted to remain in such institution, but has been removed to, and is an inmate of, said isolated hospital, and that proper disinfection and fumigation have been practiced; and further cer-

tifying to the fact that there has been no communication between any of the inmates of said institution and the inmates of said hospital or its attendants. No principal shall allow the attendance of any children residing in any orphan asylum, infirmary, home, nursery, or other institution, unless the certificate herein required is furnished as aforesaid; and all such certificates shall be preserved by said principal for one year.

10. If such certificate should show that there was any such disease in any of said institutions, or if the principal should from any source ascertain that there was any such disease in any of said institutions, and that the regulations and restrictions in the foregoing subdivision have not in all respects been duly complied with, such principal shall forthwith dismiss from attendance all pupils residing in such orphan asylum, infirmary, home, nursery, or other institution, and such pupils shall not be allowed to attend school until authorized by the committee on by-laws, elections, and qualifications of the board of education.

11. The certificate herein above provided for shall in no way dispense with the requirement for a weekly certificate hereinbefore provided for.

12. If the disease be smallpox or typhus fever, all children residing in any orphan asylum, infirmary, home, nursery, or other institution must, notwithstanding the provisions herein above contained with reference to other contagious diseases, be forthwith excluded from any school which they may be attending, and not be again permitted to attend school without providing a certificate from the board of health, stating that it is safe for them to do so.

13. In event of any emergency which may render the continuance of the privilege and exemption contained herein actually dangerous to public health, the committee on by-laws, elections, and qualifications shall be, and they hereby are, authorized to suspend the operation of such privilege and exemption for such length of time as in their judgment the public safety may require. (Ib., secs. 95–98, pp. 213–222.)

PHILADELPHIA.

INSPECTION OF PLANS.

That hereafter no permits shall be issued for the erection of places of worship, hotels, public halls, theaters, or schools by the building inspectors unless the applicants for said permits shall submit to said inspectors a plan or plans of the buildings proposed, showing the modes of ingress and egress, and in case they shall disapprove of the plans they shall decline to issue the permits. (City ordinance, approved May 31, 1877.)

DUTIES OF THE COMMITTEE ON HYGIENE.

They shall be of an advisory character, and they shall consult with the committee on property of the board upon matters pertaining to hygiene and sanitation in the construction and improvement of school buildings. (Seventy-fifth Annual Report of the Board of Education. By-Laws, XXV, p. 376).

VACCINATION.

No child shall be admitted to, or continued as a pupil in, any of the public schools of this district who has not been vaccinated. The principal of each school shall note on the register of pupils of the school, opposite the name of each pupil, the fact whether such pupil has been vaccinated. In determining this fact the principal shall be governed by the certificate of a vaccine or other physician, stating that the pupil has been vaccinated by such physician or is sufficiently protected by a former vaccination. Such certificates shall be kept on file by the respective principals and shall be given to pupils who may be transferred or promoted to other schools for presentation to and filing by the principles of those schools. It shall be the duty of the principals to report quarterly to the superintendent of schools the number of nonvaccinated children applying for admission to their respective schools, and the names of the pupils, if any, who have been admitted without the certificate hereinbefore required.

When smallpox, varioloid, scarlet fever, diphtheria, or measles shall exist in the family of any pupil of the public schools, such pupil shall not be permitted to attend school until he or she shall present the certificate of a physician stating that all liability to contract disease by contact with the members of the family of such pupil has passed away.

If any principal shall fail to obey the provisions of this rule, the salary of such principal shall be withheld until said provisions shall have been complied with. (Ib., Rule XXXI, October 9, 1894.)

HOUSEKEEPERS' DUTIES.

4. The privies, urinals, and water-closets must be kept scrupulously clean, and washed daily during the school term, except when hard freezing weather renders this impossible. The interiors of privies, when plastered, must be kept whitewashed.

5. The interiors of school buildings must likewise be kept scrupulously clean, the floors scrubbed, and the windows washed whenever necessary to this end. They must be swept daily, and carefully dusted at least one hour before the opening of the school.

6. Particular attention must be given to the cellars and basements of the buildings, and housekeepers will be held responsible for any uncleanliness in them or in any other parts of the premises under their charge. No waste paper or other rubbish should be allowed to be scattered about the cellar floors or other parts of the premises, and all ashes or other waste materials necessarily accumulated must be kept in compact piles.

7. The cellars must be kept well ventilated, and in spring and summer, when fires are out, the cellar windows must be kept open during the daytime.

8. When hot-air furnaces are in use the vapor pans must be kept supplied with water.

9. During the summer vacation housekeepers are required to thoroughly clean the schoolhouses and whitewash the cellars; they to furnish at their own cost and expense all the lime, brushes, and other implements, etc., therefor. (Rules for the government of housekeepers, December 9, 1884.)

ST. LOUIS.

DUTIES OF SUPERINTENDENT OF SCHOOLS.

In the event of the building or altering of schoolhouses, he shall communicate to the board such information on the subject as he may possess, and shall suggest such plans for the same as he may consider most economical and best for the health and convenience of the pupils and teachers. (Board of public schools. Rules and regulations, 1893. Rule 12, sec. V, p. 23.)

BUILDING COMMITTEE.

It shall be the duty of this committee to inspect, as often as practicable, the several schoolhouses, and note their condition in respect to cleanliness, ventilation, heating, and general sanitary regulations, and to recommend to the board, from time to time, such measures as they may deem conducive to the welfare of the schools. (Ib., rule 26, sec. V, p. 45.)

DUTIES OF TEACHERS.

They shall attend carefully to the ventilation and temperature of their schoolrooms. (Ib., rule 73, sec. VII, p. 73.)

VACCINATION.

No child shall be for the first time received into the public schools unless accompanied by the parent or guardian, who shall give satisfactory evidence that said child is of the age required for admission, as provided in Section III, and has been vaccinated. (Ib., rule 79, sec. I, p. 80.)

CLEANLINESS.

Cleanliness in person and clothing is required of every pupil, and repeated neglect or refusal to comply with this rule will be sufficient cause for suspension from school. (Ib., rule 80, sec. II, p. 82.)

JANITORS' DUTIES.

5. They are required to keep the schools and premises clean and neat at all times. The use of lye or soda is prohibited for all paint work.

6. They shall sweep the buildings after each daily session of the schools; dust the same properly. * * *

7. They shall keep the yards, outhouses, sidewalks, and gutters in a clean condition, clean the privies every evening, and when the same are connected with the city sewers, flush the vaults with the hose once a week.

8. They shall have their buildings thoroughly heated by 8.30 a. m. at a temperature of not less than sixty-five degrees Fahrenheit. (Circular letter to principals and janitors, board of public schools, building department, May 4, 1894.)

An ordinance amendatory of article 3, chapter 16, of "An ordinance in revision of the ordinances of the city of St. Louis, and to establish new ordinance provisions for the government of said city," approved April 12, 1887."

Be it ordained by the municipal assembly of the city of St. Louis as follows:

SECTION 1. Ordinance number 14,000, entitled "An ordinance in revision of the ordinances of the city of St. Louis, and to establish new ordinance provisions for the government of said city," approved April 12, 1887, is hereby amended by striking out section 723 of article 3, of chapter 16, and inserting in lieu thereof the following:

SEC. 723. In all buildings of a public character already erected or hereafter to be built in the city of St. Louis, such as hotels, churches, theaters, schoolhouses, flats, restaurants, railroad depots, public halls, and other buildings used or intended to be used for purposes of public amusement or instruction, the halls, doors, stairways, seats, and aisles shall be so arranged as to facilitate egress in case of fire or accident, and to afford the requisite and proper accommodation for the public protection in such cases; and all aisles and passageways in said buildings devoted to purposes of amusement or instruction shall be wide and capacious, and shall be kept free from camp-stools, chairs, sofas, and other obstructions during any performance, exhibition, lecture, concert, ball, or any public assemblage; and all doors of exit leading from any assembly room where crowds do congregate shall be so hinged as to open both inwards and outwards from the room or rooms. It shall be the duty of the owner or owners of every building used or intended to be used as a hotel, factory, manufactory, theater, tenement house, seminary, college, academy, hospital, asylum, hall, or place of amusement, and of the trustee or trustees of every estate, association, society, college, academy, school, hospital, or asylum owning or using any building forty feet high or upwards, used or intended to be used for any of the purposes above mentioned, to provide and cause to be erected and affixed to said building iron fire escapes and combined standpipes and ladders, the pattern of which shall be approved by the commissioner of public buildings, who shall also have the right to designate the location of said fire escapes and standpipes, in conformity with this section, and shall grant certificates of approval to every person, firm, corporation, trustee, or board of directors or trustees complying with the requirements of this section, which certificate shall relieve the party or parties from the liabilities of fines or damages imposed by this article.

Approved, August 1, 1887.

CONTAGIOUS DISEASES.

SEC. 381. The parents or guardians of children attending any private or public school who shall permit them to attend school after it becomes known to said parents or guardians that any of their family are infected with any infectious or contagious disease shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum of not less than five nor more than ten dollars.

SEC. 382. Any principal or teacher of any private or public school in the city of St. Louis having official or authentic information of the existence of an infectious or contagious disease in the family of any pupil attending said school shall immediately cause the removal of said pupil from said school and until he (or she) shall have undoubted proof of the premises where the family reside being disinfected and the disease eradicated. Any failure on the part of any principal or teacher complying with the provisions of this article shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum not less than five nor more than ten dollars. (Rev. Ord., ch. 14, art. 9, secs. 381–382.)

ST. PAUL

EXITS, ETC.

In all places of public amusement and instruction in St. Paul already erected the halls, doors, stairways, seats, and aisles shall be so arranged as to facilitate egress in case of fire or accident, as the inspector of buildings may deem necessary for the public protection in such cases, and all aisles and passageways in said buildings devoted to amusement or instruction shall be kept free from * * * obstructions. * * * (An act to regulate the construction of buildings or structures within the city of St. Paul used or intended to be used for public amusement, instruction, or entertainment of any kind. Approved March 7, 1887.)

DUTIES OF PRINCIPALS.

The principal of each school shall * * * see that the teachers * * * attend promptly to the ventilation of their rooms. (Manual of the Board of School Inspectors, 1894. By-laws, par. 36, p. 146.)

DUTY OF THE PRINCIPAL.

He shall have fire-alarm drill once each fortnight in his building. (Ib., par. 45, p. 147.)

DUTIES OF TEACHERS.

They shall carefully observe the temperature of the rooms and use all proper means to avoid those injurious extremes of heat and cold which neglect might produce. They shall make regular records of temperature upon the blanks provided for the purpose and report to the principal all marked deviations from the normal standard. (Ib., par. 55, p. 148.)

DUTIES OF JANITORS.

Janitors shall do all scrubbing and cleaning necessary to keep the rooms in order, without extra expense; they shall scrub and clean all the floors and woodwork in the several buildings under their care as often as necessary. (Ib., par. 92, p. 151.)

Each janitor is required to perform all needed repairs and renovations, as glazing, whitewashing the basements, closets, or rough-board fencing, cleaning the yards, and other work of this nature, the necessary materials and implements being furnished by the board. (Ib., par. 93, p. 151.)

During the summer months and at such other times as may be necessary to insure cleanliness the janitors shall attend to the washing of the windows. * * * They shall put all the rooms and walls of the building in good condition, * * * remove dust from the walls and ceilings in their respective school buildings. * * * (Ib., par. 94, p. 151.)

HEATING.

It shall be the duty of each janitor, engineer, and fireman to learn the proper management of the heating apparatus under his charge, keep the class rooms of his building at a uniform temperature of 70 degrees Fahrenheit, and prevent any waste of fuel. When convinced that the proper degree of warmth in the building is affected by injudicious opening of the windows, he shall immediately notify the principal of such fact. (Ib., par. 95, pp. 151, 152.)

SUPERVISOR OF BUILDINGS.

It shall be the duty of the supervisor of buildings, under the instruction of the committee on real estate and board of school inspectors, to carefully inspect all school buildings and their surroundings as to their safety, cleanliness, and sanitary condition at least once in every two weeks; and he shall see that all buildings are kept in a proper state of repair. He shall report monthly to the committee on real estate, in writing, upon all matters properly under his supervision and make such recommendations as he thinks proper. (Ib., par. 104, p. 153.)

VACCINATION.

* * * A pupil * * * applying for admission for the first time must be accompanied by a parent or guardian who will give satisfactory evidence that the child is at least five years old and has been vaccinated within five years. (Ib., par. 125, p. 155.)

CONTAGIOUS DISEASES.

No pupil who is afflicted with a contagious disease shall be allowed in any public school, and no pupil who has been exposed to such disease shall be admitted to school, except upon the presentation of a physician's certificate that all danger of contagion has been removed (Ib., par. 139, p. 157.)

CLEANLINESS.

Any child who comes to school uncleanly in person or dress may be sent home to be properly prepared for the schoolroom. (Ib., par. 138, p. 157.)

SAN FRANCISCO.

DUTIES OF PRINCIPALS.

(4) To see that the fire drill is practiced in their schools at least once a month. (Rules of the board of education, 1893, sec. 58, p. 27.)

CLEANLINESS.

Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect must be sent home to be properly prepared for school. (Ib., sec. 122.)

CONTAGIOUS DISEASES.

Those who are affected with, or in whose families there may be, any contagious disease shall not be allowed to remain in or to return to school without a certificate from the attending physician, countersigned by the health officer, that all danger of contagion is past. (Ib., sec. 122.)

VACCINATION.

Teachers must require from all pupils, before admitting them to school, satisfactory evidence that they have been vaccinated. (Ib., sec. 126, p. 43.)

JANITORS' DUTIES.

* * * They shall keep school buildings, furniture, yards, and outbuildings neat and clean. (Ib., sec. 113, p. 40.)

SEATTLE.

FIRE DRILLS.

The principals shall have fire drills once each month. The fire alarm shall be several strokes of the gong in rapid succession, to be followed by two strokes as a signal to form in line without wraps, three strokes to form in line with wraps, four strokes to return to rooms, or five strokes to march out. (Annual Report of the Board of Education, 1892, rules and regulations, Art. V, sec. 10, p. 128.)

JANITORS' DUTIES.

Janitors shall sweep each room, hall, stairway, and outbuilding and thoroughly dust all furniture as often as the principal may direct, provided that it is not required oftener than once a day. They shall ascertain the temperature of rooms frequently and endeavor to keep the temperature of each room up to the standard at all times during the sessions of the school.

They shall remove chalk dust at least once a week from beneath the boards, * * * wash windows * * *. (Ib., Art. X, sec. 3, pp. 132, 133.)

CONTAGIOUS DISEASES.

No pupil afflicted with any contagious disease or exposed to the same shall be admitted to the schools. (Ib., Art. III, sec. 7, p. 126.)

VACCINATION.

A plain scar, the records of the schools, or a certificate by a reputable physician, showing to the satisfaction of the principal vaccination within the previous five years, shall be evidence sufficient to entitle a child to admission to school. Children unable to produce such evidence shall be refused admission; provided, however, that children of indigent parents may be vaccinated at the expense of the district upon written application of the parents therefor. (Ib., Art. III, sec. 8, p. 126.)

CLEANLINESS.

Pupils are required to be neat and clean both in dress and in person. When unfit to appear in school they may be sent home to be properly prepared for school. (Ib., Art. III, sec. 9, p. 126.)

TABLE I.—*Subjects of legislation in different States.*

Number.	Inspection.	Vaccination.	Protection against fire.				Contagious diseases.	Sanitaries.	Ventilation.	Seats and floor space.	Barbed wire.	Nuisances.
			Doors.	Exits.	Escapes.	Stairways.						
1	Ala											
2	Ark											
3	Cal	Cal					Cal		Cal			
4	Colo		Col			Col						
5		D. C	D. C		D. C							
6		Conn		Conn				Conn	Conn			
7	Del											
8		Ga										
9			Ill									
10			Ind									
11		Iowa					Iowa	Iowa			Iowa	
12	Kans							Kans				
13	Ky	Ky					Ky			Ky		
14	Mass	Mass	Mass	Mass	Mass	Mass	Mass	Mass	Mass			
15		Me	Me				Me					
16		Md					Md	Md				
17	Mich		Mich	Mich								
18	Minn	Minn					Minn					
19			Mo									
20			Nebr	Nebr								
21			Nev					Nev				
22		N. H	N. H	N. H								N. H
23					N. J		N. J					
24	N. Y	N. Y						N. Y	N. Y			
25		N. C					N. C					
26	Ohio	Ohio	Ohio	Ohio	Ohio		Ohio					
27	Pa				Pa			Pa	Pa			
28		R. I										R. I
29	Tenn											
30							Utah					
31	Va	Va					Va					
32	W. Va											
33	Wis	Wis	Wis									
Total	17	17	13	6	5	2	12	8	5	1	1	2
			16									

ACTUAL AND POSSIBLE LEGISLATION CONCERNING SCHOOL SANITATION.

Whatever theory of political science it accepts, modern legislation has practically adopted the principle that the state is as largely responsible for the health as for the wealth of its citizens. It is in a measure recognized that a conditioning factor in the life of society is the physical soundness or unsoundness of its members, and that sickness and disease cause industrial as well as mental and moral losses. It is this perception, indeed, which underlies all sanitary legislation. Under its guidance governments have for many years taken measures of protection against fire and against the spread of contagious diseases—dangers which produce imme-

diate and marked results. Only within comparatively recent times, however, has it been understood that certain conditions which predispose to specific diseases or which tend to diminish vitality, and hence to lessen achievement, are in even greater need of scientific supervision.

It would seem quite unnecessary to say that society should feel a peculiar interest in and responsibility for those of its members who are still in the period of development, laying the foundation for future health or ill health, and that therefore it should exercise special care over the public schools. It would certainly seem quite unnecessary to state this were it not that 15 of the States and Territories of the United States have no legislation on this matter, and that 4 of the remaining 33 have only laws relating to protection from fire.

The legislation of these 33 States and Territories and of the 17 cities investigated may conveniently be summarized (vide Table I) that we may see what change or progress is possible along the lines already laid down.

Beginning with the subject of inspection, and comparing the other States with Massachusetts, we find that 16 of them provide for the inspection of schoolhouse plans or buildings by some higher authority than the local board, either by the board of health, the county superintendent, or school commissioners.

On the second point, vaccination, the example of Massachusetts is followed by 16 States.

The next most general subject is protection against fire. Massachusetts provides for ample exits, doors opening outward, fireproof construction. fire escapes in certain cases, and careful inspection. Fifteen other States touch the subject, but much less comprehensively. Of these, 12 require that the doors open outward; 5 insist on ample exits; 4 on fire escapes in certain cases: 1 on fireproof stairways.

The regulations of Massachusetts in regard to contagious diseases are found in slightly different form in 11 other States.

Provisions are made by Massachusetts for sufficient water-closets, earth closets, or privies in connection with each school, and for their proper care. Seven other States also provide for closets. The statutes of Kansas, Nebraska, and Pennsylvania employ the single term "water-closets," which we must suppose is not used in its strict meaning.

It is to be noted that Massachusetts is the only State which has regulations on all five of these subjects. Ohio stands next, considering four of them; 11 States provide for three of them, 6 for two of them.

Of those factors which concern health only a degree less potently than contagion, ventilation is the most important. Indeed, as a permanent rather than an accidental condition, it should be considered deserving of first attention. Yet Massachusetts and Connecticut are the only States which can be said to have taken any action in the matter. Pennsylvania provides for the circulation of plans for school buildings with "healthful ventilation;" New York has its plans accompanied with suggestions for lighting, heating, and ventilating; California, through the State board of education, instructs teachers to keep their schoolrooms ventilated, but Massachusetts and Connecticut alone present a standard of ventilation and require its enforcement under legal penalties.

A second condition of grave import, one which is closely connected with the preceding, is that of the area and cubic contents of the schoolrooms. When it is considered that overcrowding may render any system of ventilation ineffective, it seems strange that but one State has any legislation on the subject. Kentucky has led the way in this particular, giving, to be sure, a low minimum standard, yet one far above the actual conditions in many places.

Kentucky is also the only State which regulates at all the lighting of school buildings and which specifies that the seats shall fit the children.

Turning now to the cities, a reference to the list will show that with the exception of Seattle they are all in States which have some legislation on sanitation. In many instances the subject of the statutes is repeated by city ordinances or by rules of the board of health or school board, but there are also numerous cases of additional legislation on important matters. In the accompanying table repetition of laws is indicated by *. (Vide Table II.)

TABLE II.—*Subjects of city legislation.*

	Vaccination.	Contagious diseases.	Fire.	Fire drills.	Cleanliness.	Ventilation.	Temperature.	Floor space.
1	*Baltimore	*Baltimore	Baltimore				Baltimore	
2	*Boston	*Boston	*Boston	*Boston	Boston	*Boston		
3	*Brooklyn	Brooklyn	Brooklyn					Brooklyn.
4	Chicago	Chicago			Chicago	Chicago	Chicago	
5	*Cincinnati	*Cincinnati				Cincinnati	Cincinnati	
6	*Cleveland	*Cleveland						
7		Denver	*Denver		Denver			
8		*Des Moines		Des Moines	Des Moines	Des Moines		
9		Detroit				Detroit	Detroit	
10	Jersey City		*Jersey City		Jersey City	Jersey City	Jersey City	
11	*Minneapolis		Minneapolis	Minneapolis			Minneapolis	
12	*New York	New York	New York					New York.
13	Philadelphia		*Philadelphia					
14	St. Louis	St. Louis	*St. Louis		St. Louis	St. Louis	St. Louis	
15	*St. Paul	*St. Paul	St. Paul	St. Paul	St. Paul	St. Paul	St. Paul	
16	San Francisco	*San Francisco		San Francisco	San Francisco			
17	Seattle	Seattle		Seattle	Seattle			
	Totals 14	14	10	6	9	8	8	2

As the table shows, 9 cities order that children who are not cleanly shall be sent home from school. Eight cities have rules regarding ventilation. In 7 of them this simply means that the teachers are to use care that the air be pure in their schoolrooms. Detroit, however, by a recent act of the legislature, has a law similar in every respect to that of Massachusetts, which affects the construction of schoolhouses.

Eight cities fix a standard of temperature for the schools. In Cincinnati this is 65° F.; in Jersey City and St. Louis, not less than 65°; in Detroit, between 65° and 70°; in Baltimore, Chicago, Minneapolis, and St. Paul, 70°.

In one city, Brooklyn, the school board have ruled that the pupils' seats shall not face the light.

It is evident from this study of the laws concerning school sanitation that the United States has done comparatively little for this important phase of its educational work. Only about one-third of the States and Territories require vaccination; one-third take some slight precaution against fire; one-fourth guard the school children from contagious diseases; one-sixth require suitable sanitaries; two insist on proper ventilation, and one prescribes the space to be allotted each pupil.

Yet with all its limitations existing legislation is along the right lines; so future progress may be expected to be extension rather than reform. The laws of Massachusetts, for example, on vaccination, contagious diseases, and ventilation, are good models for other States, and need only to be copied in spirit if not in letter. But local governing bodies, such as city councils or school boards, may go further and formulate with more detail the minimum standard of ventilation now accepted by architects and engineers, viz, 30 cubic feet of fresh air per minute for each person.

One State has already prescribed the floor space and cubic space per pupil. Why can not others fix at least the approved minimum, 15 square feet or 200 cubic feet? The precedent is already established, but the requirements are too low, both in Kentucky and in Brooklyn and New York. The graded system used in the two cities is also discountenanced by leading physiologists on the ground that the differences in the amount of oxygen required by children of different ages are too small to be taken into account.

The method of lighting schoolrooms, of which Kentucky and Brooklyn alone take any note, and that vaguely in the one case and negatively in the other, should have at least two positive principles established, viz, the window space should equal, at the minimum, one-fourth the floor space, and the light should come from the left, or left and rear.

It is perhaps less important to insist that the principles be embodied in State statutes than to urge that they be given some permanent and legal form, but since each one of them is now recognized in at least one State, and they are of equal application to city and country schools, there seems to be no logical objection to their being the subjects of State legislation. There are, moreover, some advantages gained thereby for the country school, which is ordinarily the last to feel the effect of new discoveries in methods of construction and management.

In one particular we may point out a need for the reform of existing rules. The janitor's directions for cleaning school buildings are usually vague and the methods advised faulty. While the character of the building will condition to some degree the cleaning, the times appointed for scrubbing, washing windows, etc., are in many instances too far apart to secure the best possible results, i. e., perfect cleanliness and a large measure of protection from contagion. To secure these ends, also, dry dusting and sweeping should be replaced by the "damp" method, thus removing the dust instead of merely scattering it. Mopping should not be allowed except on hard-wood floors, because it fills the cracks of the floor with water and fails to remove the dirt.

From cleanliness of room to cleanliness of person is the natural order of a school board's thought, since the latter is less under its control than the former. The cleanliness which the nine cities on our list insist on is generally only external among many classes of poor children. The example of several German cities suggests a future subject of local legislation—provision for school baths. The need for them would probably always be confined to the schools of certain districts, but they would still be under permanent regulations. The experience in Germany shows that the assistance rendered the system of ventilation and the prevention of the spread of infection are physical gains quite equaled by increased mental freshness and vigor.

One final and most important suggestion for legislative action is suggested by the provision in a Kentucky statute that the school seat "shall be suited to the age of the child." Adjustable seats and desks should be required in all schools.

This is done in Germany, and our own physicians have repeatedly urged the need of furniture adapted to the individual child in order to secure proper physical development. Thus far their advice has been but slightly heeded, partly from ignorance, partly from a mechanical desire for uniformity, and partly from motives of economy. These objections must be overcome before the United States can be said to have grasped, even in theory, the general principles of school sanitation.

A PROPOSED SCHEDULE FOR A SANITARY INVESTIGATION OF SCHOOLHOUSES.

As far as possible these questions are so framed that an affirmative answer indicates conformity to the approved standard. If this is often found to be ideal rather than actual, it may still serve to indicate the direction in which progress should be made.

1. Site:
(*a*) Is the schoolhouse built on soil that is naturally dry and porous, or is it well underdrained?
(*b*) Is it protected from cold winds?
(*c*) Is it at a distance from marshes or stagnant pools, and from noisy or objectionable industries and from railroads?
(*d*) Is its distance from other buildings at least once and a half the height of those buildings?
(*e*) Is it near the center of the district?
2. Are there ample [1] playgrounds?
3. How old is the building?
4. How many stories has it?
5. If more than three stories high, has it fire escapes?
6. What is the material of the building?
7. Basement:
(*a*) Is it well lighted?
(*b*) Is it ventilated?
(*c*) Are the floor and walls impervious to moisture?
(*d*) Is it kept clean and free from rubbish?
(*e*) If there is no basement, is there a ventilated air space under the building?
8. Sanitaries:
(*a*) Are the water-closets outside the main building, but connected by covered passageways?
(*b*) If the building is more than two stories high, are there closets for each floor in a tower connected with the building by covered passageways?
(*c*) Are they well lighted, heated, and ventilated?
(*d*) Are the floors cemented or tiled?
(*e*) If there is no water-carriage system, are the privies at a distance from the building and the well?
(*f*) Are the receptacles of the privies cemented, and are the contents frequently removed?
9. Are the halls well lighted and of ample size?
10. Stairs:
(*a*) Are the stairs at least 5 feet wide and numerous enough to afford easy egress in case of fire?
(*b*) Are they fireproof?
11. Schoolrooms:
(*a*) How many rooms are there in the building?
(*b*) How many children are there in each?
(*c*) Are the rooms rectangular in shape, measuring not more than 32 by 27 feet?
(*d*) Are they from 12 to 15 feet high?
(*e*) Is there at least 15 square feet of floor space for each pupil?
12. Lighting:
(*a*) Is the lighting space equal to at least one-fourth of the entire floor space in each room?
(*b*) Does the light come from the left or from the left and rear?
(*c*) If the latter, are the windows in the rear 6 to 8 feet from the floor?
(*d*) Are the other windows 3 feet from the floor and not more than 1 foot from the ceiling?
(*e*) Is the light diffused and not reflected?
13. Heating:
(*a*) If stoves are used, are they "jacketed"?

[1] Dr. Burnham (Outlines of School Hygiene) allows 3 square meters per child.

(*b*) If furnaces or steam is used, is the heat in the schoolrooms indirect?
(*c*) Are there floor registers in the halls for drying wet clothing?
(*d*) Is the standard of temperature between 68° and 70° F.?
(*e*) Is a uniform temperature maintained?
14. Ventilation:
(*a*) Are the rooms ventilated by flues, either with fans (plenum and exhaust method) or with heated coils or stacks (gravity system)?
(*b*) Is the supply of fresh air taken from outside and not from the basement?
(*c*) Is the amount of fresh, warmed air equal to 30 cubic feet per minute for each person?
(*d*) Are the inlets and outlets equal to 20 square inches for each person?
(*e*) Is the inlet at least 6 feet from the floor in the inner wall and the outlet at the floor level of the same wall?
(*f*) Are the dressing rooms ventilated?
15. Seats and desks:
(*a*) Are the seats and desks adjustable?
(*b*) If not, are they graded in size in each room?
16. Cleaning:
(*a*) Are the floors swept with damp sawdust and the rooms dusted with damp cloths at least once a day?
(*b*) Are the floors, furniture, and windows thoroughly cleaned once a month?
(*c*) Are the sanitaries cleaned?

CHAPTER XI.

EDUCATION IN THE SEVERAL STATES.

ARIZONA.

[From the report for 1893-94 of Hon. F. J. Netherton, superintendent of public instruction.]

PRIMARY TEACHERS.

Too much importance can not be attached to the necessity for thorough work in the primary grades, yet, unfortunately, there still exists a sentiment, which is more or less prevalent, that "anybody can teach a primary school." Special examinations should be provided for primary teachers and none but those qualified in primary methods should be allowed to teach in primary schools.

In my opinion no second-grade certificate should be renewed except upon examination, and then not more than twice. A second-grade certificate is valid for two years, and if a teacher can not secure a first-grade certificate in six years it would seem to indicate a lack of energy and ambition that would not warrant keeping him in the service of the schools. * * *

Much annoyance is caused in the primary grades of graded schools by allowing children entering school for the first time to enter at any time during the term. It is not reasonable to suppose that a child that has never been to school can skip the first month or two months' work and keep up with his class. The result is that he gets no benefit by attending school under those circumstances, or the teacher must hold the other pupils back for him, which is manifestly unjust.

In graded schools all pupils entering for the first time should be required to enter during the first week at the beginning of the term, or during the first week after the mid-term promotions are made.

FREE TEXT-BOOKS.

There is a growing sentiment all over the country in favor of free text-books, and while the board of education was considering the change of books I took the trouble to ascertain the result financially to our people of a law providing for free text-books. I found that where books are purchased by the State authorities they are secured at a reduction of nearly 50 per cent on the prices above named. To those who desire an efficient and at the same time an economical school system this fact is worthy of consideration. In those States where free text-book laws have been passed only words of praise have been spoken of the system. We will not, in fact, have what we claim, free schools, until we have free text-books. Of all the appliances used in the schoolroom the books are of the first importance, and yet they are the only ones that the parents are required to furnish at their own expense. With free schoolhouses, free desks, free stoves, free fuel, free pencils, pens, paper, and ink, free teachers, and free books, we would have free schools. Aside from the assistance to the teacher, in being able to provide each pupil with the necessary books at the opening of school, thus avoiding much annoyance and delay, the child would be taught a practical lesson by being held responsible for the care of property not his own—a lesson that must be learned sooner or later, and the sooner the better.

THE COMPULSORY LAW.

We have on our statute books a compulsory educational law, which, from the time of its passage, has been a dead letter. The provisions of the law are reasonable and should be enforced, and the question arises, Why is it not done? In my opinion the duty of enforcing it devolves upon too many persons, and no compensation has been fixed for the persons whose duty it is to see that its provisions are

complied with. It is made the duty of the trustees to furnish the principal at the opening of school with a list of the children of school age residing in the district. At the end of each month the principal is required to furnish the clerk of the board of trustees with a list of all pupils that have not attended school during the month; the clerk, after two months, is then required to serve notice upon the parents, and if at the end of ten days the warning is not heeded the board of trustees is required to demand of the parents or guardian the amount of the penalty provided. If such parent or guardian refuse to pay, it becomes the duty of the trustees to commence action in the justice's court to collect the penalty. Thus it will be seen that there is so much red tape about the law that it is rendered impractical and inoperative. The constable in the precinct where the school is located should be made ex officio a truant officer, with a schedule of fees for the performance of his duties, and the principal should be required to furnish him monthly with a list of the children attending school. It should be made the duty of the truant officer to notify all persons not complying with the law, to make demand on parents and guardians for the penalty, and to file action in the justice's court when necessary for all violations of the law. He should be required to give bond for the faithful performance of his duties. If the law can not be amended so that it will become operative, it had better be stricken from the statute books.

CONSOLIDATION OF SCHOOL DISTRICTS.

The formation of so many small school districts is expensive and detrimental in more ways than one. The consolidation of a number of small districts, to be controlled by a board of education, to be elected as our trustees are now elected, with certain requirements and regulations as to the maximum distance apart of schoolhouses, would be an improvement on the present plan. It would be less expensive maintaining the schools and better supervision would follow.

This plan would also settle the often vexing question of allowing children living in one district to attend school in another because more convenient.

ARKANSAS.

[From the report for 1893-94 of Hon. Josiah H. Shinn, superintendent of public instruction.]

LOCAL TAXATION.

The really great question of educational statesmanship is the immediate removal of the limitation upon local taxation. Give the people more freedom in their localities, so that they may the more easily and surely adjust themselves to the demands of their environment. It is no burden to a locality already satisfied with local legislation to permit another locality to use its own means untrammeled and without limitations. Absolute freedom to the district is the perfection of home rule, and we should hasten to strike down any and all limitations upon the right of the home unit to tax itself as it may please. Our educational law thus amended will prepare the way for the widest solution of all school problems and enable our citizens to do for themselves anything and everything that other citizens have done in any hamlet or city of the world.

CERTIFICATION OF TEACHERS.

Third-grade certificates are in excess of all others. The statistical figures following will show that more of this grade are held than of both the other grades together. The statistics, however, indicate a gratifying increase of the number of higher grade certificates, and show that the true professional spirit is increasing. Ever the tribe increaseth that cries, "We are not satisfied with low attainments."

But the condition still exists that there is a large excess of third-grade teachers, even after admitting that there has been a steady decrease of the excess during the last four years.

There are several reasons for this condition. It is undoubtedly principally due to the fact that a large majority of the teachers, especially in the common-school districts, enter upon the work of teaching as a temporary makeshift, and consequently lack that interest and enthusiasm that would obtain if they intended to follow teaching as a permanent occupation. The idea is prevalent in many places that teaching is the only business that requires no antecedent preparation or experience. Hence any ignoramus, equally ignorant of pedagogy and law, may be permitted to practice teaching ignorantly in order that he may get the necessary means for the practice of law intelligently.

Another obstacle to a more general disposition to work for a higher grade certificate is the uncertainty of the teacher's tenure of office. In too many districts the position of teacher is looked upon as a perquisite attaching to the office of director, and is disposed of by him as a reward for some personal, religious, or political favor, the welfare of the children or the success or ability of the teacher being a secondary consideration. While it is true that one director has no more voice in the selection of a teacher than the other members of the board, still in many cases one man assumes the sole control, and, in defiance of law and of the rights or wishes of his associates, selects whomsoever he pleases as teacher. Wherever this condition exists it is soon discovered by the teacher, who gives more attention to securing the personal good will of the director than to personal study.

This is augmented in cities and towns by the political or religious pull which directors have upon teachers, or which the friends and relations of inferior teachers have upon the directory. Political and religious influences, wherever they have been employed in the past for the sole object of placing friends or relations in place, have been the enemies of growth and truth. * * * The greatest rebuke ever thundered against neglect of official duty is too small for those who subordinate the greater interests of the child and of society to the pitiful considerations of favoritism in the selection of teachers. The perpetuity of democracy lies in the successful development of the public schools, and there can be no proper development of these until capable, loving teachers are afforded every child.

Another obstacle, and a very serious one, is the demand by directors for the cheap teacher. "He is good enough to teach my children" is a current expression used by directors and patrons in asking favors from an examiner or superintendent for one lacking qualifications for even a third-grade certificate. Such teachers are dear at any price, and their existence drives many prospectively good teachers into other fields of labor.

So long as inferior field hands are recognized as superior teachers, so long will the third-grade class continue to dominate the other classes in number and influence.

COLORADO.

[From the report for 1893-94 of State Supt. J. F. Murray.]

KINDERGARTENS.

The law which authorizes the introduction of the kindergarten into the public schools of the State gave an important and sadly neglected department of education the encouragement of legislation. The best argument for the kindergarten schools is that they aim at the improvement of our educational system where improvement is most needed, viz, at the foundation.

It is too late to argue for the kindergarten. Everyone agrees that it ought to be, and yet there is much ignorance regarding why and what it should be. Wrong work therein is much worse than no work. It is in no sense a school, nor is it a kind of school. It is not like a school; it is not even a prelude to a school, but rather a getting ready for the prelude.

The kindergarten years are distinctively the social years, and whatever else is or is not done the child should learn the courtesies and etiquette of life so far as they come within his range; but more than this, he should be so trained as to eliminate from his disposition, so far as possible, envy, jealousy, covetousness, tendency to anger, etc.

The kindergarten years are the plastic years of the disposition, and at that time the disposition can be perfected by the eradication of many undesirable traits and the establishment of correct and pleasing tendencies of thought, sentiment, and action. The play must be genuine and not a mere mockery. Children are to do many things by themselves and of themselves as they would do them if unobserved. They are not to play merely by direction as to the time and manner.

Many a child is permanently maimed in disposition and crippled in intellect by being made to walk on crutches by misnamed kindergartens. How many parents can testify that as a direct result of sending a child to such a kindergarten he wanted somebody to "amuse" him all the time. A child is better off out of such a kindergarten with his imagination weaving engines out of pebbles; houses of marbles; villages, cities, rivers, railroads, etc., out of the figures of the carpet, thereby delighting himself in self-entertainment.

The real kindergarten is bright, animated, entertaining, but finds a way to have some of the play genuine, hearty, self-entertaining. The gifts and occupations are mere incidents—the mission is largely with those intellectual, emotional, and volitional activities which right the wrong and strengthen the right in the disposition of the child.

COMMON-SCHOOL GRADUATION.

When our elementary and secondary schools are made stronger, then, and not until then, will there be harmony from the kindergarten up to and through the university.

Each department of the public-school system should be somewhat complete in itself, should give that training which will prepare for society and the duties of citizenship. Higher education can never become popular until elementary and secondary education are strengthened.

When our forefathers established the first schools the prominent idea was the establishment of colleges and universities, as was evinced by the founding of Harvard and Yale.

This tendency led to educating the aristocracy. From that idea we are now swinging to the other extreme, and most attention is being given to elementary education. This is surely the correct position, for elementary and secondary education are intended to specially benefit the masses. In our large manufacturing centers the boys and girls leave school at about the age of 12 years.

The elementary school should be made as strong as possible, for it is the greatest leveler in our society. There is no democracy like that of the common school. Here friendships cross all social lines and make new combinations. The greatest equalizing force which is to-day at work in American society is the common school.

In line with this thought the State course of study has been prepared with special references to the needs of the common school. The department of public instruction is now prepared to furnish a diploma of graduation to each pupil who furnishes the prescribed course of study and passes a creditable examination on all the subjects.

[DIPLOMA.]

COLORADO PUBLIC SCHOOLS.

[Cut.]

"Learn to Think."

BE IT KNOWN, That_____
of school district No._____in the county of_____
has completed the course of study prescribed for the public schools of Colorado.

In testimony whereof this diploma is given under our hands this_____day of_____A. D. 189____

Class of 189 .

_____
County Superintendent.

_____
Teacher.

With but one or two exceptions every county in the State had graduating exercises for the common schools. The department sent suggestive questions for the examination; in most counties these questions were used.

In this way the rural schools have been given a new stimulus. If the rural schools can be strengthened, there will not be that marked tendency of people drifting into the great centers of population. The two great questions before the American people to-day are: "How to increase the efficiency of the rural and elementary schools;" and "The solution of the question of municipal government in large cities." Real wisdom and statecraft will have to be brought to their solution, instead of makeshift policy and politics.

CONNECTICUT.

[From report of Hon. Charles D. Hine, secretary of State board of education.]

TOWN MANAGEMENT OF SCHOOLS.

The substance of the law relating to town management is:

1. The town for school purposes becomes one district. The existing district lines become lines of attendance, and may be changed to suit the exigencies of school attendance.

2. Town officers, called the town committee, manage the schools. The functions of this committee include those of the district committee and school visitors.

3. Schoolhouses become the property of the town.

4. The expenses of schools are paid directly by the town instead of indirectly through the districts.

5. The business pertaining to schools is transacted in town meeting.

It should be noted:

1. Schools are not abolished nor united. Under the general law which applies to all towns the school visitors can close any school and send the scholars to adjoining districts.

2. Schools are managed just as roads, bridges, and the poor are managed—by the town.

3. The town does not assume district debts. Districts can maintain their organization for the purpose of paying debts or the town can by vote assume the debts, but the vote to consolidate does not carry either plan.

In behalf of the town system it can be said:

1. To secure good government we must have a community so constituted as to possess a vigorous independent public life. The towns have such a life. But if a town be divided into ten to twenty fractions, there must be feebleness and not strength, and the conditions of vigorous political activity do not exist. The districts become smaller and feebler from year to year. They have more to do and less ability to do it.

In small communities the selfishness of individuals is not neutralized by the public interest. Average public sentiment does not have opportunity to correct the action of the members. It follows that there is not an intelligent and progressive public sentiment which places the interest of children above all other interests.

To secure good schools the managers must feel a lively responsibility to an intelligent public opinion. Even if public sentiment exist, committees do not regard it, but act in brutal disregard of it. Out of irresponsibility grow up the worst abuses. The office becomes a kind of perquisite and is used for personal ends. By putting responsibility upon a larger community—the town—by enlarging within reasonable limits the scope of public activity, by giving the citizens of the town more to do, the interest in local public affairs will be increased; there will be a watchful and intelligent observation of schools as of other municipal interests. We often hear that town control will diminish local interest in schools, but we never find anybody who asserts that it actually has diminished interest in schools.

Those who wish to give this method a bad name say that it is "centralization." There is no centralization like an irresponsible and incompetent man. If the schools are managed in a small and narrow way, there is a despotism in which children suffer. The town system is a relief and escape from centralization; it imposes duties upon a body of men capable of performing them.

2. In many cases conditions have so altered that the district system is not workable.

The right to regulate the public-school system falls within the power of the legislature. No legitimate modification can be an infringement of private rights however much it may run counter to personal interests and to prejudices. The public welfare, the interests of children, not personal feeling, justly prevail.

The schools which the law has bequeathed to us have fallen out of harmony with the necessities of modern life. The system which was adapted to constantly increasing groups of people in a new country is out of joint where the groups are decreasing and the children few. In the former there might have been need of subdivision, but now the problem is to secure children enough to make a live school and taxpayers enough to maintain it. Many districts have lost their entire school population and others have dwindled to a mere fraction of their former size, and in some towns all have been greatly reduced. Evidently by a union of schools can the children be best cared for.

The exceptional districts in large towns supply no argument against the necessities of these smaller districts. These larger districts have practically sloughed the smaller and weaker districts, and organize and administer their schools independently, just as if they were towns. By their independence and selfish isolation they may secure good schools for themselves, but they impoverish the weaker districts. They subtract a large sum from the aggregate property available for school taxation; they diminish what should be a common fund for the children of the town.

3. Under the town system all children will secure an equality of privileges.

In most towns the money received from all sources is parceled out to the districts with the sole view of maintaining the schools for the time required by law and no

longer. In the same town, one child can go to school thirty weeks and another thirty-six. The line which divides these children is an imaginary and fortuitous one. The law creates it, and thus recognizes and enforces an unjust and hard condition. The town system obviates this inequality of schooling by giving all scholars the same and the longest period of schooling. The plea that there is not money enough to maintain schools for the longest period of time does not mitigate the injustice. In most cases there is money enough to give all children in the same town equal advantages, and a single committee acting for the town can arrange terms of school and places of attendance so as to afford to every child a good school.

But there are, under the district system, more serious inequalities in the schools themselves. On one side of the imaginary line children are well taught; on the other they are not taught at all or are mistaught. On one side their time is wasted and they do not grow at all; on the other they are busy and are improving. There is an injustice which has lasting consequences, and condemns any system or lack of system which favors or permits it.

A single town committee, hiring as well as examining, can definitely reject all who have disqualifications, natural or acquired, for teaching; can assign teachers to such schools as they are especially qualified to fill, and can adjust pay to skill and experience. Thus, the village school and the country school, the graded and the ungraded, can in respect of teaching be on an equality.

Such a united and continuous body can give to all the needed supplies, apparatus, and books. The most deplorable deficiency of all appliances which assist the teacher and arouse scholars is characteristic of isolated schools. In the generously equipped village school the child is introduced to books, allured to reading, and forms the habit of reading. His neighbor not a mile away has no books or aids, and must so far be at a disadvantage and fail. These inequalities exist in the same New England town because the "system" permits no liberal extension of advantages to all.

The district system does not admit of any businesslike, continuous, and steady policy. Committees are chosen for short periods and the changes of teachers are frequent. Committees are not elected because they are fitted to select teachers; they may be conspicuously unfit. They can not, or will not, spare the time to become acquainted with the schools and so judge intelligently of their needs. In the matter of teaching, they are not responsible for the result, though they must furnish the means, and the tendency is to furnish as little as possible. If they have the necessary qualifications, the district which can pay the most can secure the best teacher and the poor district must take the inexperienced and unskillful. Again the children suffer; they are subject to fitful and uncertain effort; they do not obtain an education equal either in quantity or quality to that of their favored neighbors. Such differences are not the natural outgrowth of locality or condition; they are the artificial creations of a dislocated system which makes equal educational advantages impossible.

4. School buildings are better cared for and are better equipped for school work.

Under the district system the district must purchase ground and erect, insure, furnish, and repair the building. The town assumes none of these duties, and can simply compel action by the district when the building is "unsatisfactory." In practice, school visitors wait long before acting, and generally do not act at all.

To make necessary repairs, to obtain needed supplies and conveniences, to keep the rooms in suitable condition, a tax must from time to time be laid. The day of tax gathering may be postponed, but it can not be averted. This fact deters many districts from obtaining supplies and libraries and from making the changes which convenience, good teaching, and even health require. The money must be paid; the burden is borne by small and often poor communities, and frequently presses with greatest weight upon a few. If the few have no interest in the existing school there will be indefinite postponement or niggardly action. With the utmost willingness to pay, the expense of laying a tax is considerable and the labor not small, so that no citizen, certainly no busy and competent citizen, desires to undertake the task, and it is performed, if performed at all, with protest and sometimes with irritation.

That this accurately states the case is evident from the fact that only 122 districts in this State laid a tax in the year last past.

The freedom from district taxation is evidence of the relief from the demands which well-kept buildings make. Depredations are committed, cuts and marks multiply, paint vanishes, glass is broken, until the schoolhouse is the shabbiest, most unclean, most neglected building in the whole neighborhood. The outbuildings are often in a disgraceful condition, and upon both schoolhouse and outbuildings are placards of impurity. The desks are uncomfortable, the blackboards

poor and inadequate, the stove cracked, the windows without shades, and the floor unwashed and perhaps unswept.

An enlightened and interested committee can not supply the deficiencies and make needed changes, but must wait the slow and uncertain action of the district. Moreover, in the course of years under the administration of many men elected for many different reasons, some will not be so solicitous for the preservation of the building as for the construction of some scheme of their own.

The town system has the supreme advantage that it permits and encourages, indeed compels, the town committee to act promptly in the interest of economy and good schools, because neglect of even a single building brings criticism and reproach.

There can be and there is a probability of a steady and continuous care for and improvement of buildings. All parts of the town, and especially the remote parts, equally share in the benefits and constant encouragement which appliances, books, and well-equipped schoolhouses dispense. There is no spasmodic effort, with long lapses of inactivity and neglect; but the committee, being a continuing body, can carry out a policy of wise and liberal improvement.

Schoolhouses, the homes of our children for one quarter of their whole time, can, under the town system, be made permanently convenient and attractive. Besides the interested and steady care there may be external and internal ornamentation on the part of succeeding teachers and classes of children who know that their effort has not been in vain.

5. Town management is economical.

The towns acting under this system spend less for each scholar in attendance than the average for the State. It can not be said that school expenses will be less, but it can be confidently asserted that the same sum will produce better results. The object of the school system is to educate the most children in the best manner in the shortest time, and the town management is the most economical plan of working to this end. Wages of teachers can conform to skill and experience. Supplies, maps, globes, apparatus, books, incidentals, and fuel can be purchased for the whole town at once. Repairs can be made so as to prevent waste. Efficient business management under public criticism and oversight can govern every transaction of school management.

6. Town management offers a well-ordered and effective school organization with control residing in a continuous body.

Control and supervision involve:

(1) Making a plan of work.

(2) Employment of a worker, the teacher, which includes:

(*a*) Ascertaining qualifications and character.

(*b*) Hiring.

(*c*) Paying.

(3) Providing a schoolroom where the work is to be performed and all necessary helps.

(4) Direction and supervision of the teaching.

(5) Judging and testing the result.

School visitors represent the town, which furnishes the money; but they are unable to fulfill the above conditions of control.

They may lay out a course and provide a plan, but they can not designate the person to whom the execution of their plans shall be intrusted. Another and independent officer, unmindful and even ignorant of their plan, sends a teacher for their simple approval or rejection. The officer who selects the teacher is not chosen because of eminent fitness for this duty; he is not obliged to nominate persons of the highest qualifications and character, nor persons acquainted with their plan, or any plan; indeed, he may pass by persons of known or approved skill, and select immature, unfit, and disqualified persons. The examiners are obliged to set the very lowest standard, and thus these unfit and disqualified persons are given charge of the children.

From this separation of selection and approbation arises a brood of evils.

(*a*) The visitors do not have a plan of work nor see that there is classification of scholars according to fitness, nor a course of study, knowing well that they can not secure persons acquainted with their plans or even able to carry them out.

(*b*) There is danger of collision and irritation if any are rejected. It follows that examiners often record the choice of the district, permit the nominee to enter the school for better or for worse, as chance may determine. The visitor has not the initial as well as the final steps to take, and therefore can not be justly held responsible if failure is the outcome. He is among friends and neighbors, and may be accused of officiousness if he insists upon a high standard and thor-

ough preparation. The school must begin, and a tentative or limited license is issued. Thus there is indecision and compromise, and the schools suffer.

(c) There is no steady policy looking to constant improvement of schools. There is a palpable absurdity in first selecting a person to teach and afterwards judging of qualification and character. There is entire rejection of all business principles in separating the employer from the supervisor and final judge of competence. There can be under such a system no continuous policy looking to the steady employment, year after year, of skilled and competent teachers; uniformly good teaching is not possible. The notions, prejudices, interests of the committees, the nominating bodies, will constantly tinge and discolor, if they do not decide, the character of the school.

(d) The visitor can put no tools in the hands of the teacher. If the teacher needs maps, books, apparatus, or material for the school, they can not be supplied by the persons who direct their use. All these depend upon the committee, who do not direct their use, or upon the uncertain generosity of the parents at the solicitation of the teachers. The schoolhouse itself may be so inconvenient that work is let and hindered; it may offend against health and decency; but the visitors can only say that the building is "unsatisfactory." The school may be discontinued if the visitors think public money should be withheld, but this is the extent of their coercive power. Practically they can not determine the conditions under which the work they are expected to supervise is performed. There is generally compromise, and again children are the sufferers.

(e) Visitors can make rules for management, but the disciplining power is in the committee. They may make wise and beneficial regulations, but they can not directly enforce them. This powerlessness leaves teachers without the strong support which comes from knowing where well-defined authority rests.

In fine, real supervision and steady improvement is impossible under such a system. No attempt to control the schools is made. The law recognizes the futility of endeavoring to regulate the process and to improve the quality of teaching by requiring but two visits in a term, and fixing the remuneration for each visit at $2 a day. No one pretends that schools can be kept to any high or even decent standard under such a system. The result can be annually commended or deplored, but no officer, town or district, understands that he is chargeable with success or failure.

7. This vacillating and dislocated system is directly chargeable with absenteeism and irregularity, which have assumed alarming proportions.

Schools are often considered of small importance because they interfere with local interests, and have been tampered with to promote personal ends. They are weakened by constant change of teachers, and perhaps by long-continued poor teaching. It follows easily that parents regard the loss of a day or of a week of trifling importance. No officer feels responsibility nor does authority so certainly reside in any that he can act with courage and fidelity. Hence, parents assert their alleged rights or consult their convenience in sending their children, because they tacitly assume that what is neglected by the public authorities can not be of private importance.

The schools managed as town institutions are of sufficient importance to secure interested care. Those to whom they are committed have a continuous, undivided, and weighty responsibility, and understand that they will be held to public account. Schools because remote do not escape notice, and because small are not treated with contempt. They can not become the schools of the committee or of the teacher, the football, year after year, of petty and unworthy interests. Elections can not be held in loneliness and haste. On the contrary, schools become and remain public institutions worthy of the generous care of every man and woman.

This town system tends to give life to every part of the school work. A standard of excellence can be set up and maintained. There is something besides a perfunctory examination or oversight by visitors, and mere hiring and paying teachers and providing premises by committees. A body of teachers can be organized whose compentency is certain, and who work with ambition because they feel the stimulus of a high standard and wise oversight.

A just and generous management by the town sends a current of vitality through every part of the educational machine, a new bond between the center and the different localities is formed, and isolation ceases to confine and crush the education of children. A haphazard and defective organization is superseded by one which, with continuing life and energy, has a standard and can maintain it. There is coordination, a working together of all the parts to a fit end.

The following-named towns have abolished their school districts:

Andover, 1888.
Ansonia, 1890.
Beacon Falls, 1892.
Bethel, 1888.
Branford, 1867.
Bridgeport, 1876.
Chaplin, 1891.
Clinton, 1869.
Derby, 1893.
Enfield, 1892.
Essex, 1870.
Fairfield, 1887.
Hamden, 1894.
Harwinton, 1890.
Huntington, 1894.
Litchfield, 1880.
Madison, 1889.
Milford, 1875.
New Britain, 1873.
New Canaan, 1893.
New London, 1868.
New Milford, 1893.
Old Saybrook, 1873.
Plainville, 1869.
Prospect, 18—.
Saybrook, 1870.
Seymour, 1866.
Southington, 1893.
Stamford, 1873.
Thomaston, 1875.
Torrington, 1882.
Trumbull, 1894.
Voluntown, 1894.
Washington, 1892.
Westbrook, 1894.
West Hartford, 1887.
Windsor Locks, 1866.
Wolcott, 1887.
Woodbridge, 1891.

WOMEN VOTING.

At the session of 1893 a law was passed providing that "every woman who shall have attained the age of 21 years, who shall be a citizen of this State, or of the United States, and who shall have resided in the State one year, and in the town for six months, and can read the English language, shall have the right to vote at any meeting held for the purpose of choosing any officer of schools or for any educational purpose under the general or special laws of this State."

Under this law 4,471 women voted for school officers in 1893, and 4,117 in 1894. There are approximately 230,000 women of voting age in the State.

EXPENDITURE FOR ROADS AND PAUPERS COMPARED WITH THAT FOR SCHOOLS.

The following table shows the amounts spent for schools, roads and bridges, and paupers in the several towns of Fairfield County for the year 1893-94:

Towns.	Schools.*	Roads and bridges.	Paupers.	Grand list.
Bridgeport	$182,520.21	$60,414.71	$53,510.83	$25,522,181
Danbury	30,420.38	23,828.15	30,183.36	7,327,882
Bethel	7,103.04	1,930.64	2,328.47	1,158,935
Brookfield	1,927.57	2,464.61	633.41	480,930
Darien	3,498.23	2,206.81	3,424.14	1,596,410
Easton	1,917.63	2,078.57	1,137.00	408,145
Fairfield	9,312.71	8,353.64	4,797.72	2,145,545
Greenwich	12,656.10	48,506.89	14,080.05	5,385,464
Huntington	7,273.52	4,207.27	1,864.67	1,481,265
Monroe	1,565.31	1,384.34	579.26	398,215
New Canaan	5,051.44	7,772.71	2,691.27	1,246,332
New Fairfield	1,175.05	1,306.04	901.34	348,136
Newtown	6,027.24	2,732.60	3,245.57	1,563,545
Norwalk	54,090.87	13,234.06	12,030.00	6,461,289
Redding	1,552.50	3,641.29	900.80	518,614
Ridgefield	4,348.51	9,734.18	2,447.99	1,335,417
Sherman	981.70	1,311.70	580.00	345,358
Stamford	72,317.72	38,096.77	18,371.33	9,536,691
Stratford	4,325.73	1,412.84	1,512.05	1,023,940
Trumbull	1,942.36	4,213.11	625.72	597,444
Weston	718.06	1,039.66	412.60	332,069
Westport	3,618.76	6,597.02	3,295.33	2,175,728
Wilton	2,239.83	1,821.14	1,369.02	676,384
Total (23 towns)				72,036,919

*The money paid by the State is not included in the amounts expended for schools. The amounts expended for new buildings are included.

In eleven towns more is expended for roads and bridges than for schools.

In one town more is expended for paupers than for schools.

In seven towns more is expended for schools than for roads and paupers together.

This illustrates the expenses which towns must carry. If the grand lists are justly constructed, the taxation in some towns is heavy. The question is whether the sum expended for paupers might not be diminished and the sum for schools by so much increased.

THE CREATION OF AN EDUCATIONAL MACHINE.

The graded schools have become complex organizations. When each school was complete in itself and children were taught the rudiments of knowledge, teachers were easily obtained and supervision simple. But population has increased, and changes have necessarily been introduced into school management. The simple class organization has been replaced by courses of study requiring a definite number of years for completion. Pupils must enter these classes and conform to the grading; thus larger numbers can be gathered in the same establishment and educated together. With diversified studies, definite classes, frequent examinations, and minute markings there is "system." This system requires teachers especially trained to work it.

The public school in large cities has thus outgrown its original form. The liberty of the teacher has disappeared and regulation by central authority has taken its place. A machine has been created which is expected to turn out scholars with unerring certainty if no time be lost. Children are dealt with in masses. The school system considers very little or not at all the important fact that children are individuals and should not be sacrificed to a system.

Without question, the greater the number of children the less attention can be given to each personally. This implies that the same treatment is good for every child—an assumption which is radically untrue. Children differ widely in physical endurance, power of attention, ability to remember words and their meanings, the power of quickly forming new images, and power of self-restraint. To put them all through exactly the same process is to disregard individual peculiarities. To secure good instruction with due regard to individuals there must be small classes and a teacher for every 25 or 30 children. Unless this is attained the children are sacrificed to system.

School managers are very susceptible to the beauties of a smoothly running educational machine. They are business men, and it is inevitable that they be satisfied with the annual promotions without regard to the process. Teachers, too, observe only the necessity of pushing those who can, by the leveling system, keep the average or above, and thus be promoted. The classes must conform to the course of study.

A proposal to intrust the control of schools to teachers would meet with opposition. To ignore teachers in the management of schools and to commit education to amateurs or retired teachers, or to men wholly engaged in other pursuits, subjects a great public interest entirely to persons not in touch with that interest. Such removal of school management from the influence and advice of teachers inevitably deadens the spirit of those actively engaged in teaching.

One of the most discouraging results of any machinery is that it tends to diminish the apparent necessity for independent and spontaneous exertion on the part of workers. As legal requirements and official activity approach perfection they are more and more easily accepted as final and sufficiently powerful. Many who are capable of doing better fix their whole attention upon and direct their energies to the surest means of satisfying a course of study or conforming to the known hobby of a superintendent.

THE OFFICE OF SCHOOL REPORTS.

In considering schools we must take into account local circumstances and difficulties. They may have been caused by circumstances for which neither the school officers nor teachers nor scholars were to blame. But the office of the agents is to give plain and accurate reports. The fact that peculiar circumstances have contributed to poor schools in a particular locality may excuse the failure but ought not to withhold the knowledge of the imperfections so that they may be repaired. Certainly neither suppression of faults, nor excuses, nor undeserved praise ought to shelter a state of things or a system under which it is possible for this or that local hindrance to render a school inefficient and to waste the time of children.

The business of the agents is not to make out a case either for or against anything, but to report the condition of schools and of teaching as they are evolved under a system, and so to furnish grounds for judging the system. Certainly if everything were represented as hopeful or prosperous, so as to prolong poor teaching or wasteful expenditure, then a delusion is fostered and prolonged, and the children again suffer. The picture should be faithful and vivid and frank.

It is often ungracious to state the truth, but consideration and indulgence for faults, the virtues of the private man easily become the vices of the public servant. We often enter schools where the purpose of the teacher is good, perhaps high, but

she has no knowledge of what to teach or how to teach. It may not be her fault that she is in the school. Here it is easy to bear witness to earnestness and zeal and pass over in silence lack of discipline and total failure of instruction. It is lamentably true that little children are neglected while the teacher is actively employed with the older children, or that the bright children are getting all the attention, while the plodders are wasting their time. It is easy to fasten to the good and to commend it in such cases and suppress the evident failure to fulfill the purpose of the school. Here is a positive and palpable fault, and it should be noted and corrected. A matter-of-fact statement should be made of this, and it should be so stated that it will correct the fault.

REPORT OF AN EXAMINATION OF THE SCHOOLS OF FAIRFIELD COUNTY, BY MR. M. A. WARREN.—DEMONSTRATION OF THE SUPERIORITY OF GRADED SCHOOLS.

To CHARLES D. HINE, *Secretary.*

SIR: The examination of the schools of Fairfield County reveals their need of skilled supervision. That need exists, not only in the rural districts, but in most village graded schools as well. In the rural districts the teacher is wholly unaided; in many graded schools he is practically so. What is needed is a constant, skilled, and kindly authority, which shall direct the teacher, and which shall see to it that each child is regular in attendance, is provided with books, and is receiving adequate instruction. If it be said that such supervision is impossible until the district system be abolished and free text-books provided, the answer is that those objections are details.

Of the 23 towns of Fairfield County, 8 (Brookfield, Easton, Monroe, New Fairfield, Sherman, Redding, Weston, and Wilton) have no graded schools. If to these 8 towns we add such parts of others as are similarly situated (i. e., the rural portions of every other town in the county, Bridgeport and Stamford excepted), we have a territory wherein exists a distinct class of schools working under distinct conditions. Every teacher at work within this territory must do his work unaided. He has no superintendent or principal teacher with whom he may advise. He has no associates with whom he may confer; he has no school library or apparatus from which to get books to make vivid the study of geography and history, or to make plain some elementary law of nature; there are no teachers' meetings. If these schools are good, they are good because the teacher needs no supervision. If they are poor, the question arises, might they not be made better if the teacher were properly supported? Schools of this class, by your direction, are treated separately in this report. Wherever the word "ungraded" is used, it is used to designate schools of this class.

But more remains to be said. The territory called ungraded must be enlarged; for the fact is, that many teachers at work in many graded schools of two, three, or four departments are practically unsupported and undirected in their work. These schools show no better results than schools of a single department. Indeed, many a country ungraded school may be instanced as doing better work than many village graded schools. We must add, therefore, to our long list of country teachers who stand in need of helpful supervision, another considerable number of teachers at work in graded schools whose need of direction is fully as great. When we have made this addition, we shall have a class of workers, about one-half of the total number, who are working without direction.

Fairfield County, then, is divided, educationally, into two distinct portions: (1) That territory within which the children may attend schools taught and managed by a single teacher; (2) that territory within which children may attend schools where the teacher has the direction and support of a skilled supervisor and not unfrequently the direction and support of departmental instructors. The question is, are the children of one territory getting advantages which the children of the other do not have? If so, then the condition of affairs is unequal.

Let us turn to the tables which follow, and in their illumination study that question. Bridgeport is the first town named. Bridgeport, however, has no ungraded schools. Every school in town is conducted by two or more teachers, and must therefore be classed as graded. All teachers follow, more or less closely, a course of study; all are visited by a superintendent and departmental instructors. The next town, and, indeed, the only other town in the county which provides like conditions to every school within its limits, is Stamford. That is to say, in Stamford every teacher, both in city and country, is visited by a superintendent and departmental instructors, follows more or less closely the same course of study, and attends more or less regularly teachers' meetings. In Stamford there are several ungraded schools. If these ungraded schools of Stamford, having had for three or four years the advantages of skilled supervision under town management,

show better results than those of other towns which lack that supervision, what follows? Either that these advantages should be taken away from Stamford, or that other towns should likewise have them. The State is bound to treat all alike.

Let us inquire with what success the schools in question teach writing. Not penmanship, but the ability to express thought. In order to get at the amount and kind of instruction they have received, let us test their familiarity with the technique. Doubtless, the four things of most importance in the art are to know that a sentence must begin with a capital and close with a period; that proper nouns and the pronoun I must be written with initial capitals. Tests of the ability of the pupils to do this were made in all the schools visited. They were made by dictating the six following sentences to be written by pupils:

Does John know which pencil to use?
No, he is writing with Mary's pencil.
The fourth day of the week is Wednesday.
You and I wear shoes.
The scholars all said: "Two and two are four."
Whose knife is this?

As will be seen, there are fourteen chances for the pupil to err; there are six sentences, any one of which begun with a small letter counts a failure; there are four sentences to be followed with periods; there are three proper nouns to be begun with capitals, and there is one instance of the use of the pronoun I. The uses of the interrogation point, the possessive apostrophe, and the quotation marks, some of which are more difficult to master, we are not now considering. Nor do we now consider the spelling.

Turning now to the tabular summary of the town of Stamford, and adding the number of errors on the four points there given, we find, on reducing to the basis of 100 pupils, that, omitting fractions, 47 errors were made. Turning next in succession to the nine towns which have no graded schools, and taking the corresponding figures and submitting them to the same operation, we obtain results which may fairly be called interesting. Monroe, the town making the best showing, has 100 errors to her 100 pupils, or more than twice as many as Stamford. Easton, the town next lower in rank, has 139 failures to her 100 pupils, while the average for the nine towns is 169 errors to 100 pupils. The results, arranged in alphabetical order, are as follows:

Town having supervision of its ungraded schools under town system:	
Stamford	47
Nine towns having none but ungraded schools, and having no skilled supervision (all managing their schools under district system):	
Brookfield	223
Easton	139
Monroe	100
New Fairfield	167
Redding	160
Sherman	207
Weston	216
Westport	152
Wilton	161
Average	169

We must bear in mind that these figures apply in every case to ungraded schools. The only difference between one town and the others is that in the one town the teachers feel the continuous support of a man whose entire business is to see to it that their work brings results, while in the other towns the teachers lack that feeling of support.

I may add, as a matter of interest, that in the graded schools of Stamford the failures are but 22 per 100 pupils.

Even in the same town we sometimes find painful contrasts. There are towns in Fairfield County having one or two graded schools under the care of a supervising principal, and at the same time outlying rural schools which have practically no supervision. The question is, "How do the two classes of schools compare?" In other words, "Are these towns treating all their children alike well?"

Town A has, since it was visited, abolished its school districts and assumed immediate management of its schools. Whether it has as yet placed all its schools under the care of a single skilled supervisor—one who gives all his time to the work—does not appear. Doubtless that step will follow in time. Whatever is said, consequently, of the former condition of the schools is said with this understanding—that possibly the same contrasts are not to be found now.

In Town A was found, a mile or so away from the elegant village school building, a mean little schoolhouse with mean appointments. The desks were of the box pattern and were embellished with carvings, decent and indecent. The teacher made complaint of the great irregularity of attendance, indorsing on one paper, "Five years since he first went to school, but probably hasn't averaged more than two years during that time." Similar statements made concerning other pupils.

Many pupils were unable to write well enough to take the primary examination; only 9 in all attempted it. Out of that 9, 6 failed; 1 did fairly well, and 2 did as well as did pupils of the same age in the village school. Now, if the principal of the graded school, or some other person equally competent, had had for the last half-dozen years charge of the rural school as well as his own, and had done his duty, none of these ill conditions could possibly have prevailed. Irregular attendance would have been investigated; penmanship would have been taught to the little children on convenient desks; teachers would not have been frequently changed, and if they were the same method and system would have gone on unchanged. At all times the teachers would have felt the support of the supervisor.

Let us compare the one graded school of the same town with the ten ungraded schools in the single matter of penmanship. Here and there among the papers of the ungraded schools are to be found papers on which the penmanship is as good as the penmanship on the papers of the graded school, but it is plainly the average of success which indicates the teaching. That average we find to be in the ungraded schools only 35 per cent, while in the graded schools it is 83 per cent. That is to say, that out of 100 pupils in the ungraded schools 35 pupils write currently and legibly, while out of 100 pupils in the graded school 83 write currently and legibly.

Compare the condition of the two classes of schools in this same town with respect to the teaching ability of the instructors. This can be done with some exactness, for note was made of the language, manner, cheerfulness, education of the teacher; note also was taken of the appearance of the pupils, the conveniences and condition of the schoolroom and school buildings, and all with reference to the question whether each child is getting his rights. How, then, are the children of this town being treated? Are they all getting their rights, and are their rights equally respected in the two classes of schools?

The teachers of neither class of schools in Town A were faultless. There is this difference, however—the 9 teachers of the supervised school know what they are aiming at, while the 10 teachers of the unsupervised school have never yet heard that there is anything at which to aim. That is simply saying that the 9 teachers are directed in their work, while the 10 teachers are working without direction. It is also saying that the time of the 500 children in the graded school is put to a fairly good use, while the time of the 200 children in the ungraded schools is almost wasted.

Descending to particulars and studying the written descriptions of the work being done by each teacher in Town A, we find these things noted to praise and criticise of the graded school: Some of the teachers lack cheerfulness; of one it is recorded that the order was not very good and that she seemed to have too much the idea of assigning and hearing lessons; yet all were hard at work and some were models; of the entire establishment it would be said that it is a good school; the order in passing through the halls was good.

Coming now to the description of the work of the teachers of the ten ungraded schools, we find it said of only one that her work was fair; that one is a graduate of a Massachusetts normal school. All the rest were "hearing lessons;" they were not teaching. Two were waiting with a sweet patience for the children to learn their lessons; one was absent "necessarily"—taking examinations, it was reported, in a professional school, while his younger brother, a boy of about 17, was going through the routine. To several classes which read perfunctorily from texts in history or physiology no instruction was given either on the subject-matter or on the reading, except possibly the mispronunciation of a word; in only one or two instances was there shown ability to express thought with a pen; the penmanship, as has already been said, averaged very low; the air was stifling; the outhouses would better be left undescribed. Perhaps the one worst fault of the ungraded school is the neglect of the little children.

Town A, then, divides her children into two classes. The one class she houses in a fine brick building; warms them with steam heat, provides them with comfortable desks, provides them with good teachers, makes every surrounding such as would have a good influence upon children, directs a supervising principal to look after their rights. To the other class, with inconsiderable exceptions, she gives no one of these advantages. Moreover, if a little child, as he sometimes does, attempts to cross the line and to smuggle himself into the graded school, he

is driven back again. Wickedness like that does not long go undiscovered in Town A. And these two classes of schools are under the direction of the same school authorities, are discussed in the same annual town report, and are maintained by the same tax-paying citizens.

The teaching of arithmetic.—In every school tests in number and arithmetical problems were given, and made in five divisions, the first three being trials of mental ability, the last two consisting of written work. They were as follows:

Mental, { 1. Memory work. 2. Fractions. 3. Number stories.
Written, { 4. Fundamental operations. 5. Problems.

* * * Good results should follow the teaching of arithmetic. There is but one other subject to which so much time is given in our ungraded schools, and no subject on which more care is bestowed in our best graded schools. In our country schools arithmetic is a fetish; no subdivision of the book and no problem in the book may be omitted; "to go through the arithmetic" is the ambition of the child and the ambition of the parent for the child. The time given to this subject and to the older pupils who are pursuing it is a rank robbery of the younger pupils who need to be taught to read. Let us see, then, what results follow the teaching of a subject to which so much care and time are given.

In the memory test we find the average failure per 100 to be 17 for the graded and 27 for the ungraded schools. The following table shows how many out of every 100 failed:

Town.	Graded.	Ungraded.	Town.	Graded.	Ungraded.
Bridgeport	17		Newtown	24	38
Danbury	15	28	Norwalk	16	
Bethel	13	8	Redding		23
Brookfield		16	Ridgefield	10	18
Darien	9	14	Sherman		45
Easton		35	Stamford	11	20
Fairfield	45	31	Stratford	9	21
Greenwich	10	20	Trumbull	19	47
Huntington	18	30	Weston		24
Monroe		25	Westport		36
New Canaan	17	32	Wilton		17
New Fairfield		36			

The failures per cent on the eight problems of the easier examination are as follows:

Town.	Graded.	Ungraded.	Town.	Graded.	Ungraded.
Bridgeport	38		Newtown	45	52
Danbury	23	46	Norwalk	31	
Bethel	43	63	Redding		54
Brookfield		49	Ridgefield	22	56
Darien	24	41	Sherman		63
Easton		47	Stamford	29	38
Fairfield	58	47	Stratford	32	55
Greenwich	38	48	Trumbull	26	62
Huntington	34	49	Weston		44
Monroe		49	Westport		55
New Canaan	39	62	Wilton		35
New Fairfield		53			

Other comparisons may readily be made from the tables. The conclusion that can be drawn is that arithmetic, in the sense of following the book, is not wholly a failure in the graded and ungraded schools of Fairfield County, but that, in a higher sense, the teaching of arithmetic in both the graded and ungraded schools comes far short of doing what it ought for the child. Our teachers follow the book, they study "methods" and "devices," but they do not study the child. Whether the subject to be taught bears any relation to knowledge already the child's; how to fasten the new to the old so as to make the old completer and the new welcome; whether this subject would not be better omitted and that taught rudimentarily; how to secure drill on the tables until the memory work be completely

done; how to so treat this lesson as to clarify and not to obscure the child's judgment—questions like these do not seem to disturb the great majority of our teachers. To illustrate:

One of the tests given was this question: What is the interest at 5 per cent of $300 from to-day to January next? Ought not a moment's thought to show to any child that the answer could not possibly be more than $15? If the question be asked in March, are not the remaining months eight? Are not the remaining eight months two-thirds of a year, and consequently must not the result be about $10? When an estimate like that is so easily formed; when the power to form it gives its possessor such conscious strength and is of so much more value than mere figuring, then a failure to teach it is a failure to teach arithmetic.

Absurd answers to that question come from graded and ungraded schools alike. Nor will they ever cease until, by the exclusion of useless subjects and intricate problems, bookwork is reduced one-half and time is gained for the teacher to teach and for the pupils to grow.

The teaching of reading.—Of every child we say, at some point in his career, that he has learned to read. We do not mean, when we say it, that he can read everything; we mean that he readily understands what he sees on the page, provided the thought be within his comprehension.

For what is reading? Reading is the gathering of thought from the printed or written page. The one condition on which the eye continues to gather is that the mind continues to enjoy. Reading matter must therefore be fresh. The child should read many books after he has learned to read. In one school in the State the number of books read within a year was 50; but that school is not in Fairfield County.

Oral reading must not be neglected in our schools. Much drill on a few pieces and some drill on many others is necessary; but such drill is not reading; it is an exercise in elocution or articulation; real reading is the mastery of the printed page; it may be silent or oral; usually it is silent.

All teaching of reading is therefore easily divisible into two parts: (1) teaching the child to read, and (2) guiding him in his reading. The first part should be accomplished with the average pupil in a comparatively short time. Bright pupils have learned to read within a year and within even less time. As to how this first part of the work should be accomplished much has been written and more said. The tabular statements which follow will declare in a general way how it is done in Fairfield County. No comment is made upon those tabular statements; attention will be limited to the second part of the work—the guidance of the child after he has learned to read.

When the child has once learned to read, it is plain that he should be encouraged to read, that he should be guided in his choice of books, and that he should be encouraged to talk about books. Thus do we inform his mind and cultivate his judgment and taste. Next to the teaching of morality this work is the most important the teacher can do for the child. Every child in these days of cheap books has a right to be so guided. The poorer the home of the child the greater the obligation resting upon his school. The question is, How much of this work are the schools of Fairfield County doing? The answer to that question is, The graded schools are doing something and doing more and more; the ungraded schools are doing nothing, nor do they see the need of doing anything.

In every school in Fairfield County the question has been asked whether any attention is given to silent reading. Answers to that question will be found in tabulated form in the pages which follow. In this connection inquiries were also made as to whether any books for class reading supplementary to the authorized reader were provided. If there were a district library, a catalogue was secured, and inquiries were made as to the use and condition of the books. Catalogues of Sunday-school libraries and the town library, if any, were, when possible, secured. The practical summary to all these inquiries is this: In the graded schools something is being done to direct the reading of the child; in the ungraded schools such direction is unknown.

What is done to teach reading is well illustrated by the children themselves. If a visitor ask to hear reading, the children begin to search for their reading books. These books have been traversed again and again; they yield no further information or enjoyment; much of the book, perhaps, is known by heart; yet the children expect to "read" from these books; they would think it not a little unusual and perhaps unfair if asked to read from another book, although that other book were well within their powers. No doubt a single book well mastered, and until mastered, is necessary while a child is learning to read; no doubt single pieces in a single book should be well practiced for elocutionary and enunciatory drill after the child has learned to read; the point is that neither is reading, and

that in this sense very little real reading is taught in our country schools and not enough in our graded schools. It seems to be thought no part of the teacher's duty to lead the child to read after he has been taught to read.

Whenever a defect in school work is pointed out there is always at hand a ready reply: There is no time to do differently. That reply is not, however, applicable here. Unless it be arithmetic, there is no subject to which more time is given. The average child spends four or five years in school, the largest share of which time is given to reading. Clearly it is not time which is wanting here. What is wanted is somebody to surpervise who shall get books somehow and encourage and show the teacher how to use them.

Of the graded schools of Fairfield County (not now including those of Bethel, Darien, Norwalk, or Ridgefield), those of Bridgeport and Stamford seem to be doing most to teach real reading. This is not saying that other towns are doing nothing; it is saying that these towns are doing something. In Bridgeport, for example, books are regularly passed on from school to school by direction of the superintendent. At least two school principals have bookcases in their rooms within which to store books borrowed from the free town library. In Stamford the principals give entertainments to secure funds for the purchase of books and periodicals. The spirit prevailing in the last-named place is illustrated by the remark of one of the principals, who said, "I owe my start in life to a teacher who loaned me a book, saying, 'I think you will like to read it.'"

We have now briefly passed in review the schools of Fairfield County with respect to their success in teaching reading, writing, and arithmetic. Schools which do not successfully teach the three R's can never be called good. We find that most supervised graded schools are teaching these three branches well; we find a few unsupervised, ungraded schools here and there which are doing good work. We do also find that many graded schools of two or three departments which are practically unsupervised, and most ungraded schools which are wholly unsupervised, are doing very poor work. We find, moreover, that almost all teachers of the latter class are grateful for suggestions, and we find reason to believe that all who are worthy to continue their work would welcome the aid which competent supervision would furnish. The question is, Ought not the State to furnish such helpful supervision, and at once?

M. A. WARREN.

DISTRICT OF COLUMBIA.

[From the Report for 1893-94 of Supt. W. B. Powell.]

FREE TEXT-BOOKS AND SUPPLIES.

Cost of all books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,605	$5,748.43	$0.718
1893	8,076	2,163.90	.268
1894	8,446	3,175.17	.375
SECOND GRADE.			
1892	5,814	3,385.01	.582
1893	5,904	1,883.16	.318
1894	6,014	2,738.26	.455
THIRD GRADE.			
1892	5,390	6,480.37	1.202
1893	5,223	2,555.83	.489
1894	5,153	2,651.40	.514
FOURTH GRADE.			
1892	4,877	9,165.19	1.879
1893	5,011	2,549.24	.508
1894	4,776	2,460.98	.515
FIFTH GRADE.			
1893	4,357	9,835.50	2.257
1894	4,602	3,037.87	.660

Cost of all books and supplies, etc.—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
SIXTH GRADE.			
1893	3,548	$15,407.45	$4.342
1894	3,598	2,922.79	.815
SEVENTH GRADE.			
1894	2,986	15,738.94	5.271
EIGHTH GRADE.			
1894	2,570	14,594.87	5.678

Tables showing the cost of books, by grades, for each year.

FIRST GRADE.			
1892	8,005	$3,954.95	$0.494
1893	8,076	134.84	.017
1894	8,446	501.36	.059
SECOND GRADE.			
1892	5,814	1,793.70	.308
1893	5,904	48.65	.008
1894	6,014	493.28	.082
THIRD GRADE.			
1892	5,390	4,209.92	.781
1893	5,223	207.24	.040
1894	5,153	507.56	.098
FOURTH GRADE.			
1892	4,877	7,670.16	1.573
1893	5,011	249.87	.049
1894	4,776	489.27	.102
FIFTH GRADE.			
1893	4,657	6,684.67	1.533
1894	4,602	346.50	.075
SIXTH GRADE.			
1893	3,548	12,796.60	3.606
1894	3,598	768.74	.216
SEVENTH GRADE.			
1894	2,986	14,108.90	4.725
EIGHTH GRADE.			
1894	2,570	13,143.70	5.114

Cost of supplies and of miscellaneous expenses, by grades, for each year.

FIRST GRADE.			
1892	8,005	$1,793.00	$0.224
1893	8,076	2,029.06	.251
1894	8,446	2,674.81	.316
SECOND GRADE.			
1892	5,814	1,591.31	.274
1893	5,904	1,834.51	.310
1894	6,014	2,239.98	.372
THIRD GRADE.			
1892	5,390	2,270.45	.421
1893	5,223	2,348.59	.449
1894	5,153	2,143.84	.416
FOURTH GRADE.			
1892	4,877	1,495.03	.306
1893	5,011	2,299.37	.459
1894	4,776	1,971.71	.413

Cost of all books and supplies, etc.—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIFTH GRADE.			
1893	4,357	$3,150.83	$0.724
1894	4,602	2,691.37	.585
SIXTH GRADE.			
1893	3,548	2,610.85	.726
1894	3,598	2,154.05	.599
SEVENTH GRADE.			
1894	2,986	1,630.04	.546
EIGHTH GRADE.			
1894	2,570	1,451.17	.564

It will be seen that a large portion of the appropriation is used for materials that perish by first use—paper, ink, etc. This portion of the expenditure is made larger by the fact of much independent work on the part of the child. Didactic teaching has been almost eliminated from our processes on the part of the teacher, and memoriter work on the part of the child. The pupil being expected and trained to help himself, must have materials upon which, and tools with which, to work.

The small per capita cost of books, that do not perish by first using, is noticeable, and is an evidence of good management and conscientious discharge of responsibility on the part of our teachers and a gratifying care on the part of the pupils. The per capita cost was less than it will be in the future, though I believe it will never be a very great deal more than it is shown to be in this report. The per capita cost of books in the seventh and eighth grades appears to be large. This is because the cost last year was for first introduction of free books in these grades. As these books will wear out gradually, the annual per capita cost in these grades will be but a small fraction of that shown above for the past year, although it will undoubtedly be much larger than the annual per capita cost for the grades below.

The estimated cost for free text-books for the school year ending June 30, 1896, is $5,000 larger than that already appropriated for the year ending June 30, 1895. This additional amount is made necessary because there will be considerable increase of loss occasioned by wear and tear incident to three years' use of books in the fifth and sixth grades and of two years' use in the seventh and eighth grades. In addition to this, provision must be made for the growth of the schools.

It must be seen that to the community at large the cost of text-books when furnished by the authorities and cared for by the administrators of schools is very much less than when pupils buy their own books to be cared for mainly at home.

It has been our custom to destroy books in use by pupils in families where contagious diseases have been developed while children from such families have attended school. The loss of books thus occasioned has been relatively inconsiderable, however, whereas it is believed that the spread of contagion has been to a large degree prevented. In this matter the school authorities have acted in most cases on the advice of the health department of the District.

Every consideration of economy, whether relating to the conduct and management of schools by the instructors or to the convenience, welfare, and advancement of the children, warrants the belief that the furnishing of books and supplies is wise and the continuance of the same advisable.

FLORIDA.

[From the report for 1893-94 of State Supt. William N. Sheats.]

COMPARATIVE RACIAL STATISTICS.

The remark is now often heard that the negroes make better use of public-school privileges than the whites; in fact, some go so far as to allege that they get the benefit of the greater part of the school fund. The statistical totals, and more particularly the items recorded in the tables, show that such is not the case.

Not only a much larger percentage of white children of school age enter the schools, but the facts show that those entering attend more regularly than do the negro children.

The fact is also brought out that the average number of pupils to the negro teacher is much larger than the average number in charge of white teachers. This is partly due to the fact that the tendency of the negroes is to congregate in villages, cities, and densely populated neighborhoods, making it easy to assemble large numbers of children in schools, and is partly due to the difficulty of obtaining as yet a sufficient number of suitable teachers for their schools. On the other hand, the whites are scattered over large areas of sparsely settled country districts, and their schools are from necessity small. The above fact also accounts in part for the difference in the relative cost per capita of the two races in some sections of the State, it being granted that it costs less to provide teachers and facilities for educating a large number of pupils in one school than the same number in several small schools.

NEGRO EDUCATION.

It is due to the negroes to say that they are manifesting, in the main, as commendable ambition to obtain an education as any race in like social and financial conditions anywhere in the world. While the great body of them do not appear as eager for an education as when the doors of the schools were first thrown open to them, still many are laboring and sacrificing to obtain a degree of education far beyond that which at first satisfied their ambition; namely, to scrawl and read, after a fashion. It may be truthfully said that no appreciable number of intelligent whites begrudge them their educational advantages, but that taxes are cheerfully paid to give them school privileges. This will continue to be the case if their unwise friends will not intermeddle, but permit them to be educated as the people are willing that they should be, in their own schools separately, without any efforts at coeducation of the races. Any effort to enforce mixed education of the races as it obtains in many of the States would forever destroy the public-school system at one swoop, and cause the whites to abandon all efforts at their education. The efforts Northern benevolent associations are making in this State to educate a few of them in schools with the whites are exceedingly exasperating to the negro's Southern friends, who bear the burden of their education; and in the aggregate, such help ends in harm to the race. The truth is, the race has too many loving guardians.

For the most part, there is no discrimination against them in school matters; they are given as nearly equal advantages as under their present conditions they are able to make use of or to materially appreciate. Negro teachers are paid as liberal salaries as teachers of similar qualifications receive anywhere in the United States.

There are quite a number of prominent negro educators getting splendid salaries, that are working industriously to advance the intellectual and material welfare and progress of their race. Many others are constantly fitting themselves for a better grade of work, and as a result they are receiving constantly increasing salaries.

If the present examination law is wisely enforced, the time is not far distant when there will be a much better grade of negro teachers than has heretofore existed, and the advantage will be that their race will get more value out of their schools. Some schools may go untaught for a time, but this need cause no alarm, and it will end in gain rather than a loss; as they would be much better not taught at all than taught by such teachers as are too often obtained.

There is no necessity for making exceptions in school laws for the benefit of negro teachers; only be firm and they will very soon work up to required demands. In order that they may be encouraged to properly fit themselves to do the teaching of their race, and to prevent the worthy from being crowded out by others with an overweening desire to have a share in their education, it is our judgment that the time has arrived when a law should be passed protecting the educated negro in the right to teach his own race. They are fully able to stand alone in this respect.

I have the temerity to ask the legislature to enact a law prohibiting, in both public and private schools, any but negroes from teaching schools for negroes, excepting in the matter of normal instruction to their teachers in institutes and summer schools.

The race is prevented by constitutional and statutory provisions from intermarrying or attending schools with the whites. Why not give them some exclusive privileges?

I would at the same time fortify the statute preventing amalgamation by mak-

ing it a penal offense to teach whites and negroes in the same schools in either public, private, or benevolent institutions. I request this as an act of friendship to the race, to shield them from the folly of some of their friends.

The sentiment of the negro and his race pride, which it is especially desirable to develop, is strongly opposed to having white teachers placed in charge of their schools, and they do not seek coeducation of the races.

NUMBER OF SCHOOLS.

While there has been an increase of 36 schools during the past two years, I would have been equally as well pleased to have reported no increase. The policy of this administration has been better schools, and fewer, if necessary to produce that result. Finding that too much satisfaction had been taken in the number of schools rather than in their quality, and that school funds and efforts were being greatly dissipated and neutralized by the establishment of too great a number of small schools with weak teachers, the tendency being toward still greater subdivision, to satisfy unthinking patrons, early in my term of office a circular letter was issued counseling school boards to adopt the policy of reducing rather than of increasing the number of schools, unless absolutely necessary to give school privileges to youth of school age.

The object of this policy, of course, was to leave more fund for each school, that a better grade teacher might be employed for a longer time, and not, as some suppose, to deprive any of school privileges.

It is honestly believed that it would be far better for every child in the State to be compelled to walk from 1½ to 2 miles to school, and, after it gets there, to receive instruction from a true teacher, than to multiply the schools beyond the ability of the fund to reach competent teachers and secure a walk of half a mile or less for half of the children of the State in reaching a poor school. Twenty years ago children thought nothing of walking 3 miles to school. It is too often the case that requests to subdivide or to create new schools have as their real foundation, not the chief interests of the children, though the children are placed first in the plea to secure favorable action by boards, the real object being to provide places for friends and kin-people of the patrons petitioning.

The policy contained in this circular letter to school officers was afterwards indorsed and promulgated by the State board of education.

The reported efforts of these officers in various counties to prevent the multiplication of schools and to reduce their number by combining, where possible, 2 and even 3 schools into 1, led to the belief that the number of schools would be rather diminished than increased. The reported disestablishment of old sites where they had been ill-advisedly or too nearly located for the prosperous conduct of schools, led to the same belief. So it is more a matter of surprise than of gratification that the statistical tables really show the number of schools increased 36 during the year 1893–94, since the fact was published five years ago that a school was within reach of every child.

NEW GRADES AND FORMS OF TEACHERS' CERTIFICATES.

The legislature of 1893 created six grades of teachers' certificates in lieu of three grades in existence prior to that time. Two of the latter, called second and third grade certificates, were issuable in the county on annual examinations, and good for only one year; but the annual-examination provision was faithfully carried out only in a very few counties. The other was called a first-grade or State certificate, good for five years, issuable on examination in the high-school course of study, but oftener granted on recommendation and renewable upon request; hence it was practically a complimentary life certificate, with the privileges attached to it very much abused.

The six certificates created by the last legislature are divided into three county grades and three State grades; the county grades are known as the first, second, and third grade certificates, issuable only upon examination held in the county as prescribed by law, on set days and on branches specified by law, the questions being prepared in all cases by the State superintendent of public instruction. They are good for three, two, and one year, respectively. The average required for the first grade is 80 per cent, with no grade below 60, on each of the following 14 branches: Orthography, reading, penmanship, arithmetic, English grammar, geography, United States history, physiology, composition, theory and practice of teaching, algebra, physical geography, bookkeeping, and civil government. This certificate is good in any part of the State if indorsed by the county superintendent where presented.

The second and third grade certificates differ from the above: (1) In being good for two and one year, respectively, and only in the county where issued; (2) in requiring examination only in the first 10 of the above branches; (3) the second requiring a general average of 75 per cent, with no grade on any branch below 50; the third grade requiring an average of 60 per cent, with no grade on any subject below 40 per cent.

The three grades of State certificates are known as the State, life, and primary life, all good in any part of the State. The State certificate is issuable only upon examination by the State superintendent on the 14 branches required for the first grade, with examination on the 10 additional branches: Geometry, trigonometry, physics, botany, zoology, English literature, general history, mental science, rhetoric, and Latin. The general average grade required is 85 per cent, with no grade below 60 per cent. This certificate is good in any part of the State for a term of five years, and not issuable to one who has not taught at least twenty-four months, eight of which must have been successfully taught within the State.

The life certificate, as its name implies, is good for life within the State, and is issuable, without examination, only to eminently successful teachers who are indorsed in a prescribed way and have taught at least thirty months in this State under a State certificate.

The primary life certificate is good for life, and, as its name further implies, is good only in the primary department of regularly graded schools, and is issuable only to eminently successful primary teachers who have received special training in kindergarten or primary work, and who have taught successfully for three years in this State.

THE STATE UNIFORM EXAMINATION LAW.

With an experience running through twelve years as county superintendent of schools, and from frequent and close contact with the leading teachers and school officers of the State at annual gatherings and other times, I had become firmly convinced years ago that the chief defect in our public-school system was the loose manner in which teachers were selected, and the evident lack of regard paid to qualifications of teachers, and the almost entire absence of any form of examination that could be called such in many of the counties.

In short, the great need of the system was not only a corps of better qualified teachers, but a band of acquiring, researching, and growing teachers, not satisfied with present attainments, but keeping step to the march of progress in educational movement all over the country. I felt that the standard of the ideal teacher was entirely too low in every respect. Consequently, upon assuming the duties of the office of State superintendent of public instruction, I conceived it to be my duty, as I was capable of seeing it, to inaugurate some system of examination that would improve the scholarship of the teaching force, which, to say the least, is one of the fundamental essentials to a successful teacher. I felt that the whole force needed to be set to work again. To do this successfully, I realized that the matter of examination would of necessity have to be taken partially out of the hands of local authorities, often incapable, in point of education, of properly conducting them, and too often biased in their judgment of the fitness of candidates to teach by questions of necessity, relationship, politics, personal advantage, spite, or other influence.

I had realized by actual experience the force of the truism, "As is the teacher, so is the school," and, from witnessing the magic influence over a community of a qualified, earnest, and enthusiastic teacher, I had reached the conclusion that the welfare of the State and its future citizenship demanded a larger body of the same kind.

There was too little distinction recognized between the different grades of teachers and too great disparity in the requirements for the same grade of certificates in the few counties in which anything like examinations were held. It was apparent that if there was to be anything like a State school system in fact as well as in name, the mode of examinations and the requirements in the same could not be left to the caprice of county school authorities, even as good as some were.

The fact is admitted that up to this point the State had made wonderful progress in the matter of education, and had many teachers of which any State might feel proud, and it was earnestly believed that this class were broad and patriotic enough to be willing to sacrifice something of personal pride or gain in any efforts that might be made to elevate the whole body of colaborers; especially since, under existing state of affairs, such teachers were neither in the matter of salary nor in recognition of their qualifications, sufficiently differentiated from the gen-

eral mass. As a result, proper incentives to progressive study and the attainment of a high grade of qualification were lacking.

So to provide both for the present need and future growth of our public-school system, I drafted and presented to the last legislature a bill providing for a system of State uniform examinations, embodying the general features of the system which I, as county superintendent, had for years been successfully operating in Alachua County. This is essentially the same system as was first put into operation in the State of New York, afterwards in Indiana, thence rapidly passing into many of the leading States educationally in the Union; and is destined to become in the near future the universal method in the United States. The bill, with but little opposition, passed both houses and became a law by the signature of the governor June 8, 1893.

MAIN FEATURES.

That part of the bill providing for the different grades of certificates has already been mentioned. It provides for two annual examinations, to be held the first Tuesday after the first Monday in May and September of each year, lodging with the State superintendent authority to order examinations on other dates for any county or counties, when necessity to him seems apparent.

All questions for these examinations are prepared by the State superintendent and by him transmitted under seal to every county superintendent, who in each county is the examining officer.

A uniform method of procedure is prescribed for the details of the examination. The papers of the candidates are all prepared in the presence of the county superintendent or his assistant, and, unmarked as to authorship, are deposited with the county superintendent and by him numbered to denote authorship, and turned over to a grading committee composed of three teachers selected from the best by the county school board. This committee grades the papers, whose authorship is unknown, and their own personality is supposed to be unknown to the examinees. The work of this committee completed, a gradation sheet containing the grade of each examinee, who is denoted by a number, on each branch, is delivered to the county superintendent, who under conditions prescribed issues certificates therefrom.

So far as it affected county certificates this law met with little opposition on the part of intelligent teachers, conscious of their ability to stand the examination. In fact, it was heartily indorsed as being fair; and was favorably received because it abolished the heretofore annual examination by giving longer term certificates, offered an increasing premium to competency and progress, and drew a sharper distinction between the various grades of qualifications.

It provided for a system of State certificates articulating with the system of county certificates and based like them upon written examination, so far as the first one is concerned, but unlike them in that successful experience in teaching for a number of months, a part of which must have been in the schools of this State, is precedent to eligibility to one of these certificates, and in that with continued success and growth as a teacher they may terminate in a professional life certificate without further examination. The whole system is progressive in every respect from the lowest to the highest grade of certificate.

OPPOSITION TO THE LAW.

Like all pronounced reforms, especially in school matters, this law met with its share of opposition on the part of the class from which it was naturally expected, and more particularly because it contained a provision which canceled several hundred unexpired five-year certificates. (They were five-year ostensibly, but, as custom had run, in reality perpetual certificates.) These certificates had been scattered so profusely and indiscriminately over the State that they had become worthless as signifying teaching ability or even scholarship.

While worthily held, of course, by all prominent and leading teachers, still hundreds of inexperienced boys and girls and incompetent older teachers had managed to intrench themselves behind this safe protection, forming a dangerous gangrene about the vitals of our educational body. This had to be reached.

It would have been a pleasing task, had it been possible, to have framed a law that would, while effectually reaching the latter, have recognized and protected the former; but to reach the deep-seated disease it was found necessary to cut through some good sound flesh. None regretted this more than myself.

Opposition on the part of a certain class was anticipated and fortified against, as the history of the law shows it to have met such in every State into which it has been introduced. Vampires on the body politic always make a death struggle when their hold is loosened.

Opposition to the law has everywhere, however, soon died away, and in many cases its most violent opposers in the beginning have become its most ardent advocates in the end.

The opposition in this State was never so extensive nor consequential as the public was led to believe from the amount of noise made by a few concerted and in many cases wholly unworthy opponents, operating in ambush under a nom de plume or through the pen of an irresponsible newsgatherer. The opposition in general grew out of motives of a personal or selfish nature, and such as was from worthy and conscientious sources was confined to a very few as compared to the whole body of officers and teachers.

In the three or four counties where this opposition was appreciable, it was readily traceable to two or three persons of influence in school positions, and if it were just to deal with motives even these might be stated.

Given time and faithful execution, the law will fully vindicate its wisdom and verify to the fullest extent the promises and fondest hopes of its friends, and accomplish for our own State what is claimed it has done for other States in which it has been tested.

It is unnecessary to repeat and to refute here the many charges made against it as being inoperative, impossible to put into execution, and the like, by those hunting some way to evade it. We have only to report that the impossible has been accomplished and the system is everywhere in operation and working smoothly and harmoniously, the slight friction incident to the starting of new machinery having almost or quite disappeared.

It is admitted that a missing link or two in the law had to be supplied by official interpretation. These were promptly furnished and there was not the least difficulty found in putting in operation the provisions of the law in seven-eighths of the counties of the State. In the one-eighth, it existed more in the imagination and obstinate blindness of those charged with its execution and who were at the same time hunting grounds for evasion.

EVIDENCES OF APPRECIATION OF THE UNIFORM LAW.

In order to be able to acquaint the legislature with the practical workings of the law after a few months' operation and to disprove the predictions of some of the opponents of the law, on November 25, 1894, a circular letter was addressed to the county superintendents, soliciting information with regard to the number of certificates issued under the new law, in which the following questions were submitted for answer:

1. How many of the failures to obtain certificates do you regard as unfortunate for the educational interests of your county?
2. How many of your regular and efficient teachers failed to apply for examination under the new law?
3. How many of these efficient teachers failing to apply do you think were driven out of the profession by the new examination law?
4. To what extent and in what direction have the educational interests of your county been affected by the uniform examinations?
6. Have the places thus made vacant in the ranks of your teachers been filled by better or by worse material?
7. How do your teachers this year compare with those of the year previous in general qualification and interest in school work?
8. Have you always heretofore been able to open all your schools, at the beginning of the school year, with satisfactory teachers?
9. How many schools of your county will not be opened at all this year on account of insufficiency of teaching force?
10. How does the popular interest in public education in your county this year compare with that of the year previous?
11. From what you have seen of its practical workings, what do you think will be the effect of the uniform examination law if faithfully and discreetly executed?
12. Do you favor or oppose uniform examinations? Give your reasons for your answer.

PLENTY OF TEACHERS.

From information thus elicited, it appears that in the regular examinations in May and September, and the special examination of October, there were 2,829 certificates issued, 280 first grade, 1,209 second grade, and 1,340 third grade—a sufficient number to enable every school in the State to be taught during the year, when we take into consideration the fact that 280 of these teachers are not circumscribed by county lines and may teach two or even three schools.

THE LAW IN OPERATION.

To the questions above submitted, the superintendents answered as follows:

To Question No. 1—32 answered, "None;" 2, "Not one;" 2, "Not any;" 1, "Possibly none;" 1, "Can't say;" 2, "One;" 1, "Two;" 1, "Three;" and 1, "Four."

To question No. 2—21, "None;" 1, "None, a few school keepers;" 1, "Few, if any;" the rest reporting from 1 to 9, 75 in all, as failing to apply.

To Question No. 3—22, "None;" 1, "None, they never were 'in it;'" 1, "Few, if any;" 2, "Do not know;" the rest reporting from 1 to 12.

To Question No. 4—26 expressed great satisfaction at the results, answering as follows: "Better teachers by 50 per cent;" "Teachers feel their profession protected;" "Gives us more competent teachers;" "Greatly beneficial;" "Considerably for the better," etc. Eleven saw no appreciable difference; 5 expressed disapprobation in the following language: "Causes dissatisfaction among patrons;" "Closed a few schools;" "A temporary set-back;" "Good teachers were lost;" "Hurts small schools."

To question No. 6—27 answered, "By better material;" 8, "Equally as good" or "about the same;" few noncommittal, and 1 said, "Worse."

To Question No. 7—36 expressed a gratifying showing as follows: "Decidedly better;" "Better qualified;" "More interested;" "The best we have ever had;" "Far better;" "50 per cent better;" "Better both as to qualification and interest;" "More earnest;" "More enthusiastic," etc.; 6, undecided; 1 says, "Improvement, but not the result of the law."

To Question No. 8—36 answered, "No;" 8, "Yes."

To Question No. 9—27, "None;" others, answering from 1 to 30, mostly colored, aggregating 116.

To Question No. 10—36 express a gratifying showing, as follows: "Better by 100 per cent;" "A great deal better;" "Very favorably;" "Greatly enhanced;" "Unusual interest," etc.; 7 report, "About the same;" 2 not reporting.

To Question No. 11—40 are most enthusiastic over the promise of the new law, expressing themselves as follows: "It gives a better system in every particular;" "Will insure us much better teachers;" "Will advance educational interests generally;" "Will give a superior class of teachers;" "Will give better teachers, the law is good;" "Its permanent effects will certainly be good;" "Good, it has stimulated the teachers and induced much study;" "The result will be better teachers, better schools, better and more systematic work;" "Will bring us into line with the leading States and encourage good teachers;" "Will give teachers who know something and pupils who can pass examinations;" "Improved schools and assured good teaching;" "It will prove a lasting benefit to the children of the State;" "Will drive out lazy incompetents and inspire a wholesome respect for the teacher;" "Will prove a blessing," etc. Five express themselves as follows: "The law is an injustice;" "With some amendments, it would be all right;" "Needs some amendments;" "Can not answer;" 1 evades answer.

To Question No. 12—40 put themselves on record as heartily favoring the system, fortifying their answers with well written and carefully thought-out discussions on the subject, the length of which precludes their publication. Of the remaining 5, 3 evade answer; 1 says, "I would favor it with changes;" and the other has made the astonishing discovery that "The law is a failure!"

ONE HIGH SCHOOL FOR EVERY COUNTY.

The systems of primary and grammar schools have reached such a degree of perfection that anyone reared in the State can, if he will only avail himself of the advantages afforded, obtain before he reaches maturity a good education of grammar-school grade.

The seminaries, normal schools, and State agricultural college, aided by the various denominational institutions, provide admirably for the collegiate education of all privileged or disposed to seek that grade.

In my judgment, there is missing the middle link in the educational system of the State, and every county is able and now ready to supply that link, if encouraged to do so; and the backbone of the men charged with the duty can be so strengthened that they will turn a deaf ear to the voice of demagogy. One good secondary school for every county for whites, and one for blacks in populous negro counties, is now necessary to complete the system and strengthen both the common public school and the higher institutions.

At first each of these schools need not be strictly a high school, but a graded and high school—that is, a regular graded school with a high-school department.

I believe it would be a wise step on the part of the legislature to amend section 242, paragraph 5, of the revised statutes, and make it mandatory, instead of conditional, upon each county board of public instruction to establish and maintain for eight months in every year either a county high school or a graded and high school.

This school should be located at the county seat or at the most important cen-

ter in the county. There is so much jealousy between country and town, which largely controls the country or town representatives on the county boards, that I do not believe that many counties will ever have such a school unless it is made mandatory to establish one, and the very counties needing them worst are the ones least likely to get them.

Now, no one is further from advocating the concentration of all school effort or school funds in the towns than I am, nor do I believe that anyone would cry out more vigorously or promptly against any abuse of that kind.

There is no necessity, as some suppose, for making any very great discrimination in the per capita appropriation to sustain such a school, because a large number of children can be given equal school privileges at a less cost per capita than the same number at many points. So such a school, being located at the most populous center of a county, this principle would help to reduce the apparent discrimination in cost per pupil. It is a fact in almost every county that the smallest country schools receive the largest per capita appropriation on the basis of average attendance.

It is admitted that a high school carries a local advantage to the community receiving it. At the same time it is a great advantage to every part of a county, in that every advanced pupil in the county is privileged to get a high-school education or to prepare for college at the very lowest cost, and spend all his money at home. Such a school would improve the educational tone of a county, and not only enable them to obtain one but cause many to seek a higher degree of education as fitness both for teaching and for business who would not do so if compelled to seek an education outside their own county. Many of the best public-school teachers now in the counties having such a school receive their instruction at the county graded or high school. I know that there is a spirit of selfishness, in nearly every county, which opposes one high school, because the county fund will not justify a high-grade teacher and an eight-months' term for every small school in the county. But if allowed to prevail the same selfish spirit of dog in the manger would immediately close the doors of every college, normal school, and university supported by the State fund in the land, because no State would be able to sustain one such school at every town or in every county.

So far from the accusation being true, that the taxes of the countrymen are taken to build up fine schools for long terms in the towns, there is not a large town in the State, where school finances are properly managed, that gets back as much money through its schools as its citizens pay school tax. Where does the excess go?

Under the present system of examination it will be almost impossible to keep a supply of competent teachers in some of the counties unless steps are taken to educate in the counties those being reared in and who are likely to remain in the county.

KANSAS.

[From the report for 1893-94 of State Supt. H. N. Gaines.]

COUNTY HIGH SCHOOLS.

The founders of our school system doubtless thought that they were placing a free higher education within the reach of every boy and girl in the State. To anyone familiar with the workings of the present system, no argument need be advanced to disclose the fact that only a few, indeed, reach the coveted goal. There is a break between the common schools and the university system. Those who complete the course of study in the district schools are not prepared to enter any of the State institutions. In order to prepare themselves for higher training, they are compelled to turn from the free school to the fee system. A number of cases came under the observation of this office within the past two years where cities would not permit nonresident pupils to attend the city schools even for tuition. But few counties in the State have towns within their limits large enough to support high schools, and still a smaller number of these larger towns furnish educational advantages which are satisfactory or adequate. Under the present system no provision is made for higher training for the great population living in the rural districts and villages. The State should place a free higher education within the reach of every one of her citizens, no matter how humbly born.

At the session in 1886 the legislature recognized the break that exists in the system and endeavored to fill it by establishing county high schools. The principle has proved to be excellent, but the law has been almost a failure. Only two schools have been established under the act—one in Dickinson County, the other in Atchison County. At the last session of the legislature the third one was established,

in Labette County, by a special act. The two schools founded under the general act have demonstrated that they completely fill the break that exists in our educational system. The enrollment in the Dickinson County High School last year was 263. Of this number, only 4 came from the city schools of the county. Fully 80 per cent of the enrollment were young men and women who would never have attended any institution of learning other than the district school had it not been that a free school of higher learning was established in their midst. The expense of maintaining such a school is small; only 1-mill tax has been levied for the support of the Dickinson County High School since its establishment, excepting buildings and grounds. Atchison County High School makes nearly as good a showing, notwithstanding its building was totally destroyed by fire the past year. The Labette County High School begins its first year with an enrollment of nearly 150. Many counties have voted upon the proposition within the past two years, but in each case it was defeated. The failure was due mainly to the interest of rival towns. The present law is inadequate, and should be amended.

MAINE.

[From the report for 1893-94 of State Supt. N. A. Luce.]

CHANGE FROM THE DISTRICT TO THE TOWN SYSTEM.

The act of the last legislature, entitled "An act to abolish school districts and to provide for more efficient supervision of public schools," which became law on the 1st day of March, 1894, makes radical change in the management of the common schools. The law, in terms, is as follows:

AN ACT to abolish school districts and to provide for more efficient supervision of public schools.

SEC. 1. The school districts in all towns in this State are hereby abolished: Provided, however, That school districts organized with special powers by act of the legislature may retain such organization and special powers; but said districts * * * shall be entitled to such portion of the common-school funds of the town as said committees shall determine, which sum shall not be less than is necessary for the maintenance of their schools for a period equal to that of the other schools of the town.

SEC. 2. Immediately after this act shall have become a law, towns shall take possession of all schoolhouses, lands, apparatus, and other property owned and used by the school districts hereby abolished, which districts may lawfully sell and convey. The property so taken shall forthwith be appraised by the assessors of said towns, and at the first annual assessment thereafter a tax shall be levied upon the whole town, or such part thereof as is included within the districts abolished, equal to the whole of said appraisal, and there shall be remitted to the taxpayers of each of said districts the said appraised value of its property so taken. In case of districts comprising parts of two or more towns, the assessors of said towns shall jointly appraise the school property belonging to said districts, and shall determine the part thereof belonging to each of the said towns, and each town shall remit to the taxpayers in its part of such district the part so determined, in the same manner as in case of districts wholly within said town, except that cities or towns, which have or shall reimburse districts or parts of districts for their school property, shall receive for the use of such city or town, the money to which such districts or parts of districts shall be entitled under this act.

SEC. 3. This act shall not abolish or change the location of any school legally established at the time of its passage; but any town at its annual meeting, or at a meeting called for the purpose, may determine the number and location of its schools, and may discontinue them or change their location; but such discontinuance or change of location shall be made only on the written recommendation of the superintending school committee, and on conditions proper to preserve the just rights and privileges of the inhabitants for whose benefit such schools were established; provided, however, that in case of any school having, as now established, or which shall hereafter have, too few scholars for its profitable maintenance, the superintending school committee may suspend the operation of such school for not more than one year, unless otherwise instructed by the town, and may provide for the scholars belonging thereto, in other schools, for which purpose they may, if in their judgment necessary, procure the conveyance of said scholars to such other schools and pay for the same from the school moneys of the town.

SEC. 4. The corporate powers of every school district shall continue under this act so far as the same may be necessary for the meeting of its liabilities and the enforcing of its rights; and any property held in trust by any school district by virtue of a gift, devise, or bequest for the benefit of said district shall continue to be held and used according to the terms thereof.

SEC. 5. The school moneys of every town shall be so expended as to give as nearly as practicable the same aggregate annual length of terms in all its schools, and every town shall make provision for the maintenance of all its schools for not less than twenty weeks annually. Any town failing to maintain its schools as provided in this section, shall be debarred from drawing its State school moneys, till it shall have made suitable provisions for so maintaining them thereafter.

SEC. 6. Adjoining towns, upon the written recommendation of the school committee of said towns, may by concurrent action maintain union schools for the benefit of parts of said towns in what are now union school districts, or may establish such schools, and shall contribute to their support each in proportion to the number of scholars in each of said towns attending such schools. Said schools shall be under the management of the school committee of the town in which their schoolhouses are located.

* * * * * * *

SEC. 8. The management of the schools and the custody and care of all school property in every town shall devolve upon a superintending school committee consisting of three, five, or seven

members in each town, as the town may elect, who shall be chosen by ballot at the annual meeting of the town, and shall hold office for three years. * * * Said committee shall have power to fill vacancies occurring during the interim between annual meetings, and shall annually elect one of its members supervisor of schools, who shall be, ex officio, secretary of the committee, shall make the annual enumeration of scholars required by law, and shall examine the schools and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purpose he shall visit each school at least twice each term. He shall make all reports and returns relating to the schools of the town which are now or may be required by law to be made by superintending school committees, and perform such other duties as said committee shall direct: *Provided further*, That in case the town so authorize, in lieu of the supervisor herein provided for, a superintendent may be elected who may or may not be a member of the committee. Said committee shall serve without pay, but the supervisor, or superintendent by them elected, shall receive for his services such sum as the town shall annually vote therefor, which sum shall in no case be less than two dollars per day for every day of actual service.

SEC. 9. All laws and parts of laws inconsistent herewith, except private and special laws authorizing towns, cities, and incorporated districts to choose school committees other than those herein provided for, are hereby repealed.

SEC. 10. This act shall take effect on the first day of March, eighteen hundred and ninety-four.

PURPOSE OF THE LAW.

The purpose of this act is to secure equality of school privileges, equality of school burdens, efficiency of instruction, better schoolhouses better furnished, more responsible and efficient supervision, and greater economy in school expenditures. That it will secure these is more than hoped—is confidently expected; for its provisions are such as have proved efficient for securing them in other States, and in many towns in our own State.

1. *Equality of school privileges.*—The district system here abolished was framed to suit conditions existing a century ago. Those conditions were such that most towns could be divided into very nearly equal sections containing very nearly the same number of children, and a number large enough to make efficient and profitable schools. Hence the amounts available for schools in each of these sections, determined by apportioning money to each in proportion to the number of children, were such as to give all very nearly equal length of schools of very nearly equal quality. These conditions no longer exist. To-day there are few towns in the State in which by voluntary action the district system has not been abolished, whose schools are all of equal or nearly equal length and quality. In most of such towns there is a wide disparity in this regard, so wide that in numerous cases the difference in different districts is as three to one. For this inequity and iniquity the act provides the only practicable and efficient remedy by the abolition of the system which compels its existence, and by the special requirement that all schools in the same town shall be of equal length.

2. *Equality of school burdens.*—Under the district system the burden of building schoolhouses and keeping them in repair rests upon the district. By a change in the distribution of wealth similar to that which has taken place in the distribution of population, this burden has come to be very unequally borne. The wealthier districts have been able to furnish suitable schoolhouses, well furnished, at a comparatively small tax rate, while the poorer have been heavily burdened to furnish houses poor and poorly furnished. The new law, in conjunction with others heretofore enacted, transfers the responsibility for the building, furnishing, and keeping in repair of schoolhouses to the town as a whole, and hence equalizes the burden.

3. *Better schoolhouses.*—This change of responsibility for fit schoolhouses, from the part to the whole of the town, with consequent equalization and lightening of burden, results naturally in better schoolhouses. Indeed, in most towns in which the change has been made by voluntary action of the town, this improvement in schoolhouses has been very noticeable.

4. *More efficient instruction.*—Instruction to be at its best requires suitable and fitly furnished schoolrooms, schools large enough to be interesting, teachers fitted for their work, adapted to the special school, and continued permanently in charge, and responsible, intelligent, vigilant, and, hence, efficient supervision. Under the town system, as it exists now by voluntary action of a large number of our towns, all these essentials exist in much greater degree than under the district system. What have been the results of change from district to town system under optional law may confidently be expected to be the results under the new law.

5. *More efficient supervision.*—Under the town system, supervision becomes at once wholly responsible. The division of functions between town school committee or supervisor and district agent, in such manner as to render neither party responsible, ceases to exist. The entire charge of school affairs devolves upon the committee. With complete responsibility naturally comes greater care and watchfulness. Moreover, the new law provides for such an organization of the supervisory machinery as has, by experience, been proved most efficient, including as

it does the most desirable features of the two forms heretofore existing in the State—the supervisor and the school board.

6. *Greater economy in school expenditures.*—Under the district system, as it has come to be, there have been large wastes of public money. These wastes may be classified under three heads. First, the employing of incompetent teachers, sometimes as the result of favoritism, sometimes from want of care or intelligence on the part of agents employing, has practically wasted not only the money paid for wages of teachers and warming of schoolrooms, but also the time of pupils attending the schools. Second, the maintenance of unnecessary small and weak schools has led to large waste. In this way has been annually wasted, as could be easily shown by dependable data, money enough to increase the annual length of the necessary schools by nearly two weeks. Third, the almost universal custom of using at least 10 per cent of the money raised by towns and apportioned to towns from the State for the support of schools, allowed by law to be used for annual repairs on schoolhouses, has wasted another sum about equal to that wasted on unnecessary schools.

These wastes will be largely or wholly stopped under the operation of the new law. Favoritism and carelessness, leading to the employment of incompetent teachers, will be reduced to their lowest terms under the responsible supervision for which it provides. Unnecessary schools will be gradually abolished under its provisions, as it comes to be understood that the abolition of every such school inures to the benefit of every other school in the town; and with the provision of law allowing the use of school money for repairs repealed, as it is by the provisions of the new law, the waste in this direction must entirely cease.

7. *More and better schooling for the money.*—From the greater economy in expenditure of school money in the directions just outlined and in other directions the average length and the quality of schools may be confidently expected to increase very materially under the new system.

PROVISIONS OF THE LAW.

By the first section, all school districts, except the few having special charters from the legislature, are abolished. So far as the management of schools is concerned, their existence terminates. They can hold no meetings and elect no officers having anything in anyway to do with the schools. Such of them, however, as are in debt for school buildings, or have rights in property held in trust by virtue of gifts, devises, or bequests for their benefit, still hold their corporate powers, by provision of section 4, so far as may be necessary for the meeting of their liabilities and the enforcing of their rights.

By the provisions of section 2 all school property held by districts, except property held in trust by virtue of gifts, devises, or bequests for their benefit, passes into possession of the town and into custody of the town's school committee. Such property the town is to pay for at such appraisal as the assessors may place upon it, and by the method prescribed in the section, which is such as to equalize the property interest of all property owners in all the school property so passing into the town's possession. By this process the town does not assume liability for any debts which districts may owe for their schoolhouses, and pay the district for the appraised value of its school property less such debt, but pays the full appraised value, leaving the district still holden for such debt, as provided in section 4.

Section 3 provides that all schools having legal existence when the law takes effect shall continue to exist and be supported till abolished by vote of the town on recommendation of the school committee. There is such legally existing school in every legally existing school district, even when the operation of such school has been suspended by action of the municipal officers and school committee under provisions of law heretofore in force. Hence, during the coming school year, after the going into effect of this law, schools must be supported in every locality in the town in which they have heretofore been supported, unless the town shall by vote abolish any such schools; or unless the school committee to be elected at this year's annual meeting shall suspend the operation of some such school or schools, providing for the instruction of those who would attend in other schools, as they are by this section authorized to do. It will be seen by examination of this section, therefore, that the law does not of itself change the location of or abolish any school, as many have mistakenly assumed. It leaves the authority so to do in the town, where it has always resided, and throws around that authority proper safeguards against its possible abuse.

Section 5 makes it certain that all of the schools of any town shall be equal in annual length, and that no town can give less than five months' annual schooling

to every child of school age who will attend school by affixing a penalty for failure which is easily and readily inflicted.

Section 6 provides for the continuance of schools in what have been heretofore union districts composed of parts of two or more towns, and for the establishing of such union schools.

Section 8 makes radical change in the supervision of the schools. None of the features of the method prescribed, however, are without the sanction of proved and successful experience either in our own State or in others. It puts the general oversight and management of all school affairs in charge of a permanent school board, and the special oversight and management in the charge of a supervisor or superintendent, who is to be practically the executive officer of such board, performing all save certain specially prescribed duties under the board's authority and direction. The practical outcome of the plan provided for should and probably will be, in most towns, a committee or board of five or seven members chosen from different sections of the town. As this board is necessarily to exercise only a general oversight of school affairs it need not be made up of school men or liberally educated men wholly. The ideal board of five would be made up of an intelligent farmer, a sensible mechanic, a good business man, and two teachers or ex-teachers. As its members are to serve without pay, it will necessarily be made up of those not seeking the position for what can be gotten out of it, but accepting it because of deep interest in the well-being of the schools. So constituted and so serving it will be more independent in action.

The first duty of this board will be to meet as early as practicable, elect a supervisor or superintendent, and determine what duties he shall perform outside of those specifically fixed by the law. He may, and probably will, be authorized and directed to employ teachers under limitations fixed by the board, and to examine and certificate them; to purchase fuel and supplies for the schools; to take charge of the furnishing of books; to look after repairs to be made upon schoolhouses, and to direct truant officers in the performance of their duties. Judicial functions, like the discharging of incompetent teachers and the expelling of obstinately disobedient pupils, can hardly be properly devolved upon him. At this meeting, too, action may be taken suspending schools as authorized in section 3. These matters being attended to the board may adjourn, subject to call in special session by the supervisor, who is its secretary, till some date before the opening of the fall terms, when another meeting would be desirable. Finally, a meeting will probably be had in the winter, before the annual town meeting, to determine what recommendations they will submit to the town regarding abolition or change in location of schools, appropriations for erection of new buildings and repair of old ones, and similar matters. It will be seen, therefore, that while the actual work and time required of the school committee is only such as any citizen deeply interested in the schools of his town may cheerfully give, it is nevertheless important work, in that it will call for the exercise of discretion and sound common sense. It forms an important part in a system of supervision which shall be intelligent, responsible, vigilant, and efficient.

The provision in this section by which the school board, when authorized by vote of the town, may choose, instead of one of their own number as supervisor, one not of their number as superintendent, is worthy of special attention. It is intended primarily for the benefit of cities and larger towns, which are able and may desire to put the direct supervision of their schools under the charge of an efficient and trained educator. To enable them to do this has hitherto required special acts of the legislature. Under this provision, also, two or more towns may, by a mutual understanding, and by cooperation of their school committees, unite in procuring a skilled superintendent, as is done in Massachusetts and in one instance in Maine.

The amount to be paid the supervisor or superintendent for services is left for the town to determine, with the proviso that such amount must be at least $2 per day for every day of actual service.

CONCLUSION.

All good citizens will hold the well being of the schools paramount to all personal interests and prejudices. Such citizens, while perhaps honestly doubting the wisdom of some or all of the provisions of this new law, will yet, because it is the law, heartily aid in making it a success. Those who have favored its enactment have done so with the sole hope and desire to lift our schools to a higher level of efficiency. They firmly believe that it will do so. They invoke for it a fair and unprejudiced trial. If it shall fall short of their expectations after such

fair trial, if the schools under its operation shall not be an improvement upon those under the system which it displaces, they will not be among the last to urge its repeal.

MASSACHUSETTS.

[From the report of Hon. Frank A. Hill, secretary of the State board of education.]

FREE TEXT-BOOKS.

It is now ten years since the free text-book law went into full effect. The expenditure for the year 1893–94 was $581,684.57, against $588,760.38 for the ear 1883–84. In this first year under the law the cost for each child attending school was $2.08; the present year the cost per child is $1.77—an increase of 2 cents over that of the year 1892–93, and 13 cents above the average of ten years.

The supply of books and other means of teaching, especially the latter, under the operation of this law, is more abundant than when they were provided at the expense of individual parents. The law has relieved many families of what often proved a hardship. There has been no complaint of the law by taxpayers; it has been deemed to be consistent with the free-school system. The law has been operated generally with a wise economy. In some towns complaints have been made, and with reason, of the soiled and tattered condition of many of the books from too long use before they are condemned. I am inclined to think it wise to modify the free text-book law, as suggested in the last annual report of the secretary of this board, so that towns and cities, under such safeguards as they may devise, may permit books of a certain class or of a certain degree of wear to become the property of the pupils using them upon their leaving school. If discarded text-books should go to the home rather than to the paper mill or the furnace, they would be replaced earlier in their life, the schools would have cleaner books, and the homes of the people would not be without profit.

EXPENSE OF CONVEYING CHILDREN.

Table showing the amount expended for transporting children to school for the past six years.

Year.	Sum expended.	Year.	Sum expended.
1888–89	$22,118.38	1891–92	$38,726.07
1889–90	24,145.12	1892–93	50,590.41
1890–91	30,648.68	1893–94	63,617.68

In the year 1887 the attention of the secretary of the board was specially attracted to the large sums applied in certain towns for the transportation of children to school. Since that year returns of this item have been made annually to this office. The purpose of the law authorizing towns to expend money for conveyance was to enable children living remote from central schools, especially from schools "kept for the benefit of all the inhabitants of the towns," to gain ready access to these schools. The law was enacted in 1869. Montague, in Franklin County, early availed herself of its provisions for conveying children to her central high school. In general, towns were slow to take advantage of the law as a means of consolidating their feebler lower-grade schools. Concord was among the first to apply it on a large scale for this purpose. Her example was speedily followed by her neighbors. The success of the plan wherever applied has secured for it an extended application. The expenditure, beginning with $22,118.38 in the year 1888–89, has advanced to $63,617.68 the present year. This is an advance of $13,027.27 from the expenditure of $50,590.41 a year ago. The results are in general highly satisfactory to parents and to voters of the towns. Of these towns, 199 make returns of expenditures for transportation, varying from $5 per annum in Shutesbury, to $2,366 per annum in Lexington. Wisdom is needed in adjusting the details of the plan to individual cases. But this has been exercised to such a degree, and the law is so beneficial, that in operation it meets with almost universal favor. It is helping to solve the question, What can be done for the small ungraded schools scattered over the sparsely populated portions of the State? These schools are steadily disappearing under the operation of this law.

CONSOLIDATION AND TRANSPORTATION.

[The following regarding the consolidation of schools and transportation of pupils is from the report of A. W. Edson, agent of the State board.]

There is a decided tendency on the part of intelligent and progressive communities to close the small schools in remote districts and to transport children to the graded schools of the villages, where better classification, better grading, and better teaching are the rule. This is done not so much from an economic standpoint as because of the firm conviction that the children receive greater educational advantages there than in the small ungraded schools.

The number of children in the back districts is small, and growing less every year. With few children and small classes there can be but little enthusiasm and progress.

The leading arguments in favor of this movement are:

1. It permits a better grading of the schools and classification of pupils. Consolidation allows pupils to be placed where they can work to the best advantage; the various subjects of study to be wisely selected and correlated, and more time to be given to recitation.

2. It affords an opportunity for thorough work in special branches, such as drawing, music, and nature study. It also allows an enrichment in other lines.

3. It opens the doors to more weeks of schooling and to schools of a higher grade. The people in villages almost invariably lengthen the school year and support a high school for advanced pupils.

4. It insures the employment and retention of better teachers. Teachers in small ungraded schools are usually of limited education, training, or experience, or are past the age of competition. The salaries paid in cities and villages allow a wide range in the selection of teachers.

5. It makes the work of the specialist and supervisor far more effective. Their plans and efforts can all be concentrated into something tangible.

6. It adds the stimulating influences of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training obtained are invaluable.

7. It affords the broader companionship and culture that come from association with large numbers.

8. It results in a better attendance of pupils, as proved by experience in towns where the plan has been thoroughly tried.

9. It leads to better school buildings, better equipment, a larger supply of books, charts, maps, and apparatus. All these naturally follow a concentration of people, wealth, and effort, and aid in making good schools.

The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

10. And, again, it quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town.

These reasons for consolidating schools and concentrating effort have great force with people interested in the proper education of the coming generation. The future is likely to see increased attention given to this movement.

There are, however, ojections raised to the plan, some of them frivolous, others deserving careful attention, chief among which are—

(1) Depreciation of property; decreased valuation of farms in districts where schools are closed.

(2) Dislike to send young children to school far from home, away from the oversight of parents, and to provide a cold lunch for them rather than a warm dinner.

(3) Danger to health and morals; children obliged to travel too far in cold and stormy weather; obliged to walk a portion of the way to meet the team, and then to ride to school in damp clothing and with wet feet; unsuitable conveyance and uncertain driver; association with so many children of all classes and conditions; lack of proper oversight during the noon hour.

(4) Insufficient and unsuitable clothing; expense to parents of properly clothing their children.

(5) Difficulty of securing a proper conveyance on reasonable terms; or, if the parent is allowed compensation, of agreeing upon terms satisfactory to both parties, parents and town officials.

(6) Local jealousy; an acknowledgment that some other section of the town has greater advantages and is outstripping any other locality.

(7) Natural proneness of some people to object to the removal of any ancient landmark or to any innovation, however worthy the measure or however well received elsewhere.

To these objections it may properly be said:

The first one is more imaginary than real, for any level-headed man with children to be educated will place a higher value on the quality of the schools and the school spirit in the community than upon the number and accessibility of the schools. Experience has demonstrated the fact that property in towns committed to this plan has appreciated rather than depreciated in value.

The second and third objections are the most serious. It behooves school authorities to see that the danger is reduced to a minimum. Suitable conveyances, covered, should be provided, and competent and careful drivers selected. No risks should be taken. During the noon hour some teacher should remain with the children who carry luncheon.

The fourth, fifth, and sixth objections have no great weight. The last one has great influence with those people who choose to live, move, and die as did their ancestors—on the theory that this is the last generation, and that any special efforts at improvement are just so much more than is wise or necessary.

NEW NORMAL SCHOOLS.

The legislature of 1894, by "An act to establish additional State normal schools," approved June 6, directed this board to establish a State normal school in each of the following places: North Adams, Fitchburg, and Lowell, and in such town in Barnstable County as the board might select. * * *

Building sites have been selected and purchased for North Adams, Fitchburg, and Lowell; a building site in Hyannis is now under consideration, and will receive early action. Building committees have been appointed for each school, and preliminary steps are under consideration for the erection of the school buildings during the coming year.

There are now five regular normal schools, not including the Normal Art School, in operation in the Commonwealth, which afford altogether accommodations for a little less than one thousand pupils. The whole number graduated in any one year seldom exceeds 250, while probably six times that number of teachers retire from the schools yearly, whose places the present normal schools can not, of course, fill.

Only 36 per cent of the teachers in the public schools have ever attended a normal school, and only 30 per cent have graduated therefrom. Ever since the establishment of normal schools in Massachusetts (and the first one on the continent was organized in this State), it has been the uniform testimony of their principals, past and present, that the demand for their graduates, as teachers, has far exceeded the supply. During the public hearing given by this board, one year since, to the petitioners for more normal schools, the most noticeable feature of the occasion was the earnest desire, repeatedly expressed by the petitioners, for more trained teachers for their schools. When the four new normal schools are opened the Commonwealth will have an equipment for meeting the demand for teachers specially trained for their work in larger measure than has been possible in the past.

THE TRAINING OF TEACHERS.

Good work in the schools presupposes good teachers. The best of conditions in the way of attractive and healthful rooms, suitable equipment, well-developed courses of study, and popular support may be neutralized by inefficiency in the teacher, while the worst of conditions may be ameliorated by the competency and devotion he brings to his work. The main endeavor for improving the schools must always, therefore, be made in the direction of improving the teaching force. During the past two years new and important steps have been taken by the legislature and the board of education to lift the standards of professional training. Chief among them are the following:

1. The board of education voted, April 7, 1893, that candidates for admission to the normal schools in September, 1894, and thereafter, should be graduates of high schools whose courses of study have been approved by the board, or have an equivalent education. For the current year (1894) it was ordered that the principals of the normal schools should be authorized to admit to examination for admission graduates of high schools whose course of study covers three or more years

2. It was voted by the board, on May 3, 1894, that the examinations for admission to the normal schools in 1895 and thereafter should cover high-school subjects as well as elementary.

3. The legislature of 1894 made it the duty of the board of education to prepare a plan for the State examination and certification of teachers, the plan to be permissive and not compulsory.[1] Under this plan the certificate of the board may be accepted by any school committee in lieu of the personal examination required by law. * * *

LOCAL TRAINING SCHOOLS FOR TEACHERS.

Several towns and cities of the State have established training or practice schools, to which untried persons are admitted as teachers under varying conditions, either with small pay or with none at all. If such candidates do satisfactory work, they may in time be promoted to the regular teaching force. If they fail, their services usually end with experience in the training school, and the community is spared the loss that it might otherwise have suffered. The training school itself is usually under regular and permanent teachers, selected with special reference to their real or supposed power to guide the neophytes and to keep the tone of the school good. Such schools, in general, have done and are now doing good work on the practical side, and some of them have made earnest attempts, necessarily meager, to require pedagogical study. They have also done great general service to the cause of education, in emphasizing the necessity of practice work for the young teacher, as well as great local service in opening a way to distinguish between those who are fitted and those who are unfitted to teach; but they fall seriously short of giving a complete professional outfit. It is the consensus of our deepest thinkers, as well as of the world's practice, that that outfit presupposes, in addition to certain native endowments, (1) high academic attainments, (2) good theoretical acquaintance with the principles of education, and (3) successful experience in actual practice.

The New England Association of Superintendents is on record as favoring such an outfit. The policy of the State, as expressed in legislative action and in that of the board of education, is clearly in favor of such an outfit. This policy is in its permissive or voluntary stage, indeed, but its definition is so sharp that no one can fail to apprehend it.

It is the duty of our towns and cities to place themselves in line with that policy in the management of their many schools. The almost lavish provision for new normal schools and the new and higher standards of admission make it specially imperative to discourage all policies that tend to defeat the integrity and completeness of the professional outfit as outlined above. If high standards are not required for admission to these training schools, if they serve as short cuts to teachers' positions—cuts that dispense largely with that kind of training which the normal schools are specially fitted to give—then the towns that support these training schools and the State are working at cross purposes, and not in the mutually helpful spirit that best advances the interests of our schools. It can not be too strenuously urged that we want teachers for the schools and not schools for the teachers; that the interests of the children in the schools are the transcendent ones, and not the interests of those who want to teach them; that, therefore, the whole subject of providing teachers should be viewed primarily from the needs of the school, and not from the needs, however pressing, of candidates for positions in them.

All this leads up to the conclusion that the normal school diploma or some satisfactory equivalent, if there is any, should be insisted on as a prerequisite for admission to a local training school. This is the clear, ringing utterance of the New England superintendents; this is the practice, for instance, in the city of Cambridge; and this policy would raise the tone of every training school in the State, and, therefore, in time, of the teaching in the community that supports it. The idea of the training school is admirable; the State is committed, and wisely, to the policy of having model and practice schools in connection with each of its normal schools. The additional practice to be obtained in a local training school should be viewed as an additional provision for insuring the selection of good teachers. But let the local training school work with, and not against, the declared policy of the experts and of the State.

As an illustration, to show the untoward effect of the local training school on

[1] Such a plan was prepared by Secretary Hill and adopted by the State board December, 1894.

normal school attendance, I cite the following figures from the records of the Salem Normal School:

	Pupils admitted.		De-crease.
	1884–1888.	1889–1893.	
Lynn	69	38	31
Lowell	40	7	33
Gloucester	39	17	22
Cambridge	21	22	*1
Total	169	84	85

*Increase.

All these cities have training schools; in only one of them is graduation from a normal school or other equivalent experience required as a condition for entrance, and that city is Cambridge. In all these cities except Cambridge there has been a serious falling off in the patronage of the normal school; for which only one explanation is possible, and that is what may be called the "short circuiting" of a desirable professional preparation.

School boards are earnestly requested to give this subject their serious attention, not only to the end that their own schools may be helped, but also to the end that the local policy may contribute to the strengthening of the general policy.

WHAT IS A HIGH SCHOOL?

The action of the legislature of 1894 in making it compulsory for the nonhigh-school towns to pay the tuition of their properly qualified children in such high schools of adjoining towns as will receive them has raised some interesting questions. The law practically places the best and strongest high schools of the State, if such schools assent, as they generally do, at the service of the nonhigh-school towns. This means that any properly qualified child from a nonhigh-school town may select a high school in which he may fit for the normal school, for the high scientific school, or for college, as he may elect.

Thus a high-school standard is practically set for our smallest and weakest towns, and that standard is, in any particular case, the standard of the outside high school where the tuition is paid. Such a standard may, in some instances, be as high as the highest in the State. Should nonhigh-school towns, therefore, desire to set up high schools of their own, they would seem to be under a moral obligation, at least, to do as well by their high-school children as when they are called upon to pay their tuition outside. Certainly the establishment of small, poorly equipped, and inadequately taught high schools is to be deprecated, not only (1) because the results in such a school are likely to be inadequate, but also (2) because such schools, if they are real high schools, are likely, in spite of all their deficiencies and economies, to be a greater burden to the towns than the payment of tuition outside.

The school conditions of Massachusetts are now such that a town ought either to support a good high school or to have none at all. The choice between an inferior high school at home that is not required by law and a good one abroad that is accessible through tuition should be instantly made, and that, too, in favor of the latter.

The statutes recognize two grades of high schools. These grades are distinguished by the subjects they are required by law to teach. There are certain subjects which must be taught in every high school, while in towns of 4,000 inhabitants or more the high school must be able to teach specified additional branches. The distinction between these two grades of schools may be approximately expressed by saying that high schools of the higher grade, whatever else they may provide for, must be competent to prepare pupils for college in accordance with existing standards, while high schools of the lower grade may stop considerably short of such preparation, or have courses of study that ignore the colleges altogether. Of the 255 high schools in 234 towns of the State, only 102 are required to be high schools of the higher grade. The fact that 146 high schools maintain, in addition to their popular courses, college preparatory courses, shows that many towns not required by law to maintain schools of the higher grade nevertheless do so.

There are 198 high schools that maintain nonpreparatory courses of study four years long. In 146 of these schools these courses run parallel with the preparatory curricula; in the remaining 52 schools the nonpreparatory courses are the only

long ones. The great majority of high school pupils are pursuing these general courses, but when they graduate, and a late desire to enter college is kindled, they discover that from one to two years' additional work must be done before they can enter satisfactorily.

It is not contended here that the main object of a high school is to fit its pupils for college. The great majority of its pupils have not the remotest thought of going higher. It is only claimed that there ought to be no course whatever in a high school that is not a good course in itself—good without reference to college, and good enough to close one's public school career with it. I can not conceive of such a course, however—that is, if the course is suitable for the high school graduate who is going out at once into his life work—without thinking of it as an eminently proper one for the college to recognize side by side with the old Hellenic routes.

The cause of the deplorable break between the popular high school course and the college is easily pointed out. The college course in a high school is practically shaped by the colleges; the popular course is practically shaped by the people. The college course does not meet the wants and needs of the masses; the popular course has not hitherto commended itself to the colleges. The former has too often received the lion's share of attention; the latter has, in consequence, too often been slighted. Methods of teaching the classics and mathematics—the staple subjects of the one—have been perfected through long experience; not so with the methods of teaching English, history, and the sciences—important subjects of the other—although in our best high schools excellent progress is making. Teaching in the college course is subjected to searching and stimulating tests from above; teaching in the popular course seldom feels the thrill of such stimulus.

And so there has been in the past a widespread feeling, with something to justify it, that the popular course makes lighter demands upon pupils than that which prepares for college, that it is less earnestly and effectively taught, and that, on the whole, in spite of the large numbers who take it, it belongs to an inferior educational caste. This feeling has not tended to close the break between the popular course and the college, or to reduce the difficulty of giving instruction to noncollege pupils in such quantity and with such thoroughness as they are clearly entitled to receive.

There is, however, an important modification of views going on about the relations that should exist between the high schools and the colleges. The anomaly as well as the absurdity of the break between them is obvious. It is settled, too, that the entire high school system ought not to be warped into conformity with conventional college demands that, in spite of their changes for the better, are still too classical and antique for the majority of high school pupils. The trend of educational thought to-day, as may be seen in the now famous Report of the Committee of Ten, is towards a distinct and generous recognition of the more popular courses in our high schools as suitable for college purposes, provided only they are pursued with greater seriousness and thoroughness. This closer articulation all along the upper line between the high schools and institutions above them is earnestly to be desired. It would hasten this union if the colleges would generally follow the example of Williams and Tufts in offering a course in Greek for beginners, and of Harvard, Williams, and Tufts in abandoning their insistence on Greek as a prerequisite to granting the degree of A. B. This union once effected, it would become possible for struggling high schools to do away with their expensive Greek courses and to tone up the teaching in their hitherto nonpreparatory courses. All this would be to the advantage not only of the colleges and the high schools in their closer relation, but also of the thousands of high school graduates who will never enter college.

When a good general course of four years, adapted to popular demands, is also accepted as a satisfactory preparatory course by the colleges, it will then be feasible to give a good minimum definition of the statutory high school that will not only embody the spirit of the laws but also provide for the needs and aspirations of the people. This definition, as inferred from old and recent legislation, from the character of the high schools in existence, and from any fair interpretation of their purpose, will include such elements as the following:

1. Primarily, a provision for a good liberal training in recognized secondary subjects and by approved methods for those pupils who end their schooling with the high school.

2. The preparation of pupils for the normal schools. This will be adequately provided for if the provision mentioned under number 1 is made.

3. The preparation of pupils for high technical schools, such as the Massachusetts Institute of Technology, the Lawrence Scientific School, the Worcester Polytechnic Institute, the Massachusetts Agricultural College, and others. This, too,

will be adequately provided for if the provision mentioned under number 1 is made.

4. The preparation of pupils for college. This will become generally feasible if the colleges finally accept, as now seems probable, a good general four years' course as a suitable preparatory course.

5. At least one course of study that is four years long. For the current year the graduate from a three years' course in a high school will be permitted by the board of education to take the entrance examinations of the normal schools. But this is a reluctant concession to certain high-school conditions that now exist, and not an expression of opinion that a three years' course is an adequate one. On the contrary, a course of not less than four years, as is provided in four-fifths of our high schools, is earnestly advised for every candidate.

6. An adequate teaching force and an adequate equipment for the accomplishment of the foregoing aims.

Even under present conditions, no high school should be regarded as worthy of the name, no community should tolerate such a high school, that does not meet at least the first two requirements. Four-fifths of our high schools, if we judge from their courses of study, need only the strengthening that comes from a competent teaching force to meet the first five requirements.

Unless a nonhigh-school town sees its way to meet substantially the foregoing requirements, it had better send its pupils to towns that are able to meet them.

Schools like the following ought not to be treated as high schools in any sense that is likely to defeat the securing of a good high-school education by any properly qualified child:

1. A grammar school in which a few high-school subjects are taught.

2. A so-called high school that in its first year or in its first two years is strictly a grammar school.

3. A so-called high school in which, as in an ungraded school, the pupils select such studies as they please, without following a carefully thought-out plan.

4. And, in general, any high school that falls seriously short of fulfilling the mission of a high school as already defined.

The establishment of schools ranking above the grammar school but falling below the true high school is commendable so far as it indicates a desire to give children higher opportunities, however incomplete they may be. Out of such schools high schools of satisfactory grade may sometimes issue. The objection to starting such schools lies, as has already been intimated, not so much in the schools themselves as in the fear and the prospect that they may contribute to the defeat of what is now the legal right of every properly qualified child in every nonhigh-school town—the free right to as good a high school education as he can secure outside.

VALUE OF THE HIGH SCHOOL.

The value of a good high school to its pupils, to the community, to the schools below, and the schools above can not be easily overrated. It has been customary for people in their public utterances, even when they have been strong advocates of the most liberal high school policy, to speak of high schools as an inconsiderable part of our school system, since, as they say, but a small percentage of the school population (about 7 per cent) ever enter the high school. Presidents of colleges, members of school boards, editors of the public press—all these have unwittingly given more or less currency to this error. The fact is—at least in Massachusetts—that it is not 7 per cent of the school population that enter the high school, but, on an average, 25 to 30 per cent, and, in many of our old and typical New England communities, the percentage rises as high as 40, or even 50.

If in most of our communities the numbers of pupils in attendance in the 13 grades should be graphically presented in the form of a pyramid, the slope of that pyramid in the upper four years would vary far less than is commonly supposed from the slope in the lower nine years. Any inference to the contrary is drawn from a thoughtless misuse of a percentage that in itself is correct, namely, that small percentage (7.6 for 1894) which represents the ratio at any one time of the entire enrollment in the high schools of the State to the enrollment in all of the schools of the State.

Great as is the value of the high school to the State, even under present conditions, this value is only a part of what is promised when the high school, through the inevitable adjustments of the future, is placed, in all its serious courses, in harmonious connection with the normal schools, the scientific schools, the colleges, and other high institutions above it; and this greater value, it can not be too earnestly urged, will not be simply that nor chiefly that which accrues to those who

pass through the high-school gateway to these higher institutions, but it will be that which is destined to come through improvements in high-school work to the children of the people who do not go beyond the high school.

INSTRUCTION IN TEMPERANCE.

It is the misfortune sometimes of a noble movement to be indiscreetly pushed. Such advocacy leads to reaction, and the cause suffers. In this way temperance is sometimes wounded in the house of its friends. The very commonness, too, of its presentation tends to take off the edge of that presentation, to permit the introduction of an element of cant, and to make of that which should be vital and effective something mechanical and inoperative. Thus temperance, either in its narrower sense of abjuring that which intoxicates, or in its broader sense of high self-control and self-respect, loses something of caste where it should be one of the royal themes. It is a common experience for genuine believers in temperance and workers for temperance to have moods in which they prefer not to hear the subject discussed—at least if the discussion promises to follow certain stereotyped ways.

And yet the conviction is strong and deep, and among no class of people is it stronger and deeper than among teachers, that the young should be trained to temperance as well as to the other virtues. How shall it be done? The earlier laws say, "By moral measures." The later laws say, "By a scientific presentation of the effects of alcoholic drinks, stimulants, and narcotics." Both these classes of laws still stand; both methods are therefore obligatory, and it is the duty of school boards and of teachers to respect them. But when we inquire as to what precise methods shall be employed for the moral or scientific enforcement of temperance the laws are silent. It is safe to say that, whatever those methods may be, they should be in harmony with such pedagogical principles as command general acceptance. In teaching spelling, for instance, it is not regarded as a sound principle to put bad spelling before the children to correct. There is great danger that the wrong thing a child is cautioned against may make the deeper impression upon him and sway him more than the right thing. Of course, since the child goes frequently astray, it becomes the duty of the teacher to look sharply after his blunders, and in this way attention is necessarily focused for a time on departures from good standards. But this does not affect the main principle that, in the initiative of all instruction, the sound thing, the wholesome thing, the right thing, should be presented first; that the minds of children should be directed upward and not downward; that love of higher things is a stronger motive than fear of baser things—or if, unfortunately, not a stronger motive a better motive for first presentation; that, in short, the true way to keep bad things out of the mind is to put good things into the mind.

Applying this principle to instruction in temperance, it seems to be psychologically a bad method to make the woes of intemperance the main reliance in an endeavor to save people from them. The sad fact, indeed, remains that innocent children are frequently exposed to the repulsive pictures of intemperance, and that in certain cases effective lessons for good can be drawn from such experiences; but, as a general principle, there is more virtue in setting before children the joy of right living, with the scientific basis therefor, than the sorrow of wrong living. It is difficult to draw a satisfactory line between the two policies, but the principle is sufficiently conveyed if we say that, whatever attention it may be necessary to give the diseased, the criminal, and the awful in intemperance, these are pictures upon which the curtain, if raised at all, should be quickly let fall. The main policy should still be the higher one of filling the soul with good ideals and of inspiring the pupil, through the exercise of his will, to strive for their attainment.

Instruction in temperance should be scientific, it is true; but science for little children must be exceedingly simple—very much like the science involved in that nature study which is now growing in favor with so many of our schools.

It must not be overlooked that lessons have a deeper meaning and weight for children if they are given and enforced by teachers whom the children respect and love, so that we finally get back in temperance instruction, as in every other kind of instruction, to the living teacher as the most potent influence for good.

In the revised Course of Studies for Elementary Schools recently issued by the board of education some general principles are given for the guidance of the teacher in his temperance work, as follows:

ORAL.

Alcoholic drinks, stimulants, and narcotics.—Pupils should be taught (1) to know what is right in the use and care of the body, and why; (2) to know what is wrong in the use and care of the

body, particularly such wrong as may be near and threatening, and why; (3) to feel the obligation to do right in all that pertains to such use and care; and (4) steadily to choose the right, which is the main thing to be accomplished in studying hygiene. So far as the instruction relates to alcoholic drinks, stimulants, and narcotics, the great object is to develop and strengthen the purpose in children to do without them.

The necessary information about the evil effects of alcoholic drinks, stimulants, and narcotics may be obtained from such observations as the pupils have been led to make themselves from casual or unavoidable notice of such effects, and from judicious statements made by the teacher about such effects as can not be directly observed. Right choice in the pupil is determined somewhat by knowledge of what is right and what is wrong, somewhat by a desire to attain strong and upright manhood, somewhat by stories of noble and pure lives, and very largely by the consistent and winning example of those who are near to him, particularly by that of the high-toned and earnest teacher.

Stories which have a simple moral point well illustrated are adapted to the youngest children. Teach them how important it is to keep the body well and strong and sweet and beautiful, that the mind needs such a body, that we can not hope to be comfortable and happy ourselves or agreeable to others without it, and that personal care in forming good habits and avoiding bad ones has much to do with the health of the body and, therefore, with successful living. If children thoughtlessly incline to make merry over the weakness or folly or misfortunes of persons visibly under the influence of alcohol, try to lead them into a truer and more serious attitude toward such things. Do this discreetly, privately, if necessary, so as to avoid the possibility of wounding any whom the advice is designed to protect. Tact and loveableness in the teacher will do more at this tender age of the child to determine his attitude toward things objectionable than any persistent dwelling upon details of disease and horror that may arise from their use.

THIRD YEAR.

Teach that alcoholic liquors injure and weaken the muscles, so that one addicted to them can neither play nor work so well as he might without them; that they hurt the nerves, and so interfere with what is done by them; that they make the blood poorer, so that the body is not nourished so well; and so on. Cite kinds of business, duty, sport for which people with drinking habits will not be employed, with reasons for their exclusion. Impress the moral obligation that only those things should be taken into the system that make one strong and well.

FOURTH YEAR.

Give simple accounts of fermentation and distillation—enough to show that alcohol is not a natural product, but comes from changes in fruit juices after they have been pressed out, or in food substances after they have been mashed with water. Teach that alcohol, in whatever liquors found, is the same dangerous thing, variously threatening or harmful in its so-called moderate use, disastrous and even fatal in its excessive use, and in any form or degree of use unsafe and treacherous in its trend toward creating an uncontrollable desire for more.

Teach that tobacco contains a poisonous substance called nicotine; that it frequently injures the throat, lungs, heart, and other organs in adults; that it is far more harmful to young and growing persons than to adults; that it is particularly objectionable in the form of the cigarette; that children should avoid it in all its forms, and that the more sparingly grown people use it the better, as a rule, they are off.

FIFTH YEAR.

Review and elaborate the teachings of the preceding years. Teach what a stimulant is, what a narcotic is, and what each may cause. Teach that alcohol, even if at first it behaves as a stimulant, is really a narcotic; that, unlike healthful food, it promotes neither strength nor vigor; that athletes in training are forbidden its use; that much of it partly paralyzes the muscles, so that one "talks thick," can not control the movements of vision, is unsteady in hand and leg and unfitted for work, and that lack of confidence in one who drinks often debars him from holding responsible positions. Show that the natural appetite is a safer guide in eating than any artificially stimulated appetite, and that condiments, pungent and peppery substances, tea, coffee, and the like, should be sparingly used, if at all, by children, however safe their moderate use may be for adults. Enforce frequently the lesson of simplicity, naturalness, and purity of taste for young people who are still growing.

FURTHER INSTRUCTION.

Teach the evil effects of alcohol on the digestive system, particularly on the stomach, the gastric juice, and the liver; on the circulatory system, particularly on the blood, the blood vessels, and the heart; on the muscular system, as in preceding lessons; and on the nervous system, particularly on the brain, in warping the judgment, blunting the moral sense, reducing the will power, and releasing such foolish, bad, or savage impulses as are usually kept in check by habits of sobriety. Teach some of the effects of tobacco upon the same systems. Show how alcohol and tobacco may affect the health, acuteness, and precision of the special organs of sense. Consider with the children why the Commonwealth of Massachusetts should make "special instruction as to the effect of alcoholic drinks, stimulants, and narcotics on the human system" mandatory in her schools.

Avoid details and technicalities, particularly with the younger pupils. Deal only with the more serious consequences—just enough to attain the purpose of mentioning them at all. Keep constantly and conspicuously in the foreground the ideal of a strong, wholesome, and unabused body as best fitting one for successful and happy living.

Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reasons why people in general should do without them, and young people above all others.

MANUAL TRAINING.

In accordance with an act passed by the last legislature, every city of 20,000 inhabitants or more is required to teach manual training as a part of its high-school system, the act to take effect after September 1, 1895, and the course of instruction to be subject to the approval of the State board of education.

When all these cities conform to the law, manual training will be brought within reach of more than half the population of the State (1,249,298 out of 2,238,943).

It is much more difficult to establish and organize a high manual-training school than an ordinary high school. Practically but little more than a year was allowed the cities by the legislature in which to obey its mandate—rather scant time under other than the most favorable conditions.

A high manual-training school has come to be a sharply defined institution. The definition of such a school, as inferred from the courses of study generally pursued in the high manual-training schools of the country, contains the following elements:

1. A course of study from three to four years in length, with a marked trend toward that of the greater length.
2. Free-hand and mechanical drawing throughout the course, one hour daily.
3. Shop exercises, two hours daily.
4. Academic work, three hours daily, two or more of them devoted to recitations.
5. The use of power.
6. Woodworking, including the study of tools, materials, and the elementary processes of carpentry, joinery, wood turning, pattern making, and, if advisable, carving.
7. Ironworking, including forging, chipping, and filing, and the elementary processes of machine work.
8. A session six hours long or longer, with a suitable allowance for recess and lunch.
9. A correlation of the academic work, so far as feasible, with that of the drawing-room and the shops.

It is not possible, of course, to attain this standard at once; but a standard like the foregoing, modified by local conditions and improved as experience suggests should be kept steadily in view if a city would do as well by its pupils as other cities with fully established manual-training schools have done.

Whatever plan, in view of proper economies, may be deemed advisable in the initial stages of organizing such a school, or in the smaller cities, it is more satisfactory in the long run, at least for the larger places, to give the school a full plant of its own and a separate management.

MINNESOTA.

[From the report for 1893–94 of State Supt. W. W. Pendergast.]

SCHOOL LIBRARIES.

Nowhere in the Union have better provisions been made for public school libraries than in Minnesota. Some other States have appropriated more money, but none have thrown wiser safeguards around its expenditure. There is little doubt that the amount distributed among the districts that have availed themselves of the advantages offered by the library law has been productive of more real good than any equal sum appropriated by the State for the benefit of the common schools.

The library commission consists of the presidents of the four normal schools and the superintendent of public instruction, and though working without pay, their duties have been faithfully and conscientiously discharged. Every book in the catalogue from which districts can make their selections has been carefully examined and has received the unanimous approval of the commission. Libraries are now formed in 1,728 districts, scattered over every portion of the State. From every quarter the most encouraging reports have been received. To the most distant frontier settlements these books have gone like angels of mercy, elevating and refining both teacher and pupil. The parents and older brothers and sisters, too, have reaped a share of the benefit. Old and young alike have had their thoughts turned into new channels, and a brighter life is dawning on them in consequence, These libraries have not only met the "long-felt want" of those who had already learned to appreciate books and were pining for something to read, but they have stimulated a taste for good reading among the young people to whom a spare hour meant an opportunity to do or learn something harmful. Send one of this class home with Tom Brown or Kingsley's Water Babies under his arm, and for the rest of the week his anxious mother will have no occasion to inquire "Where is my boy to-night?"

In most States little has been done in the way of providing libraries for the country districts, and wherever they do exist the shelves, as a rule, are filled with sentimental rubbish, which has received the indorsement of the teacher and the board for the reason that it was recommended by some callow youth or romantic girl, or because it was offered for sale at the village bookstore. Sometimes, it is true, a board of "grave and reverend seigniors" will insist upon having only the best books placed before the young folks, and as a result we see through the seldom-opened glass doors of the bookcase such titles as Baxter's Saint's Rest, D'Aubigne's History of the Reformation and Rollin's Ancient History. In the latter case the money was simply wasted; in the former, worse than wasted. By the Minnesota plan none but the best, and, at the same time, the most readable and attractive, can get placed upon the list from which the districts may make choice. From the entire catalogue of about 1,350 volumes this department has selected 150 of the most desirable for ungraded schools and had the list printed on the cover of the teachers' register, where it will be always accessible and where it will naturally be consulted in ordering, thus making sure not only of the best but also of the most appropriate books.

The districts, before purchasing books, are required to provide a proper case and make all necessary provisions for their care and preservation. So far as I have been able to ascertain, the libraries have generally been well cared for, and their number is increasing every year.

FREE TEXT-BOOKS.

The law of 1893, providing for free text-books, has already borne excellent fruit. At the present time nearly half the districts are loaning text-books free of charge and a third of the remaining ones are furnishing them at cost. The latter plan, however, is not satisfactory, and the remaining step will, in most cases, soon be taken. The influence of the more progressive districts is being felt by the conservative ones, and the prospect now is that the old plan of compelling each pupil to buy his own books will, in a few years more, be practically at an end. As nearly as can be ascertained the first cost of the books averages about a dollar per pupil. This outlay carries the district through one year. After that the annual expense will be about 30 cents. This reduction in the cost of books is but one in the list of advantages to be gained. Organization can be completed the first day of the session, lessons assigned and all the classes put in good working order. Pupils are supplied at once with everything needed; they know what to do; they have the means to do it, and there is no excuse for delay. In districts working under the old plan, whole weeks, and sometimes the whole term, passes away before a large percentage of the pupils are prepared to do the work which would render their presence of any value to themselves or the school. During these weeks of waiting they become restless, inattentive, and often mischievous and unmanageable. They contract indolent and vicious habits, from which they seldom fully recover. Besides, their example is contagious, and the usefulness of the school is materially impaired. Parents frequently cut the Gordian knot by keeping their children out of school altogether. This is true to an extent not even suspected, except by those who have given the matter serious consideration. It is now a common remark among county superintendents that there has been a great improvement in attendance wherever the free text-book system has gone into operation.

The following table gives the aggregate number of scholars in the State, returned by the county superintendents in their annual reports as entitled to share in the apportionment of the current school fund for each year since the present law making an attendance of forty days the basis went into operation.

This table is introduced to show the effect of the free text-book law upon attendance:

Year.	Number of scholars.	Gain for the year.	Gain, per cent.	Total gain in four years without free text-books.	Total gain two years with free text-books.
1888	212,490				
1889	214,568	2,078	1		
1890	221,186	6,618	3		
1891	227,966	6,780	3		
1892	233,298	5,332	2⅓	20,808	
1893	244,794	11,496	5		
1894	275,258	30,464	12		41,960

It will be seen by inspection of the foregoing table that during the four years prior to the enactment of this law the average annual gain in the number of scholars receiving public money was 2¼ per cent, while in the two years that have elapsed since its passage the average gain has been 8½ per cent. This table would seem to indicate that since the last session of the legislature about 11,000 regular pupils have been added to our public schools by natural increase in population and 30,000 by the free text-books, unless some other cause, not apparent upon the surface, has been in operation to bring about such surprising and gratifying results.

OUR RURAL SCHOOLS.

Notwithstanding the many disadvantages inseparable from our country schools, it must still be admitted that these schools have some points of superiority over those of the cities. There is a certain freedom and individuality among the children that is inspiring. They are in touch with nature at every point. Their earliest and most valuable lessons may be received at first hand. With proper guidance on the part of the teacher, their minds may be turned into original channels of investigation as alluring as they may be made profitable. Objects of the greatest interest are all around them. With their innate love of flowers, what is more natural than a desire to learn more about these beautiful creations? They will take intense delight in trying to discover how they grow; why the blossoms have such bright colors; if bees are attracted by them; if the bees pay the flowers for the honey they abstract; how they pay; how the seeds are produced and fertilized; the use of the seeds, the sap, the bark; if the plants are really alive; if they breathe; how they breathe; whether they have their likes and dislikes; how they manifest them; why they turn toward the sun and light. They may be easily led to see that every part has its use, and that it is exactly adapted to the end for which it was designed. Turning to the animal kingdom, the more observing ones will be found to have noticed that rabbits and weasels put on a white coat in winter when the ground is covered with snow, and that they are brown like their surroundings in summer; that the turtle has a hard shell, the deer swift limbs, the crane long legs and bill; the fox, the mink, and the muskrat warm fur suits; that the cat family have velvet feet and sheathed claws, a rough tongue and peculiar eyes. Being acquainted with the facts they are more than willing to learn why they are facts. Watching the birds, they discover that often the male is more gaudily dressed than the female. In this case, which sits on the nest? Sometimes the females wear the showy jackets. When that is the case, do they guard the nest? Do the birds know that their eggs and little ones would be in danger from enemies that would be attracted by the bright colors? By directing the young minds along such lines of thought, encouraging them to find the answers for themselves, and giving a little assistance occasionally when necessary, by means of questions calculated to set them on the right track, a lively interest can always be awakened, and the boys and girls will readily form the habit of closely observing familiar things—the true basis of scientific knowledge. This is the first step toward a valuable education. They can then be easily taught to compare, to note resemblances, to detect differences—another great step in the same direction. Thinking out the reasons for the points of similarity, the causes of the differences, and drawing just conclusions, will place the young student far on the road toward the goal at which he is aiming. No matter what particular course he may intend to pursue, his loins are well girded, the proper sandals are on his feet, and progress will now be rapid. With such a preparation the work of the higher grades, so severe to those whose early training has been neglected or conducted without due reference to future needs, will be easily mastered. No lessons learned by rote will satisfy such a student, but the various subjects presented will be studied philosophically. Results will be traced to their causes, and then followed on to their legitimate outcome. It will not be enough for such scholars to be assured by teacher or text-book that certain things are true. They will undertake to find out how it is known that they are true and what were the causes that determined them. In digging out the answers to these and similar questions which well-trained scholars will ask themselves, the reasoning powers are still further unfolded, the judgment strengthened, the intellect developed, the brain quickened. When these boys leave school and go out to do battle in the great world, they will carry with them stouter hearts, since they have been used to struggling against obstacles and overcoming them; more sublime courage, from the fact that in all their encounters, no matter how formidable the foes, they have come off victorious; more resolute will, for that, too, has been trained and strengthened at every step of their course.

If the teacher is equal to the occasion and is permanently employed, much can be made of these advantages. But as it takes time to become acquainted with individual wants and capacities, the constant changes leave little room to hope for a high standard of education till some remedy is devised.

Again, in the ungraded country schools, the younger and less advanced pupils have the older and more proficient ones constantly before their eyes as models for their imitation. Many an easy-going pupil has got an idea of what he ought to do, in the reading class, for instance, by listening to the stirring words as they fall from the lips of that cultured girl who "understands and feels" what she is reading, and so impresses upon all who hear the burning thoughts of a Phillips, a Webster, or a Whittier. In geography he is charmed by the descriptions of other lands given by the true scholars in the higher classes. In history, too, the best recitations rivet his attention, and he wants to know more about the exploits of those ancient peoples who have been so pleasingly introduced by one who is studying history for a purpose, and knows not only how to study but how to tell what he has learned. But all these advantages are of no avail if the teacher be "a blind guide;" if he simply assigns lessons to be committed to memory, and asks only stereotyped questions to be answered perfunctorily in the words of the author. More attention, then, must be paid to the hiring of teachers. The weeding-out process must be begun and must continue till only those are left who understand what education really is, and how to make every blow struck count one toward its attainment. The best teachers must be held in the ranks and not driven to other employments. If this means higher wages—and there is no disguising the fact that it does—let them prevail. It will still be cheaper for the taxpayers and better for the schools, as one year under a good teacher is worth half a dozen under a poor one. We must have well-trained teachers of a high grade of scholarship for our country schools, or poor work will be the result of poorer economy. Our country schools comprise about two-thirds of all the pupils of the State. On account of their smaller size, to be equally as efficient as those in the village, they must be more expensive or the year must be shortened. As a matter of fact the year is shorter, the wages lower, equipments fewer. With so many untoward circumstances against which to contend, the teachers should be the very best. The trustees and parents should cooperate with them faithfully and cordially, remembering that to work together for the common good is much more pleasant and profitable than to sink into apathy or to spend the time in petty quarrels that destroy good fellowship, ruin the schools, and defraud the children of the education which is theirs of right and for which the State will hold the district responsible.

No system, be it ever so good, no government machinery, be it ever so perfect, can breathe the breath of life into a school which has died of neglect or been strangled by those to whose care it was intrusted. A live, enthusiastic teacher of good judgment, bright, magnetic, and full of tact, may succeed in interesting the people and bringing them into harmony with himself, with each other, and the school, so that surprisingly good results will follow. If, on the other hand, the teacher be out of tune with his environments; if he be cold, unsympathetic, or simply dead; if he be an eyeservant, taking no interest in the work assigned him, but only in drawing the monthly stipend for which his contract calls, and if possessed of a genius for nothing but blundering, failure must be expected. But this one will "keep the school" for less wages than the other, and in many places that consideration alone is sufficient to decide the matter. He is employed, and the successful one is driven into some occupation where his talents are better appreciated.

These schools demand the highest grade of talent in the teacher. His work is multifarious and exacting—more so than in the graded schools. His pay is small in comparison with the requirements. Those who are best qualified for such positions can not afford to take them. They are wanted in other places at better salaries. Unlike their city brothers, the rural teachers must manage to control and teach all the different grades. They have no superintendent to help them lay their plans. They are thrown entirely on their own resources. It calls for the versatility of a Cæsar to meet all the different demands made upon them. Besides, the attendance is irregular; the schools continue but half the year; salaries commensurate with the amount and kind of service required are seldom paid. These things are not alluring. The consequence is that teachers are constantly changing, and in the midst of all this chaos no permanent plan for the improvement of the schools is possible. Supervision by the county superintendent helps but little. Distances are great and districts numerous. The very thought of giving them all a proper supervision is overwhelming. Frequent visits are impossible.

THE STATE UNIVERSITY.

No department of our educational system has made greater progress during the past few years than the State University. Its growth in numbers, in the strength of its teaching force, in its hold upon the people of the State, and in the extent and thoroughness of the work accomplished is phenomenal. New and commodious buildings have been erected and fully occupied, additional instructors appointed, and courses of study readjusted and expanded. The attendance in the several professional departments has from the beginning been, to say the least, surprising, and

each year swells the roll beyond all precedent in other States. About 800 students are now receiving instruction in these departments, whereas only ten years ago all who desired to take a professional course were obliged to patronize some other State.

The increase in the number of students has been so rapid as to prove embarrassing, taxing the resources of the university to their utmost limit to meet the demands made upon it for the extra facilities required. Last year the gain in all departments was 246. This year the indications are that it will nearly if not quite reach 300, giving a total enrollment of 2,100, and placing it third in the list of State universities. If coming legislatures continue to furnish the necessary funds, there is scarcely room for doubt that the close of the present century will see but one university in the country furnishing instruction to a greater number of students, and it is not at all unlikely that ours will have the leading place. The influence it has had in infusing new life into the high schools of the State, as well as in raising the standard of education throughout our whole educational system, is everywhere apparent. Each school is stimulated to higher effort by the progress made by the next one in advance, which in turn is drawn forward by one that is doing still higher grade work. So, now that there is a complete articulation from the kindergarten all the way up through the intervening grades to the noble institution that stands at the head, it is easy to see that any forward movement inaugurated by the university will be participated in by the entire column. With proper leaders placed at the right intervals along the lines diverging from the university, and reaching out to every district in the State, all will keep step and advance together. All see something desirable ahead which they wish to reach. The school life of each child is thus lengthened, and more is accomplished during each year of that life. We must see to it that the courses of study are so arranged that wherever in the march any student may chance to fall from the line he will have the satisfaction of knowing that he has received the very training, or at least as good training, as if the curriculum had been planned for his especial benefit. The committee of ten, and all the conferences organized by them, unanimously say that every subject taught in the high schools "should be taught in the same way, and to the same extent, to every pupil, no matter what the probable destination of the pupil may be or at what point his education is to cease." The question discussed was presented in these words: "Should the subject be treated differently for pupils who are going to college, for those who are going to a scientific school, and for those who presumably are going to neither?" The answer was "No," and it was unanimous. If the committee were right—and such absolute unanimity among ninety-eight of the best educators of America ought to carry immense weight, if not perfect conviction—the question of courses of study for our high schools will be comparatively easy of solution. It will only be necessary to change one or two subjects now on the list for as many others deemed more important for those whose studies end with the high school, if indeed such other subjects can be found and agreed upon.

MISSOURI.

[From the Report for 1893-94 of State Supt. L. E. Wolfe.]

HOW EARLY CAN THE RESPECTIVE BRANCHES BE TAUGHT?

I have but little sympathy with that course of study that postpones even an elementary knowledge of several branches in the domain of man—history, civil government, political economy, literature—and all the branches in the domain of nature to a late period in school life. Divinity spoke both domains into being and unified them for all time. No course of study can, with impunity, put these domains asunder, or drive the departments of either domain tandem. The illustrations given elsewhere in this discussion show beyond any doubt that each of the so-called branches of the domains of nature and man has its elementary truths that can be taught very early—from the first to the fourth year of school life. Most of these branches can be profitably begun with the first year of school life; some of them before the child enters school. To assert that a subject, or part of a subject, can be early taught in its elementary phases, is not to contend that the subject can be exhausted thus early. Some people are always talking about "exhausting" a subject, and teaching it "thoroughly." We never exhaust a subject. A child can, however, get from a subject what is suited to him, what his intellectual and spiritual nature demands at that stage of its development.

He can begin the study of physics, chemistry, astronomy, civil government, political economy, very early—third to fifth year of school life; the study of botany, zoology, geology, history and literature still earlier—first to third year of school life. History and literature have their beginnings in fairy tale, myth, folk-story, fable, and easy biography. The study of nature has its beginnings in those simpler phenomena that greet the child at every step and weave themselves into his very life.

The child, beginning with the muscular force that tosses his ball into the air (as it were, pushes it from him), and the simple fact that a body falls toward the earth, passes successively and gradually, through several years, to the laws governing falling bodies; to the foot-pound, foot-pound-second, dyne, erg, gravity unit, mechanical equivalent of heat, weighing the earth (finding mass) against a mountain, weighing the planets against their satellites; to the abstruse physico-mathematical investigations that demonstrate the permanency of the universe, so far as planetary perturbations are concerned; to the hitherto unsolved "problem of three bodies;" passes from the simplest electric toys to the severest measurements in electricity—amperes, volts, ohms, exterior and interior resistance; passes from the simplest manifestations of heat and light till he measures the heat and light of the sun in calories and candlepower; from simplest facts concerning gases to the laws of Dalton, Boyle, Gay Lussac, and Avogadro.

THE TWO GREAT CHANNELS OF KNOWLEDGE—ACQUISITION.

These are observation and reading. Observation admits the learner to the temple of knowledge through the study of things; reading admits him through the study of words, the representatives of ideas. By means of the one we read what Divinity has written in nature; by the other we read what man has written in books.

(*A*) *Observation.*—It is difficult to overestimate the importance of the careful training of the powers of observation in the domains of nature and man, from earliest childhood to latest life, to the end that the learner may enter fully into the temple of knowledge—intellectually, esthetically, ethically, and spiritually; a training in observation not alone through the sense of sight, but through the senses of touch, taste, smell, and hearing. While sight is the great knowledge-acquiring sense, the training of the other senses should not be neglected, especially hearing, which is second only to sight as a knowlege-getting sense. The child could early learn to distinguish pitch, loudness, and quality in sound, and later to make the experiments that will produce a desired pitch, loudness, or quality. Nature, indeed, with lavish hand fills our every moment with a wealth of phenomena of infinite variety, graded to tender, tentative childhood, mature manhood, and decrepit age. During the past hour there have raced past my car window a wealth and variety of phenomena that beggar description—hill and dale decked in evergreen and gold, crystal stream, deep ravine, and high-piled ledge, whispering winds and floating clouds, and over all and through all the great canopy and the greater sun. But whatever Nature's lavish variety and wealth, to interpret her aright the child needs careful, systematic direction and inspiration from his teacher. That teacher who hopes rightly to direct a human being, from tender childhood, in the acquisition of knowledge through observation and experiment, must devote his days and nights to the study of the child itself—its tastes, capabilities, the laws of its growth. He should, first of all, prevail upon the god Eolus, or some like potent personage, to imprison "thoroughness" and "exhaust," in his deepest and strongest cavern, to be let out in homeopathic installments, during all the years, from lowest primary to highest university. The little child is a butterfly, flitting from flower to flower—a bee, getting a little nectar here and a little there. But with coming years he returns to the same flowers, departing each time on heavier wing, getting at each visit deeper and richer drafts of Divine truth, beauty, right, and love. All along life's voyage of calms and storms, from tiny rill to boundless sea, God is whispering to his soul—

> Build thee more stately mansions, O, my soul,
> As the swift seasons roll.
> Leave thy low-vaulted past;
> Let each new temple, nobler than the last,
> Shut thee from heaven with a dome more vast,
> Till thou at length art free,
> Leaving thine outgrown shell by life's unresting sea.

(*B*) *Reading.*—Observation and experiment limit man to the acquisition of knowledge through the senses. Reading enables him to transcend the bounds of time and space and put himself in possession of the knowledge of the race—to know what is transpiring on another continent, what transpired during a past century; to know what Plato thought and to feel what Homer sung. To read is to get what the author put into his book, to live over with him those ecstacies of thought and feeling, that thrill of high purpose attending the birth of literature. Then, reading being the key to the accumulated knowledge of the race, embalmed in literature, how important its mastery. By reading is not meant the word calling of one set of school readers, in the eight years of school life; but getting, as nearly as may be, during these eight years, the thought and feeling from fifty or sixty books, covering every department of the domain of nature and man, and adapted to the learner's tastes and capabilities; books that will go hand in hand with rational observation and experiment,

stimulating the pupil to more critical and profitable observation and more ingenious experiment; books that will not surfeit or gorge, but direct, stimulate, and inspire.

While reading supplements observation, observation gives that mental equipment that makes intelligent reading possible. The more critically one deals with phenomena and things the better equipped is he for dealing with words. Again, some pupils are better fitted by nature to enter the temple of knowledge through things—through observation and experiment; others through words—through literature. Here (in reading), as in observation, let us put "thoroughness" in durance vile, to be let out in small installments. In reading, a child (after a certain mastery of word calling) naturally passes hurriedly from page to page, from book to book, getting what his mental appetite craves at that time, just as in observation he passes from phenomenon to phenomenon, from object to object. Just as in observation there should be a teacher to skillfully incite to a more critical reading of the book of nature, so in reading there should be a teacher to incite to a more critical reading of the books of man. But let us be careful how we insist upon thoroughness far beyond the tastes and capacity of the child. What seems thoroughness to us may be nausea and disgust to him. Let us beware how we insist upon difficult philological, ethical, or esthetic distinctions that appeal to the mature intellect only. When we think we have taught them, the poor child, in obedience to the ukase of his ignorant teacher, has learned only to mouth them. The attempt to teach thoroughly a set of school readers (without other supplementary reading) a page or a paragraph at a lesson does gross violence to the fundamental constitution of the child's soul. Having done a reasonable amount of skillful inciting, directing, and inspiring don't lose sleep over want of thoroughness. Just as the bee will return again to the flower, so the child, under proper direction, will return again to the book, to get what he could not get on first reading; or he may get its equivalent from another book. The child presides over a little world of his own, ever widening as the years go by. That mysterious self-active, self-conscious self is day by day and year by year unfolding itself. At any certain period of childlife, for any certain individual child, there are certain soul chords corresponding to certain elements in the domain of nature and man. The more bungling the teacher, the more frequently he strikes into space, there being no soul chord to strike into harmony. While juvenile books, founded upon child nature, can be successfully prepared in the natural sciences, history, civil government, political economy, and literature, the masterpieces of the world's literature can not be duplicated every day to order.

Many of these world classics contain lessons for children as well as for mature philosophers. They can thus be read and reread as the years go by. Nature and books spoke not to us in childhood as they speak now. The cloud, the stream, the sunlight come fraught with deeper lessons. To-day you read Emerson, Carlyle, or Gœthe. In ten years the coming and going years of pleasure and sorrow, success and defeat, will enable you to read them with deeper insight.

> Heaven is not reached at a single bound;
> But we build the ladder by which we rise
> From the lowly earth to the vaulted skies,
> And we mount to its summit round by round.

NATURAL SCIENCE VERSUS LITERATURE.

Much has been said and written upon the relative merits of natural science and literature. Each has its advocates and enthusiasts. We are told, on the one hand, that natural science is materialistic, of the earth earthy, and that the genuinely humanizing and spiritual study is literature. On the other hand, we are told that natural science is peculiarly God's handiwork, and that through its study we rise to the Divine self-activity that spoke nature into being; that literature deals with words, with mere shadows of things. Both are extremes. Both literature and natural science are parts of one great whole. Each is complementary of the other. Both are equally Divine. On the one hand, God has unfolded Himself in a universe of enrapturing beauty and grandeur. Each bears this Divine stamp—from trembling atom to bowling world. On the other hand, God "made man in His own image, and breathed into him the breath of life." The world literature spans every height and sounds every depth of this image of God. May it be ours to know more of the heights and depths of both literature and natural science.

MATHEMATICS.

Mathematics is a general branch applicable to both the domains of nature and man, and should be so taught as to vitally relate to the branches of these domains. Improbable, artificial, far-fetched, so-called "mental arithmetic" examples flagrantly violate the above principles. Such examples are semialgebraic, and, while furnishing a good mental discipline, lack close relation to actual life, and hence are not of

the highest utility. The hare and the hound still continue their unequal leaps across the pages of many of our "intellectual" arithmetics. While these animals are important, from a zoological standpoint, they do not figure arithmetically in the business world so extensively as these authors would have us believe.

In the opinion of the writer too large a place is given, in the elementary course in mathematics, to arithmetic; and too large a place in arithmetic to value. Much pertinent work in arithmetic would grow out of the elementary study of nature. Upon reflection, it will occur to one how rich this field is; but here, as elsewhere, we should be careful not to go far out of our road to manufacture artificial and far-fetched examples, not bearing vitally upon the important parts of the natural science work in hand—all this, lest the fundamental law of unity be violated, and the child's time and energies be squandered.

Lines, surfaces, and solids—geometry—in an elementary form, could be successfully taught in grades 7 and 8, and possibly lower. The subject of arithmetic could be much simplified and unified by omitting cause and effect, six per cent rule, twelve per cent rule, Connecticut rule, and other unnecessary and mystifying methods. Quite frequently the pupil gets these extra methods mixed in such proportions as to result in an incorrect solution. What the pupil (soon to face practical life) needs is one direct, common-sense method of solving examples, and such abundant practice in miscellaneous examples as will insure accuracy and rapidity. The great method of methods in arithmetic is analysis. The method that will find the cost of one orange at 5 cents and a doll at 10 cents, the change in return when an orange at 5 cents is exchanged for a stick of candy at 1 cent, the cost of two lemons at 4 cents each, the cost of one lemon when two cost 10 cents, will solve most of the examples of arithmetic. In this way arithmetic can be unified. But the greatest stride in unification will come with the adoption of the metric system, thus unifying all denominate numbers and calculations to the simple decimal system—ten units of one order making one unit of the next higher order. While this system has taken a strong hold upon continental Europe, notably France and Germany, the prospects now are that it will be many years before it takes much hold upon the United States. It is true that the metric system is now in all our text-books, but it has no practical hold upon the people. The old, cumbersome system of weights and measures is still universally used in the transaction of business. It is a matter of deep regret that this wonderful labor-saving metric system still knocks in vain for admittance in the United States and insular Europe.

EXPRESSION.

All mental growth consists (1) of the acquisition of knowledge through (*a*) observation, (*b*) reading, and (*c*) elaboration; and (2) in the expression of this knowledge (*a*) in language; oral and written, (*b*) in drawing, (*c*) in modeling, and (*d*) in making. It is only through these four methods of expression that man attains complete communication of himself to his fellow-man. Besides, some pupils are naturally weak in language, but strong in drawing, modeling, and making. Unable to enter the temple of knowledge through words, they enter it through things. I therefore advocate the teaching of these four methods of expression, without attempting to decide the relative importance of these four methods. To what extent it will ever be practicable to teach the fourth method—making—in all the district schools, time only can determine. Just now, it seems that modeling is more universally applicable to the common schools than making; likewise, drawing than modeling. Certain it is that in the common schools of this country, as a whole, comparatively little drawing is taught, less modeling, and still less making. Language is the universal channel of expression. Obeying the guiding principle of unification, acquisition and expression of knowledge should be linked together. Years of practice should be given to the expression of knowledge at the moment of its birth; not to the memorizing of multiplied rules and minute directions for expressing knowledge and dissecting sentences, but to expressing ourselves as we will be called upon to do in life—in business and the professions—on the farm, at the carpenter's bench, and the merchant's counter; at the draftman's table and the artist's easel; in printed page; from pulpit, bar, and rostrum; linking this rich and varied expression closely and vitally to the entire line of work, in observation, experiment, and reading, in the domains of nature and man, from lowest primary to highest university. Admitting, as we gladly do, the importance of a few fundamental rules, principles, and directions to guide in the expression of thought, we most deeply deplore the burdening of grammars and rhetorics with infinite minor rule and direction, memorized without adequate practice, and disgorged as soon as examinations are over. These fundamental rules, principles, and directions should grow out of infinite concrete practice, and be memorized only when the mind has fully grasped their concrete contents. Just as no mere memorizing of a cook book can make a good cook, so no memorizing of directions alone can make one proficient in the use

of the English language. Let us keep close to living thought and living expression, remembering that the chief value of grammatical analysis is to enable the learner to interpret literature and to communicate himself to others. Here seems to be the heart of the whole matter; to read man in his works—books, drawing, modeling, making—and God in nature, and to communicate oneself most fully and completely to his fellow-man, in language (including music), drawing (including painting), modeling, and making (including the work of the artisan and sculptor).

NEBRASKA.

[From the Report for 1893–94 of State Supt. A. K. Goudy.]

HIGH SCHOOLS—VARIOUS PLANS FOR A STATE SYSTEM CONSIDERED.

In Nebraska a high school is a school organized under our common-school law, doing work in subjects in advance of those required for a first-grade county certificate. These schools are next in importance to the primary schools. They constitute the ninth, tenth, eleventh, and twelfth grades, or years, of the common-school course. They are of importance from two distinct considerations: First, they are the preparatory schools for the college or university, and second, they are the schools in which a vast number of our boys and girls finish their school life. Under our statute any school district having a school population of more than 150 may, by a vote of the district, establish a high school—that is, such district may make provisions for carrying the pupils forward until they have completed a course of study which will fit them to enter college. It is unfortunate that more of our boys and girls have not these opportunities, and many plans for extending the provisions of high-school instruction have been attempted. In our own State, in some of the counties, a plan for admission to convenient high school of city or village from the rural or ungraded schools has been successfully adopted. The objection to this is that the pupils attending the high school under this plan must pay a tuition fee.

A further objection is that high schools are thus likely to be crowded beyond their ability to do the best work for their pupils. If these objections could be overcome, it seems to me to be the ideal plan, for the reason that it brings the country schools into close relation to that high school which is most convenient to them, thus making it possible to take the high-school course while at home, under the home influence and home restrictions, at the most critical period of their school life. Another plan, adopted in some States, is a provision for establishing a high school in each township for the free tuition of the children of the township. This makes it possible for all the youth of the township to pursue a high-school course while at home. This plan would be most feasible under the system of "township districts," in which each township becomes a school district.

A third plan suggested is that of the establishment of a high school for each county in the State. Some of the objections to this plan are: Children must go away from home to attend; it involves the further complication of our school system; it involves a large additional tax for school purposes; it involves the establishing of a high school for the county, besides another high school established and maintained by a city or village; it introduces an element of friction between the city and village high schools in a county and the county high school of that county; it further introduces local politics into the schools, the location of the county high school being made the occasion of local jealousies and trades in connection with county seats and other local affairs which are foreign to the schools. The history of county high schools in Iowa and in Kansas, where the system has been introduced into their statutes, does not seem to be encouraging, the Kansas law being enacted in 1883, since which time but three or four county high schools have been established in the 105 counties of that State, and the Iowa law being enacted in 1869, since which time I am informed that but one county high school has been established.

The ideal plan, and one which is not difficult of realization, which obviates most of the difficulties named above, is the following: The arrangement of a course of study for the rural schools, which, complete in itself so far as it goes, is also preparatory to the first year of a local high school, into which pupils completing the course in the rural school may graduate; the arrangement of a course of study for the local high school, which, while complete in itself so far as it goes, is also preparatory to the first year of the university course, into which the pupils of the high schools may graduate; the high schools to receive from the county general fund, or from a special fund created for that purpose, a sum sufficient to pay the expenses incurred by the tuition of the nonresident pupils attending such high school. In such a system there are no divided interests; there are no local jealousies; the pupils are educated practically at home; there are no duplicating of the things attempted; each part leads to the next—in short, there is a system leading from the elementary school to the university.

The problem of secondary education, included in high-school work, lying between the elementary school and the college, university, and normal school, is one most difficult of solution. This problem has been attacked in many of the States, and nowhere has a satisfactory solution been reached.

Massachusetts has probably come nearer a satisfactory disposal of this question than any of the other States which have seriously moved in the matter. Her theory, like that of other States, is that free instruction of all the youth of the State from the primary school to the university should be afforded. The conditions in Massachusetts are so different from those existing in Nebraska and other Western States as to make the details of her system impracticable in our own State; and still Massachusetts has furnished the key to the situation by providing for the tuition of pupils attending a high school outside their home district when they have no such school in their home district, one of the provisions of the high-school act being "that any town in which a high school is not maintained shall pay for the tuition of any of its qualified children who may attend the high school of another town or city. In other words, free high-school tuition is the legal right of every qualified child in the Commonwealth." The foregoing quotation is from the report of the secretary of the board of education, adopted by unanimous vote of the board.

Minnesota provides for State aid to the extent of $400 annually to each high school in any city, village, or township district which shall provide a course of study preparatory to entrance to the State university. Of a total of 64 high schools in the State 14 were reported, in 1891, as complying with the university preparation requirement; 21 were reported as substantial and complete in organization and instruction, though not quite up to the standard indicated above, and 29 were reported as not meeting the conditions of a well-equipped high school. Not more than 5 high schools in any one county to receive aid in any one year, and not more than $20,000 per annum may be given by the State to aid high schools.

So it appears that Minnesota is working for the solution of the same problem, with some progress toward the result.

Wisconsin has a high-school law, which, unlike that of Minnesota, stops short of making the high school free to nonresident pupils; and so does not in the largest sense stand between the ungraded district school and the college, university, or normal school.

There can be no doubt of the excellence of existing high schools in Wisconsin; but the futility of attempting to build up this grade of school where there is not an existing sentiment in the locality favorable to its establishment and maintenance is demonstrated by the fact that while there is a State tax, the proceeds of which are to be divided among those high schools established and maintained amounting to one-half of the entire sum expended for instruction therein, the State superintendent, in commenting on this matter, says: "By this act an annual appropriation of not more than $25,000 is made to encourage the establishment and maintenance of free high schools in towns where there are none but ungraded district schools. This was the principal purpose of the first act proffering aid to free high schools. But few of these places took advantage of the assistance thus tendered, and the remainder of the appropriation is now devoted to the high schools established in connection with graded schools."

In Wisconsin the State superintendent prepares a course of study for free high schools; he exercises a personal supervision over them; he personally visits and inspects them; he appoints a suitable person to assist him in inspecting and supervising them; he furnishes suitable blanks for annual and special reports for these schools. He is, in short, the responsible head of the high-school system of the State, an amendment to the law, increasing his power and authority, being made to carry out this plan.

In order to establish a connection between the ungraded district school and the schools beyond the high school, viz, the college, university, and normal school, so that all the youth who desire to do so may have free high-school privileges, there remains in Wisconsin but a single step—the payment by the State of the tuition of all the youth of the State who may elect to attend such high schools as now exist. This being done, there is free high-school training for all, whether a high school exists in their home district or not.

What are the conditions in Nebraska? We have many local high schools, a number of them fitting for college, or university, or normal school, their graduates admitted without examination to these institutions.

Then there is a still larger number of local high schools, which, while not fully preparing their students for the institutions of higher learning, do carry them materially beyond the last point possible of attainment in the "district school." Pupils from the district schools should be permitted to enter those high schools most convenient to them; the county or the State should provide for the payment of a suitable tuition; thus, in most cases, could the boys and girls advance beyond the last possible step taken in the district school. Then, if in their further attainments they must go

from home (as in most cases they must under any possible arrangements) for the completion of their secondary education, let the county or the State follow them with money to pay their tuition, until, as now, they reach the college, the university, or the normal school, where their higher education is provided by the State at no expense to themselves. A high school can not be placed at every door until our population has become much more dense than it now is, but we can make provision for the high-school instruction of all the youth of the State in those districts where high schools are impracticable, by paying a suitable tuition fee for all pupils so situated who attend a high school in a district other than their own.

The county, or the State, may make provisions for doing this from the general fund of county or State, or by the creation of a special fund for this purpose. In a large part of the State there are now high schools within comparatively short distances from the mass of the country pupils. As the population increases this condition will gradually improve until, as now in the States of denser population, there is a high school within easy reach of almost all.

NEW HAMPSHIRE.

[From the report for 1893-94 of State Supt. Fred Gowing.]

SCHOOL ATTENDANCE.

The public schools are for all the children of the State. The law requires attendance of all children between certain ages for a certain minimum period of time, unless evidence of inability or equal advantages is shown.

Difficulties arise in dealing with habitual truants and children employed in manufacturing establishments. To the average teacher a greater source of vexation and bewilderment is irregularity of attendance of pupils enrolled as members of the school in good standing. This irregularity of attendance, in the gross, results in great loss of time and school privileges, easily calculable in hours or school months. The loss of interest consequent upon interrupted attendance, the waste from gaps in individual progress as compared with school or class progress, the formation of pernicious habits in inexactness and irresponsibility, are not so easily represented by symbols.

Some causes of absence are poor teaching, false methods of discipline, lack of home influence and parental cooperation resulting in neglect or indifference, importunity on the part of the child to remain at home "to help" in trivial matters, perversity, ignorance of consequences of absence, and poverty. Distance from school and insufficient school accommodations are more infrequent causes.

The work of the school is the business of the child, and every child should be impressed with the idea that his business can no more be neglected without detriment than the business of adults. Tendencies to tardiness and absence seem "to run in families," along with other family traits. The responsibility for negligence of school duties through absence or idleness rests not wholly upon the child, but quite largely upon the parent who knows, or ought to know, the general conduct of his child, and who, by inaction, tacitly assents to such conduct.

The first concern of the school official in this matter is to find out the causes of absence in his own school. There must be no diminution or cessation of attention until general habits of punctuality are formed in the community. Spasmodic revivals are impossible here. The woful waste of absence should be held before parents and children alike continually, although the unfair and inefficient scolding of pupils present for the faults of absentees is to be deprecated. Cooperation of parents is to be sought. Too often parents are ignored until there is trouble. Calm weather is the favorable time for acquaintanceship, and an acquaintance with parents gives occasion to inculcate the importance of school privileges, to inform of the policy and methods of the school, and to strengthen the personal hold of the teacher. Appearances at times indicate that to the teacher pupils are simply pupils, and not human beings in certain definite relations to the community and to life.

Strong teachers with heart power succeed well in gaining and holding pupils in school. Good teaching is essential. Every pupil should feel that by absence he suffers personal loss irretrievable. If poverty prevents attendance, kindly charity should be so administered as not to offend the personal dignity of any pupil, or to cause him to lose caste among his fellows.

However desirable perfect attendance may be for the prosperity of the school and the progress of the individual, it is not to be purchased too dearly. Every child who ought, should be in school every day, but no detriment should come to anybody, pupil or parent, in health or in any valuable thing, by his attendance.

Attendance is a means, and all pupils may rightly feel that partial attendance is considerably better than no attendance. Avoidable absence alone is culpable. In

struggling for long "rolls of honor" and high percentages of attendance, it is so easy to put the whole matter in wrong relations. While inertia on the part of the teacher, and a bare perfunctory discharge of duty in always securing "a proper excuse," are deplorable, deceitful, and doubtful acts performed for prizes of any sort whatsoever, "banners," applause of committee, or any other, weaken the morals of the school. A wholesome rivalry is possible and stimulating. It is common, for instance, to excuse children immediately after the roll call in order to avoid a technical absence, a dismissal not being regarded in the record of attendance percentage. The pupil actually loses the whole session. If absence in cases of this sort is necessary, the coming to school to report is a hardship. Such a method is an unworthy subterfuge and a trick. If tardiness is the especial matter under attempted improvement, it is intimated that absence is preferable, and tardiness, sometimes unavoidable, becomes almost criminal in the judgment of a pupil. It is difficult to maintain the perspective. Teachers, presumably somewhat masters of their circumstances, are occasionally late in their arrival at school. The fetich worship of marks and records leads to extraordinary devices and regulations. Things simple become warped beyond recognition.

In many places there is a custom to drop from the roll the name of any pupil absent for ten consecutive half-days. Under such a rule, engaged in hot rivalry for the highest percentage of attendance, or without adequate conception of the physical, intellectual, and moral purposes of schools, unable to withstand the stress of circumstances, some teachers prefer continued absence to occasional presence.

General rules governing the matter of attendance and establishing uniformity in recording and reporting, applicable throughout a State, are desirable in the interest of honest statistics and sound morality.

A pupil should be in his seat ready for duty at the signal for beginning a session. Failing in this, or arriving before the middle of a session, he may be regarded as tardy. If he arrives after the middle of a session, or leaves before that time, he may be regarded as absent, and the loss of time recorded. To be marked present a pupil should be in attendance at least during one-half of the session. If he leaves after the middle of a session the record should show a dismissal. Actual absence or presence during a whole session involves no doubt in recording. Since it may be desirable for uniformity in reporting to set an arbitrary limit to absence, the end of ten consecutive half-days, a school week, may be as good as any. This time lost should be reckoned in ascertaining average membership and attendance if the pupil returns. In case the pupil does not return these days may be omitted in reporting. The actual loss of time incurred by tardiness or dismissal should be recorded against the pupil's name in the register. Statistics should be in sight of truth. Notwithstanding the advantages of some such system, objections not altogether trivial may be made to these suggestions. Uniformity throughout a town at least is to be insisted upon. The ratio of enrollment to whole number of children, of average membership to enrollment, of average attendance to average membership, may indicate the efficiency of the schools, their influence, and the esteem in which they are held.

It is the duty of the school to reach every possible pupil, and to keep him for as much time and for as long time as possible under beneficent educational influences. When this is accomplished the records and reports should show exactly what they purport to show—how generally and how constantly the provisions for education are applied.

A more systematic and energetic enforcement of the truant laws by school boards of small towns is essential. A deplorable laissez-faire policy exists in altogether too many places. The provision of the law relating to the penalty to be imposed upon such parents or guardians as do not comply with the statutory requirements for attendance of children upon public schools is defective and should be amended so that failures to send children to school should constitute a misdemeanor punishable by payment of a fine.

The law relating to child labor should be so amended as to include mercantile houses and establishments employing children other than manufacturing establishments.

The minimum age limit at which children may work while schools are in session should be raised to 14 years.

NEW JERSEY.

[From the Report for 1893-94 of State Supt. A. B. Poland.]

Since the adoption of the general school act of 1871, twenty-three years ago, no other succeeding year has witnessed so many nor so vital changes in the organic school law of the State as the year just closed.

Chief among the many important changes effected by the legislation of this year are the following:

The township school act.

The free text-book act.
The temperance instruction act.
The reorganizaion of the State school board.
The restoring riparian moneys to the State school fund.

In all some twenty-one bills designed to modify to a greater or less extent the organization and administration of the schools of the State were passed by the legislature of 1894. It may safely be said that no legislature for a quarter of a century has considered more carefully all matters affecting the educational interests of the State, and no legislature for a quarter of a century has done more to uplift the schools of the State and place them upon a basis of permanent growth and efficiency.

Foremost among the many measures intended to improve the condition of the schools was the so-called "township" act, which abolished all the existing school districts in the State, except those of cities and boroughs, and provided that the township boundaries should hereafter be the dividing lines between contiguous school districts.

This measure was introduced in the assembly by Hon. George P. Olcott, of East Orange, to whose indefatigable industry, patience, and fidelity its final passage is largely attributable.

I doubt whether any legislative enactment during the past two decades, whatever its subject-matter or its avowed object, will be more far-reaching and productive of good than this radical reorganization of the State school system upon the township basis.

The chief object of this measure was to effect the following ends:

1. By enlargement of school districts, to make the cost of maintaining good schools considerably less to each taxpayer.

2. By bringing a large number of schools under one and the same jurisdiction to make possible effective grading and supervision.

3. By throwing rural and village communities into the same taxing district to equalize the burdens of maintaining good schools.

4. By making all the schools of a township free to all the resident children of a township to afford equal school privileges to all.

5. By making the school trustee a township officer, to create governing school boards who should take a broader and more enlightened view of the purpose, scope, and results of public school education.

It was not a hastily devised nor an ill-considered measure. The experience of a dozen or more States that had taken the step in advance of New Jersey was appealed to for guidance.

It was found that no State which had abolished its district system and had substituted the township system therefor was dissatisfied with the change. On the contrary, the testimony of all such States was uniformly and unequivocally favorable to the township system.

In fact, the question of the township against the school district as the natural geographical division for educational purposes had been studied and discussed so generally throughout the country during the past twenty-five years or more that opinion had become crystallized. Scores of opinions of the most competent educational experts were laboriously collected by the State superintendent, and all were found to be in accord; there were actually no dissenting voices to be heard anywhere; hence the promoters of the change felt assured that they were incurring no risk of disorganizing the school system of the State by advocating the township plan, but were recommending a system which in its general features would command the unqualified approval of all intelligent and right-minded citizens.

It was to be expected, however, that the first operation of the new law would result in more or less misunderstanding and friction. It could not be avoided. The change might indeed work a temporary hardship in not a few communities, especially where district lines could not well follow township lines under existing conditions of population and settlement. It was believed, however, that a remedy might be easily devised for these specific cases of hardship. The greatest difficulty to be overcome arose where the township lines cut a district in two, leaving the children, or a considerable part of them, on one side and the school building upon the other. Several methods to meet this objection had been tried in other States, but none seemed to be wholly satisfactory. As a temporary expedient and until a permanent plan could be devised to meet the difficulty, county superintendents were authorized in their discretion to transfer pupils to the nearest school. It was believed that this would obviate any immediate hardship and afford an opportunity to consider carefully the best plan for permanent relief. After a careful study of the situation I would recommend that the next legislature be asked to enact a law enabling boards of education of adjacent townships to create special lines where the same are actually needed. These lines should be temporary, say, for three years only, when they should be subject to revision. By this means the advantages of the township system will be secured and all the hardships incident thereto avoided.

With this amendment nine-tenths of all the opposition to the township law will cease. I am not aware that this method has been tried elsewhere, but I believe it will prove entirely satisfactory. The manner of appraising the property of school districts and covering the same back to the taxpayers of the old districts by remitting one-tenth each year has been quite generally accepted as a just and equitable disposition of this perplexing question. I would beg to suggest, however, that three or five years would be quite as acceptable as ten years in which to make these adjustments. The shorter period has this advantage, also, that it sooner obliterates the recollection of the old district dividing lines. In some other details, especially concerning method of appraisement and disbursement, the act should state in somewhat clearer language the mode of its operation and enforcement. Other changes in the township law of a minor sort will doubtless be found desirable.

It is no reflection, however, upon those who were responsible for the act of 1894 that it is not altogether perfect. It is true of all legislation that no man or body of men can devise a perfect system at a single effort. If it were otherwise there would be no need of annual, nor indeed of biennial, legislatures to remedy old laws and enact new.

Experience of the actual operation of a law is the surest and, in fact, the only test by which its merits and defects can be ascertained.

The wonder, therefore, is not that the legislature of 1894 failed to devise a system of school organization complete in all its details, but rather that the system inaugurated is so remarkably free from objections that it will require comparatively slight amendment in order to make its operation entirely satisfactory.

That the repeal of the township law should be earnestly and honestly sought for by many is not to be wondered at in the least. Accustomed by long use to a system so diametrically opposed, familiar with the minutest details of the old, it was to be expected that a large minority, if not indeed a majority, should for a while at least look upon the tearing down of the old idols as scarcely less than sacrilege. With a better knowledge of the advantages of the new system, to be had only by trial and study, these same unfriendly critics may be expected to become the warmest friends of the new order. Why? Because the very intensity of their opposition shows a love for good schools and a determination to secure them. It is not, as a rule, dislike of innovation—except in rare cases, as, for instance, where school trustees of many years' standing are ousted by their neighbors from further control—but an honest fear that the schools will be injured, which has prompted the misguided opposition of many. I am satisfied, therefore, that a better knowledge of the beneficent operation of the law—assuming that it be an improvement upon the old, as it unquestionably will show itself to be on due trial—will cause most of this opposition to vanish like a cloud at sunrise. Indeed, opposition will change to admiration. Improvements, as for instance better roads, may be a long time coming, but no people, when once convinced of the utility of any alleged improvements, will cling to them more tenaciously or push them more effectively than the intelligent and progressive people of New Jersey.

Hence it is I feel confident in affirming that the State of New Jersey will never permit the repeal of the township school act of 1894 until after due trial and admitted failure. The due trial is now being had; a failure the law can not be.

I desire, therefore, to repeat that all who contributed to the reorganization of the State school system should be abundantly satisfied with their labors. The passage of the Olcott school bill of 1894 will stand for years to come as one of the epochs in the school history of New Jersey.

So far as the State department contributed in any degree to secure this advanced school legislation it will gladly assume the responsibility. Years of routine service at the head of a great State school system could not give me the pleased satisfaction that I feel in having assisted in this one great educational uplift. * * *

Just prior to the adoption of the township act there were 7 districts having each less than 10 resident children of school age. It is fair to assume that the average enrollment in these 7 schools was not more than 6 or 7 pupils, and the average attendance not more than 5 pupils. For the education of these 5 pupils the State under the old law would have paid $270 per annum, that is, $54 per child. Surely this can not be considered economy, for the average cost per child for the State at large for the year of this report was only $18.12. There were 7 districts, also having between 10 and 15 children of school age; 17 districts having between 15 and 20; 28 districts having between 20 and 25; in all, 278 districts having each less than 45 children of school age. * * *

Eighty-six districts under the old law enrolled less than 10 pupils each. What wastefulness of public-school moneys! One hundred and seventy-two districts enrolled between 10 and 15 pupils; 221 districts, between 15 and 20 pupils; in all, 479 school districts enrolled less than 20 pupils each; 161 additional districts enrolled less than 25 pupils each. * * *

Facts such as these prove conclusively the necessity of legislation to enable con-

solidation of small districts that are contiguous. Under the old system these small districts were likely to remain separate for an indefinite period if not forever; under the township act they will be united wherever the same can be done advantageously. Isolation was the fundamental principle of the old system; union that of the new. In union there is strength.

No one factor has cut so large a figure in the remarkable industrial progress of the last twenty-five years as that of combination and cooperation. Witness it in the large manufacturing and commercial enterprises of the present day; witness it in the unions of various kinds to control labor and production.

It would be surprising if, with our eyes wide open to what is going on around us in the industrial world, we should fail to catch the spirit of the times, and hence not be able to utilize it in the improvement of public school education.

FREE TEXT-BOOKS.

Next in importance to the township act is the free text-book act passed by the same legislature, but as a separate measure from the township act. Hereafter no child will be cut off from the advantages of an education because of its cost. Heretofore each district has provided, at public expense, land, buildings, furniture, equipment, and instruction, but text-books and ordinary school supplies have remained a tax upon the individual—the only remaining impediment to making the schools absolutely free. This last obstacle has now been removed. Hereafter the whole cost of educating its children and youth will be assumed by the district. This is consistent; it is just; it is right. By no process of correct reasoning can taxation by the State for buildings and instruction be justified that will not also justify the supplying of text-books and supplies at public cost.

It is still too early to appreciate to its full extent the benefits to be derived from this measure. Certain it is, however, that the act, though temporarily unpopular, will eventually be looked upon as among the wisest of the many excellent features of our improved State school system. Among the advantages of supplying text-books at public expense are the following:

1. Greater economy, since books purchased at wholesale can be supplied at a less cost.
2. All pupils will be supplied with the same kind of books, thereby facilitating the organization of classes and enabling more systematic grading and instruction.
3. The transfer of pupils from one school to another without the expense of purchasing new books.
4. The saving of a great deal of time now lost at the beginning of a school term, and on the occasion of promotions, by reason of the delay of pupils in purchasing their own books.
5. The use of books under proper care and restrictions until the same are fully worn out, i. e., extending the life of a book almost twofold.

The objections to district ownership and supply of books are these:

1. The loss to pupils, whatever it may be, of a sense of ownership, and the possession of his books after leaving school.
2. The danger of contagion by the use of infected books.

The answer to the first objection is this: That the habit acquired of careful usage of trust property will fully offset any sentimental gain arising from a sense of personal ownership. Indeed, the supply of free books does not prevent pupils from owning their own if they so desire. To the second objection it may be replied that the chances of contagion from books are much less than from the bodies and clothing of seat mates and other pupils. Of course, due care should always be taken to disinfect or destroy all books that have been used under circumstances that render them at all dangerous as carriers of contagious disease. The means for thorough disinfection now employed are so numerous and well known that boards may safely be trusted to use the necessary precautions. * * *

Of course, the immediate operation of the free text-book act will bear hardest upon those counties which up to the present time have made the least provision.

These counties, however, are in the main the least populous, so that we may congratulate ourselves that the free text-book act has been so largely anticipated that its operation will give rise to the minimum amount of inconvenience and additional expense.

After the benefits of the free text-book act have been enjoyed for a full year, I shall expect to be able to record a number of important and interesting facts due to its operation.

It may be a little early to predict with accuracy, but I anticipate a gain in registration of at least 3 to 5 per cent, and a still larger increase in average attendance; this gain being in excess of that naturally arising from year to year, due to increasing population and greater school accommodations.

The advantages to be derived from uniformity of text-books, namely, the ability

of the teacher to organize and instruct classes on the very first day of the term, etc., will not appear in statistical percentages, but are none the less real and important.

TEMPERANCE INSTRUCTION ACT.

During the last session of the legislature an act was passed requiring all schools supported wholly or in part at State expense to give instruction in the nature and effects of alcoholic stimulants and narcotics. As was to be expected, this law met with no little opposition on the part of many. The objections raised were numerous, of which the following are chief:

1. That instruction of this sort, if necessary, may best be left to the pupil's parents.
2. That there is danger of formal text-book study making the subject of temperance obnoxious to pupils, and hence of producing the counter effect to the one desired.
3. That the State is going beyond its appropriate function in prescribing and enforcing such instruction.
4. That the enforced purchase and supply of books impose an unnecessary burden upon the taxpayers.

Despite, however, all objections that were raised, the majority of districts readily acquiesced in the law, and took steps at once to carry out its provision.

There can be no doubt that the most effective means of counteracting any widespread social evil is to be found in judicious and timely instruction of the young. Whether this instruction should be given at home or at school will depend upon several considerations, as, whether parents are competent and willing to instruct, and whether parental instruction will be as effective in the majority of cases as school instruction.

If the State could be assured that all children would receive at home, or outside the school, the kind and amount of instruction needed to make them good and temperate citizens, then the school might safely be relieved of this duty. It is, however, a fact patent to every intelligent observer that a considerable number of children in every community do not receive at home any adequate hygienic instruction, especially in respect to the nature of alcoholic stimulants and their physiological effects. Instruction as to the immorality and grossness of intemperance is important and should not be omitted, but instruction as to the injurious physical effects upon the organs and functions of the body is needed to impress children with the undesirableness of acquiring the alcoholic or narcotic habit. This phase of instruction is particularly adapted to the school, in connection with the study of general physiology and hygiene.

The objection that such teaching will make temperate living obnoxious to pupils is not worth considering. If it were granted, then all text-book study that bears any relation to the life and habits of pupils would be dangerous.

The last objection, namely, that the enforced purchase of text-books imposes an unnecessary burden upon the taxpayers is the only real cause for complaint.

It is not impossible that the law goes too far in prescribing that books should be used in all grades. It would satisfy all the ends sought for if instruction by text-book were confined to one or two years of the school course.

NEW YORK.

[From the report for 1893–94 of Hon. Jas. F. Crooker, superintendent of public instruction.]

CONSOLIDATION OF SCHOOL DISTRICTS—DISTRIBUTION OF THE STATE SCHOOL MONEYS.

There has been a further decrease in the number of school districts during the past year. In July, 1894, the latest date in connection with the statistical data covered by this report, there were 11,121 school districts, a decrease of 49 since the preceding report. This makes a total decrease during the three years of the present administration of 75 districts, and a decrease of 118 in the past eleven years. This shrinkage in number has been, as a general rule, for the best interests of the schools, for it has resulted mainly in the union of weak districts with stronger ones, and, therefore, in the establishment of better ones. It is certainly more in line with the opinion of modern educators to consolidate weak districts so as to enable them to sustain, adequately, schools of the required standard of excellence, than to keep in operation untenable buildings, poorly paid teachers, and uncouth surroundings.

To maintain the supremacy of our common-school system there must be some standard of excellence demanded of all, and such standard can not be attained without a certain degree of liberal support. It is one of the duties of school commissioners to ascertain the cause of poor, unprofitable schools, wherein there is a lack of thrift and a small attendance, and to apply the remedy of consolidation should it be

deemed expedient. The decrease in the number of districts has also been caused by the annexation of large tracts of territory to some of the cities of the State, notably that of thirteen in Kings County alone by the extension of the corporate limits of Brooklyn. The consolidation of small and weak districts is earnestly advocated by the Department, with the necessary limitation that the schools be not placed thereby too far from the homes of the children. In dealing with this question there are cases often which require the exercise of wise judgment and circumspection on the part of school commissioners. Poverty or small assessed valuation of property in districts is not the only cause of weak schools. In many districts it is due to the parsimony and indifference of the inhabitants and the short-sighted policy of school officers. They endeavor to make the necessarily limited apportionment from the State supply all the wants of the school, and thereby limit school privileges to the use of dilapidated buildings, old furniture, cheap and consequently inefficient teachers, to escape local taxation for school purposes.

This is wrong in principle and in justice. The State is liberal in its appropriations for schools, but it should not be expected to furnish all the funds for current expenses. Each locality should do its share toward supporting its schools by supplementing the school moneys received from the State treasury. There are but few districts whose assessed valuation is so small that it would be a great hardship for them to raise by local taxation an amount equal at least to that received from the State for the support of schools. A law requiring each district to raise an amount equal at least to that apportioned on the present basis, in order to entitle that district to participate in the general apportionment, would provide sufficient funds to pay a fair salary and secure the services of a competent teacher. The present stinted salaries paid in many districts offer no inducement to competent teachers, and the result is that incompetent ones are often employed, with no substantial benefits to the pupils—almost a wasteful use of the public money. There are but few districts in which local aid can not be given to make the schools profitable and worthy of our admirable system.

I must, in justice, again refer to the wrongful system in the distribution of the State school moneys which gives large sums to strong districts at the expense of weak ones. It is unquestionably wrong to divert one dollar even of the public school moneys to foster higher education at the loss of primary and secondary schools. Most, if not all, of the high schools which receive aid beyond their regular and proportionate quota with the small country districts are rich in resources and do not require the aid that the State extends to them through the present double-dealing system. Some are private institutions and practically independent of State control. Every dollar given to them out of the school funds by the regents is so much paid to them in addition to their pro rata apportionment, and a like amount is kept from the poor country schools that represent our common-school system more substantially than do the academies and seminaries. The common district schools need all the support the State is able to extend. When all taxable property throughout the State is equally taxed to support our common schools there is neither right nor justice in diverting any portion of it, however small, for the purpose of paying premiums for special examinations held in wealthy districts where academies, seminaries, and other advanced institutions of learning are maintained. It is idle to say that liberality toward higher institutions is beneficial to the common schools if that liberality is exercised at the expense of the common schools.

The smallest and poorest country district should receive its full share of the school moneys, and should not suffer through favoritism to the larger and richer ones, for it is undeniable that it needs aid far more than any seminary or academy controlled by wealthy corporations or individuals. Another objection to the diversion of any part of the public school moneys from their legitimate purpose by the present double-headed system is that a portion of it is used mainly for the objectionable purpose of paying premiums for results obtained at special examinations, the influence of which is dangerous and detrimental to honest and thorough educational work. The plan is condemned by a large majority of the educators throughout the State for its vicious tendencies, and is strongly censured even by many who participate in its results.

THE EVILS OF THE REGENTS' EXAMINATION SYSTEM.

The evils growing out of examinations of pupils, upon the results of which depend the popularity and often the permanency of a teacher's position, and on which is based the amount of premium the school receives, are universally acknowledged. The plan tends to encourage superficial work, with the sole end in view of "passing" as many pupils as possible, and often leads to dishonesty on the part of both pupil and teacher, an instance of which is fresh in the memory of many. The main object for every teacher to aim at, that of thorough work in the general development of the pupil's faculties, is lost sight of in the aspiration to "pass" as many as possible through that sort of catechism system that will bring the largest revenue to the school.

It encourages a system of "cramming" for examinations, which will continue just so long as money inducements are offered to boards of education as a premium for adopting the present system of regents' examinations.

HOW TO CHECK THE DEPOPULATION OF THE COUNTRY DISTRICTS.

The progress in the country districts would be more marked were it not for the constant tendency of the rural population in many parts of the State toward the great centers, where better facilities for education are offered. It is the earnest desire of parents to send their children to the best schools, and that influences them in numerous instances to give up their homes in the country and to move into the larger towns and cities. This is an additional argument in favor of a fair apportionment of the school moneys, which can not be had while the present inequitable plan diverts a considerable portion of such funds for the benefit of a favored class. I repeat here what I maintained in my last report, that agricultural as well as educational interests are involved in this diversion of the school moneys from their legitimate ends. The depopulation of rural districts will continue without intermission so long as they are not furnished with adequate school facilities. * * *

That parents in rural districts are anxious to give their children a good education may be seen from the statistical record. Over 74 per cent of the school population in the country districts attended school during some portion of the past year, while in the cities it was less than 49 per cent. With such an exhibit there should be no question as to the right of all country districts to obtain their full share of State aid for public instruction. They certainly can not be accused of indifference or neglect in regard to sending their children to school. And from such schools have come many of the most eminent men in the State in every branch of material, industrial, and educational progress. Statesmen whose fame shed luster on the historical records of New York, commercial magnates, who have contributed no small share toward making this the Empire State, distinguished lawyers and jurists, legislators and eminent physicians have each received their first training in rural district schools. Many persons who have gained literary celebrity, masters of science and art and world-famed inventors have received their earliest impressions, and in some cases their only instruction, at the common district school, that humble, unpretentious schoolhouse by the country wayside. Thence also comes the sturdy yeomanry of the State, the farmer and mechanic, upon whose industry and patriotism the welfare of our State so largely depends. Those modest educational nurseries of the great masses of the sterling people, where alone they can hope for their school privileges, since the pressing necessity of earning a livelihood obliges many to quit even the elementary school for daily work, should be fostered and cared for with tenderness and protected with the utmost diligence and encouragement.

SCHOOL TERM.

The law, placing the minimum number of days which schools must be in session at one hundred and sixty to entitle them to share in the public money, is having an excellent effect. The penalty attached to a violation of this law, that of withholding the public money by the superintendent from districts which fail to have one hundred and sixty days of school during the year, removes nearly all danger of nonobservance. The legal term has been fixed at a reasonable limit, for no school kept open for a shorter period should be regarded as having done justice to the school population of such a district. The new law also forbids the custom of holding school on Saturdays in order to make up for lost days to complete the required term—a pernicious practice, obnoxious and irksome to both pupils and teacher. In order to make schoolwork pleasant and profitable to those in attendance it must be interspersed with a reasonable amount of time for rest and recreation. An attempt to crowd six days of continuous schoolwork into the week to shorten the school period or to make up for time unnecessarily lost, is calculated to injure instead of to benefit those on whom such a burden is imposed. The most approved methods recognize a fair proportion of time for the rest of the mind and the exercise of the body. It is no longer considered the true province of the teacher to force intellectual growth at the expense of health by neglecting to protect and properly develop the physical part of the child.

TEACHERS—NORMAL SCHOOL GRADUATES—RESULTS OF UNIFORM EXAMINATIONS.

The records show that the whole number of teachers employed during some portion of the year was 32,929, of whom 5,096 were men and 27,833 women, being 16 per cent males and 84 per cent females. * * *

Among the whole number of teachers employed there were 3,177 normal school graduates, of which the cities are credited with 847 and the country and village districts with 2,330. This number is an increase over that of last year of only 140, while

there were graduated during this year 8,247. It seems to me, as it will appear to everyone, that this is a very small percentage employed in the State service from the 11 normal schools, for the support of which the State is so liberal.

The purpose of these normal schools, and the plain intent of the law which provides so liberally and wisely is to train and fit teachers for its educational service. The plan, so far as training is concerned, is a great success, but the policy of securing and retaining their services after they have been trained is something of a failure and disappointment. To carry out the original purpose of the normal school system the increase each year in the number of graduates employed in the State should be many times as large as it is at present, or has ever been. What is the cause of such a small proportion being employed in the State's service, and what is the remedy, it may be asked.

The intent of the State in the establishment of normal schools, and the liberal provisions made for their maintenance can not be considered as directed toward providing teachers for other States and countries. Yet an undue number of applicants for admission to them consists of just such members. They come from various States, even remote, and from foreign countries in some cases, all attracted by the deserved fame of the efficiency of these institutions. These students are, under the law, obliged to pay tuition fees, but such fees are trivial when compared with the great cost per capita of maintaining these schools. The popularity of the normal schools has filled them nearly all to their utmost capacity, and it may happen that applicants from this State may be unable to obtain admission on account of the crowded condition, caused in part by the admission not being confined to applicants of the State. The only law governing admission to these schools is chapter 466 of the laws of 1866.

I would recommend such legislation as would modify the permissive provisions of that law, so that our normal schools may be devoted solely to training and graduating teachers whose residences are within the borders of the State. To secure and retain their services after having been fitted, is another and an important consideration. This is the vital question connected with the system and intent of the law. Fair wages for services of teachers in the public schools is the desideratum. This is the key to the situation. Skilled labor must receive an equivalent for its services, and skilled labor in the schoolroom of its common schools is what the State seeks by training teachers in the normal schools. Their graduates are naturally inclined to seek positions where the best remuneration for services is offered, rather than to accept the starvation wages now being paid by many country, yes, even city, districts; and they, therefore, are forced to seek employment elsewhere. Trustees must learn that they can not obtain the services of good teachers unless they pay them corresponding wages. Teaching is a business, and the laws of equity govern it as such like any other. A skilled and competent mechanic commands and deserves better wages than a novice or a tinker. Until the time arrives when well-trained and efficient teachers are better paid for their work, the State will continue to lose her most valuable teachers and fail to elevate the standard of her schools to a higher plane of excellence.

The reports of school commissioners and city and village superintendents show that the best results in teaching come from the employment of normal school graduates. There should be no obstacle placed in the path of extending such employment to the most remote country districts. The barrier is in most cases the shortsighted and parsimonious management of boards of education and trustees, who regard the teacher as an object of purchase, to be obtained at the lowest terms possible.

When it becomes thoroughly understood in all those districts that the best teacher is the only one calculated to serve their educational interests, there will be a greater demand for professionally trained teachers. Then will the purpose of the State in the founding and supporting of normal schools be carried out to the fullest extent, and those admirable institutions be represented in every district, as they should be.

Normal graduates may be depended upon, as a general rule, to furnish the most advanced theories of education, and able to apply them in the most practical manner, for they receive thorough training, and are not sent out with the seal of approbation until they are fully equipped for their profession.

The number of teachers licensed by the superintendent of public instruction during the year was 1,018, an increase of 119 over that of the preceding year, and the number licensed by local officers was 28,734, a gain of 194.

The agency of the teachers' institutes and the means employed to carry forward the now more complete system of uniform examinations to keep all teachers up to a required standard of qualifications, are producing most excellent results. The good influences of the recent change of the former custom of having the answer papers of candidates for licenses to teach examined by the commissioners in each county, to the present one of having them examined and marked by a committee of disinterested persons at the office of the department, is already being felt throughout the entire State, but the good results to the schools have only begun to develop. This reform, supplemented by the healthful influences of the institutes and teachers'

training classes in all sections of the State, must do much toward providing a more competent corps of teachers in every county. The institute is a school for teachers, in which, under the guidance of the most capable and experienced instructors, they meet for the purpose of an exchange of views, the discussion of methods and system, and to formulate more improved plans of instruction and school management. The uniform examination system, though not perfect in the past, has long since demonstrated its utility by requiring teachers to keep abreast of the progress of public education.

I have found in every part of the State, from personal observation, that both the institutes and uniform examinations produce the very best results in their influence on the teaching force of the common schools. I can not speak too highly, or earnestly also, of the splendid results obtained from the constantly increasing number of teachers' training classes, and the deep interest taken in them, which have been organized in the academies, union, free, and high schools in nearly every county of the State. The liberal appropriations made by the State for this purpose could not be more wisely or profitably expended. They admirably supplement the work of the normal schools and contribute to the common schools a valuable addition to the number of teachers furnished by those schools. With these admirable educational nurseries for the training of persons to become teachers, guarded by the present plan of examinations, our system is bound to hold the foremost rank among all others.

TEACHERS' SALARIES.

The average annual salary for each teacher was as follows: Cities, $707.77; country districts, $306.32; general average, $465.44. Ten years ago the average was as follows: Cities, $682.82; country districts, $262.72; total average, $401.52. The average yearly salary paid to each teacher during the year covered by this report was $20.59 less for the cities and $2.75 more for the country districts than during the previous year. The average weekly salaries for teachers in the cities were $18.06, and for those in the country $8.75, a decrease of 61 cents for the cities and an increase of 15 cents for the country. While it must be acknowledged that the living expenses of the teacher in the country district are considerably less than those of the one employed in the city school, it must be remembered that the responsibilities of the former, his work, the multiplicity of grades, the inconvenient and uncomfortable school accommodations, and the general difficulties surrounding his position, entitle him to a more generous remuneration for his services than he receives. The country teacher seldom has any of the advantages of his city brother in a well-organized graded school, where he has only to carry out the carefully planned, well-matured system which the experience of many years in the same school has furnished him. A new teacher each succeeding year, and often each term, is the rule, and there are but few exceptions in country districts. He has to build up a system out of the most unpromising untrained element, to contend against parsimony, and, in many instances, ignorance and indifference in trustees, of exacting and often exasperatingly dictatorial parents who compose a sort of heterogeneous sub-board of education in themselves, without the least knowledge of what is required for a good school, or the wisdom to confess their ignorance by not meddling with the teacher's methods and discipline. With such environments a country teacher's road is bordered with thorns and full of pitfalls. For services, under such circumstances, the teacher of the average country district school generally receives a compensation of the most meager kind, and, too often, he becomes discouraged with his small salary, and disheartened in his attempt to bring order out of chaos, and in an effort to please everybody benefits nobody, very naturally. This is all wrong. The teacher in the common school in country and hamlet districts should be regarded as one of the most important factors in that community, his labor largely contributing to its welfare and prosperity, and his salary should be equivalent for services up to the highest standard the district can afford. Besides his salary every worthy teacher is entitled to that public recognition, support, and esteem which a high mission honestly deserves. Poor schools are an unerring sign of parsimonious and unprogressive people. There are but few districts in the State that can not afford to pay at least living wages to their teachers, and yet there are many which pay wages equal to those of the ordinary house servant. Districts that are willing to pay fair salaries to teachers and to treat them with the consideration due them will not fail to attract and secure the right kind of instructors, and their schools will advance proportionately. In this enlightened age no one can expect to get along with any degree of success without at least the solid foundation of a good elementary education. The school is exercising far more influence at the present time in every walk of life than in the past period when a liberal education was restricted to the scions of wealth and nobility.

The incompetent teacher is as hurtful to a district as would be the failure of crops or business depression, for he interposes obstacles or robs the rising generation of

the chances of entering the field of industry on equal terms with their neighbors. At a time when dangerous and subversive elements of mankind are abroad in the land, threatening the very foundations of the social and industrial fabric of the nation, it is necessary that the American youth should be fully equipped with educational weapons to preserve our institutions and liberties intact. Those means of defense can not be supplied by a continued practice of parsimony and intolerance on the part of school officers and parents.

SCHOOL COMMISSIONERS.

The office of school commissioner is one of the most important functions in the State system of public instruction. To those officers is intrusted the supervisory care of the rural schools, and it is through their influence and the faithful discharge of their duties that the educational interests of a large portion of the State are progressed or retarded. The development of a proper educational spirit in their respective districts in securing good teachers, obtaining comfortable and convenient school accommodations, comprehensively speaking, the molding of public opinion on a liberal basis for furnishing the best facilities for the youth to obtain a sound, practical education, depends very largely upon their efforts and influence. Their opportunities for doing valuable service to the cause are so numerous that only the most proficient should be selected, those possessing exceptional qualifications for the varied and exacting duties of the office. By law the term of office is limited to three years. This period is too long for an incompetent or unfaithful officer, yet too limited for the faithful and competent one. The reelection of those who have proven their abilities and shown a disposition to do their duty is often uncertain, owing to the numerous chances they have of creating personal prejudice and dislike in the minds of some who look for favors at the sacrifice of duty, and as a result they are subjected to the ever varying changes brought about through the caprice of politics and the bias of individuals. It is my opinion that educational interests would be better served could the tenure of office be made more permanent by the adoption, through legislative enactment, of a standard of qualifications, which should embrace scholarship and a certain number of years of experience in teaching, to be determined by examination, and by making the office an appointive instead of an elective one. * * *

I am of the opinion that the present plan of electing school commissioners might be profitably changed by having them appointed by some competent authority.

I do not think that an educational office charged with such vast responsibilities and scholarly requirements should be left to the mercy of a political caucus or a county convention of professional politicians. The office should be appointive and the appointment should be made by those who are conversant with its duties and responsibilities and who are regarded as true representatives of educational interests. No person can be a good school commissioner unless he or she is educated and is besides interested in the cause of educational progress. Those essential qualifications can not be ascertained at a political caucus or county convention.

UNIFORM EXAMINATIONS FOR TEACHERS.

Important changes have been made in this branch of the department work during the past year. In my last annual report I recommended to the legislature the propriety of making an appropriation sufficient to enable the department to establish a board of examiners for the purpose of passing upon the answer papers submitted by all candidates for commissioners' certificates to teach in this State. The legislature cheerfully complied with my recommendation in this matter, and on June 1, 1894, a permanent board of State examiners was organized. * * * The examining members of this board have all had large experience as teachers and supervisory officers, and have long been actively identified with the educational work of the State.

The experience which these men have and will gain through the steady performance of the work will be of great value in properly determining the value of answer papers. They should not be subject to the frequent changes which political results bring about in administrations, and for this reason they were chosen entirely irrespective of their political faith. This board has been placed on the same nonpartisan basis that our institute board has been for many years.

The four examinations held by commissioners during the year of 1894, after the organization of this board, were attended by 20,000 candidates, and 125,000 papers were submitted by them and passed upon by this board.

This change in the method of determining who are entitled to certificates is one of the greatest reforms that has been inaugurated in our school system for many years. It gives New York the most perfect system of determining the qualifications of teachers that is to be found in any State of the Union. It removes the possibility

of any commissioner exercising unfair discretion for or against any teacher. It has lifted the system of examining and licensing teachers above all considerations except their fitness to enter the service.

The system is now uniform throughout the State except in certain school districts organized under special acts. The questions used throughout the State are prepared at this department and are uniform. Examinations occur on the same dates in every commissioner district in the State. The answer papers submitted by candidates in these examinations are forwarded to this department and examined and marked by the board of examiners, who are removed from all influences of favoritism or personal prejudice. It is consequently fair and just to all. After the papers are examined, a report of the standings of candidates is made to each commissioner, who issues certificates to those who are entitled to them.

The uniform system is of great advantage and convenience to teachers. Under this system a certificate of any grade issued in one county stands for the same value as a certificate of corresponding grade issued in any other county in the State; and a teacher who becomes entitled to a certificate of any grade may receive the benefits to which he or she is entitled under such certificate in any commissioner district in the State without further examination.

By this arrangement the commissioners are justly relieved of a large amount of clerical work, and now have time to visit and supervise the schools under their jurisdiction more thoroughly. The amount of good which they are able to render the schools by proper supervision will more than compensate the State for the additional expense by furnishing the schools more and better supervisory work from the commissioners. * * *

It is gratifying to report that the system is meeting with success from every standpoint, is giving entire satisfaction, and has the hearty support of all the educational forces of the State. Its adoption received the sanction of nearly every school commissioner in the State; and the State Association of Academic Principals, at a recent meeting in Syracuse, adopted a strong resolution indorsing the system and pledging the department its hearty support in carrying it out. The results thus far have more than met our most sanguine expectations. The department is able to report to commissioners the result of each examination previous to the date of the next examination, so that candidates who fail in any subject will have an opportunity to take such subjects in the next examination. * * *

The one thing most needed by teachers in this State is better scholarship. It is impossible for a teacher to teach a subject well without having a thorough knowledge of that subject. Under this system of licensing teachers they must be progressive; they must acquire better scholarship from year to year. A person entering the service for the first time may teach but one year on a third-grade certificate. Should such teacher desire to remain longer in the service, she must obtain a certificate of the second grade—the requirements for which are much broader than for a third-grade certificate. The requirements for a subsequent certificate of the second grade are still greater than for the first certificate of that grade; so that a teacher who desires to remain in the service must be progressive. The adoption of the uniform system of examinations has been the means of sending thousands of young men and women who desired to become teachers to normal schools and union free schools to better prepare for their work. During the past year over 10,000 different persons were refused certificates because they did not have the necessary scholarship. A greater number of first-grade certificates were issued than during the previous year. The Department has, in every way possible, encouraged teachers to procure first-grade certificates, and has also encouraged teachers of that grade to remain in the service by renewing their certificates from time to time for a period equal to that which they have taught under such certificates. All commissioners know of many successful teachers in their respective districts who could easily procure certificates of this grade by pursuing the required course of study for one year, and I earnestly recommend that commissioners and supervisory officers urge all their live, progressive teachers to enter the first-grade examinations during the ensuing year.

THE TRUANT LAW.

The new compulsory educational law, which went into effect at the beginning of the present calendar year, has been hailed by all friends of education as one calculated to bring most excellent results for the benefit of the community at large. The State is bound by considerations of the most potent kind—its own interests and welfare—to provide all the children within its limits a good and liberal education, and to reasonably enforce such provisions when necessary.

Ignorance is one of the most dangerous foes of any commonwealth, and a fruitful source of evil in the smallest community. Recent events, not only in European countries, but in our own, admonish us as a people to guard against the most dangerous elements that are appearing in our midst. When anarchy, socialism, and communism

are openly taught and advocated, it behooves the State to use its most efficient means, the most effective weapon at its command—the education of the masses. Respect for law and order is the chief object aimed at by the State in furnishing free public education. The compulsory education law makes it a duty to the State on the part of parents and those in parental relations to send their children to school for a reasonable length of time to make them intelligent, and to fit them to become law-observing and good citizens. In our large cities, particularly, which are composed of mixed nationalities, there is great necessity of educating the cosmopolitan so that he may be able to understand our laws, and the most beneficial results must follow from the faithful execution of this order of the State. Any measure rescuing thousands of children from the dangers of crime and vagabondism incident to the streets, abolishing idleness and loafing, by substituting for such temptations the influences of education, can not fail to benefit the commonwealth.

The new truant law is not perfect, yet it is much better than the old one. It will need to be revised in some particulars to become well adapted to its purposes. It is new, and to some may seem arbitrary and offensive, yet its aims are right and should be wisely and honestly supported. It may be made ineffective and odious without the hearty cooperation of each community or by unwise execution of its provisions. School districts (cities in particular) must first place themselves in proper conditions to provide for its enforcement before all its functions can be fully exercised. It is folly to attempt to compel children to go to school unless there are ample school accommodations. It is a notorious and lamentable fact that in some of our large cities the school accommodations are far short of the capacity that is demanded by those seeking admission voluntarily. This is the greatest hindrance to the immediate enforcement of the truant act. The remedy can be obtained only by furnishing additional school room. It seems not only equitable, but necessary, that steps be taken to supply such deficiency, and that as promptly as possible. School accommodations are, as a general rule, by no means commensurate with the demands of cities at any time, for the reason that provisions are not made in time to meet and keep pace with their constant and rapid growth. Growth in school population should be anticipated somewhat, and school buildings provided beforehand. A liberal, well-regulated plan can remedy this constant lack of school room in large cities, and I think that the legislature should enact laws to compel more prompt action in some of our municipalities in furnishing ample and proper school buildings for all their children. Until the necessary accommodations are provided, the present law can not be adequately and justly enforced.

Under the circumstances the duties of truant officers call for the exercise of considerable good judgment and delicacy of treatment.

It is very easy for them to make the law obnoxious, and even tyrannical, by inconsiderate action and harsh interpretation of their duties. I believe the law should be at first enforced moderately and with wise and due consideration of contingent circumstances. Go slowly until the benefits are appreciated.

Officers should always bear in mind that every child is a ward of the State, in an educational sense, and should never be regarded as a criminal when simply discovered as a truant. Firmness should be united with gentleness, discrimination with circumstances. A thorough knowledge of the family circumstances in each case should be obtained, and then a considerate and tactful application of the law should be decided upon to make the truant officer effective and respected and the law popular.

NORTH DAKOTA.

[From the report for 1893–94 of Mrs. Laura J. Eisenhuth, State superintendent of public instruction.]

THE COMMON SCHOOL.

We have just cause to be proud of all our schools, but especially so of the schools in the rural districts. In the thinly populated country districts, far from traveled centers, we have teachers of superior intelligence and culture who are working with enthusiasm and self-sacrificing spirit seldom equaled, displaying great professional pride in small schools with no greater attendance than six to ten pupils, and doing all in their power to raise the standard of education in their vicinity. And this is as it should be; from the country districts should come our best citizens, physically, mentally, and morally. And this being a State largely of rural interests, it is of no small moment that her country schools should take high rank. But high as they rank now, and favorably as they compare with the same class of schools in other States, they have need of improved facilities in order that they may accomplish all that is desirable that they should. They need a means for scientific physical development. We obtain this now with but little argument in city and village schools, but in the country schools we are met by the statement that they have chores and work which give plenty of exercise, and which is true in part; but work, especially in

youth, develops only one set of muscles and faculties, and exercise undirected may do more harm than good in a growing child. Work without scientific muscular exercise will produce the stooped shoulders, narrow chests, large joints, and slouching gait which detract so materially from the social as well as physical achievements of after life. Scientific muscular training gives the quick eye, the skillful hand, the strong, flexible, and enduring physical being, perfect in development and obedient to the will, possessed of the grace that comes only from ease and strength. From our rural districts come our best statesmen and business and professional men. They should come as nearly perfect as physical training can make them, and if they never leave the farm, what calling has more need of physical strength and endurance? They need a system of manual training, a course of civics, political economy, and agriculture. With the magnificent endowment of land and the large fund already at their disposal, they should be well equipped with apparatus, libraries, gymnasiums, and all the means to develop every quality we require in a citizen. More attention should be paid to making the school house and grounds more homelike, in order that they may inculcate by example the essential elements of thrift, neatness, beauty, and love of home which are the very foundation of patriotism and good citizenship.

COMPULSORY EDUCATION.

Our compulsory-attendance law is almost a dead letter. It is not impossible to enforce the law as it now stands, but it seldom is enforced, and then almost always as a means of personal revenge upon a neighbor. One neighbor will not complain of another, and if he does his motive is misconstrued. It is a weak law that places responsibility upon anyone who may please to take it up, or is inoperative if no one chooses to incur the anger of a neighbor. A compulsory-attendance law is no hardship (with free text-books), but a just and wise measure on the part of the State to protect society and perpetuate enlightened self-government. A parent, no matter how straitened the circumstances, does a child a great injustice who prevents a thorough training in youth for the battle of life. What is a dollar saved or earned to-day by forcing immature intellects and bodies into the "bread-winning acts," if the whole after life of that child is marred and cramped by reason of that forcing? Thorough preparation in youth is the only economy of time in life work, and if parents do not realize this, the State must, and compel every child to take, according to ability, the necessary training for industrious, successful, and intelligent living.

There are 2,375 children who did not attend any school during the year ending June 30, 1892, and 2,139 who did not attend any school in 1893. While many of this number may be detained by sickness, and some are not within the two and one-half miles limit, and more are detained by the circumstances of their parents, being obliged to aid in gaining a living, another and perhaps greater part are growing up in ignorance, depriving our schools of their present support and the future society of a culture they should have attained and would not, and the State of the skilled labor and intelligent support it has a right to demand of every citizen, without valid excuses, simply from indifference and lack of ambition.

The law should be so changed as to have the teacher furnished with a list of all pupils enumerated in the district, and have him report at the end of the term all pupils that have not attended the required twelve weeks (six weeks of which must be consecutive) and the district be deprived of the pro rata apportionment for every pupil of required age not attending and not excused under the safe provisions of law. The amount so forfeited should be returned to the State treasury at the end of each school term. As such a law would affect the entire school district, it would, I am confident, operate toward a more general and regular attendance, and be eminently just.

HEALTH OF PUPILS.

The mental achievements of life and the moral status gained by any individual are dependent upon the perfection of the physical being. The ablest reformatory institutions of the world are now acting upon this truth and diseased minds and morals are now known to be the result of some physical cause and are so treated. The foundation of disease, the tendency to which is not inherited, is in 95 per cent of cases laid before the age of 20 years, and 98 per cent of that number can safely be placed at the door of the poor sanitary conditions of homes and schools, and carelessness or ignorance upon the part of parents and teachers. No race of people can be mentally strong that are not morally and physically strong. In this age of inventions and machine labor one must not only be mentally active and able, but must be physically perfect to endure the great strain laid upon even the humblest in earning an honest living. Our schools must not only give this physical development, but must counteract the unhealthful influence of unclean homes. Chicago this year took one of the most progressive steps toward a better civilization of the masses

that has been taken in many a year, when she put in bath tubs in all her public schools. While we are not ready for that yet in country districts, our cities and more advanced villages are, and I recommend that it be done as soon as possible. It can be done where there are waterworks at very little expense. The great objection is always—we may offend the parents. Tact will introduce it as a luxury, a public comfort and benefit, a privilege of modern times which places us in a sanitary sense on a footing with the best Grecian civilization.

Our schoolhouses in a majority of district schools have been built without regard to ventilation. The one thought has been to keep them warm, and as a result the children sit through the winter term with hot heads and cold feet, breathing in vitiated air, until it is a wonder that they are able to accomplish anything, and that their health is not entirely ruined, instead of only impaired, and seed germs laid for a harvest of future suffering. It is imperative that a plan of a one-room building, lighted, heated, and ventilated properly, be furnished by the State, and that school boards be compelled to build all new schoolhouses according to this plan and as soon as possible to rearrange the old buildings so that they can be properly heated, ventilated, and lighted. Fifty children in one room require 100,000 cubic feet of air each hour. To properly seat 50 children it requires 800 feet of floor space. The light must be arranged to come from the left of the pupil when seated, and must not strike a white or highly-reflective surface. Slate blackboard gives the best satisfaction for the eyes, but if that can not be afforded (it is the cheapest in time), in no case use paint on a hard-finished surface; more eyes are ruined by the reflection of light than by the direct rays. Poor eyesight in children is becoming all too common. Visit any school and you will find little children wearing glasses—constitutional weakness in some cases, we grant, but more often abuse of nature in this generation.

Wardrobes should be so placed that they can be ventilated. Stand in a hall when a class of children are passing through with their wraps on and detect the foul odors as they pass and you will be convinced that it is a serious mistake to have dark, close cloak rooms in our schools. If all the children came from clean, well-ventilated homes this would be a serious mistake, for the children take active exercise and their wraps are permeated with the gases from their bodies and should be aired when taken off. But in every public school we have some children whose clothing smell of the cooking done at home, or of the medicines and sick room if there is illness, and this is a menace to the health of all whose garments hang in the same unventilated room. The entrance steps should all be vestibuled to prevent ice from forming on them, as icy steps are dangerous and many a person has gone through life crippled from a fall on them. Stairs should not have more than a 5½ to 6-inch rise. A child throws his whole body out of position in climbing the usual stair that is easy for a grown person. Foot-warmers in the lower halls of buildings heated by other means than stoves are an excellent thing and save the timid from much suffering.

A wise supervision of the school-yard games is also needed, not only for the health of the pupils but their morals. I would not hesitate to recommend the no-recess plan in this connection were it not for the fact that in some schoolhouses the only way to ventilate thoroughly is to have recess and open windows and doors, and I question if even in such cases it would not be better to have an active and vigorous calisthenic drill and march while this was being done.

FREE TEXT-BOOKS.

I am pleased to report that public sentiment in favor of free text-books has grown in the two years from interest to enthusiasm on the part of the educators. In many counties it has already been tried, although we have no law on the subject, but the sentiment of the people warranted it, and in every case it has been a great improvement over individual purchase, and where a few in some districts were opposed to it, after a trial they have been completely won over and declare they would not go back to the old system. It has materially cheapened the cost of books, and has made county uniformity possible. Where two years ago the educators of the State were divided upon the subject, and partly indifferent, or looked upon it as too great an undertaking, they are now united, determined, and in earnest, and have done much to educate the people, which gives me hope that this legislature will pass an excellent free text-book bill. I would advise that it be so arranged that it admit of two or more supplementary readers for each grade, and that it supply at least three books to be used by the teacher in giving additional work in history, language, civil government, mathematics, geography, etc. Volumes might be added in argument for this measure. But eloquence of tongue or pen, while it might embellish and render more attractive, could not make more plain the simple truth that humanity, the times, and God demand that every source for the enlightenment of the people be free.

That the institution of public education is not free to all classes alike until the text-books are free, until the child of the poor, hard-pressed laborer, the orphan

depending upon charity for clothing and food, the child of misfortune, can have in their hands books as good and as varied as the child born in better circumstances, but thanks to this free Government not born to greater destiny.

KINDERGARTEN.

I would respectfully recommend that a kindergarten be established in connection with every public school in villeges of 300 inhabitants and over. That the teacher be an experienced kindergartner, and governed by a separate law for qualifications as teacher.

That she be not compelled to pass the examination for county certificates as other teachers are, but hold a certificate of graduation from some reputable institution for the training of teachers in kindergarten principles, and that this diploma be countersigned by those in authority to issue State certificates, and that she must have recommendations of at least one year's successful experience as a teacher of a kindergarten school, signed by the county superintendent of the county where the experience was obtained.

That she be employed to assist at county institutes and aid in training the country teachers in the principles and kindergarten methods, and that the school age of children in this State be changed so as to admit children of three or four years into the country districts for the summer term, where there are or can be obtained, proper facilities to teach them, and proper seats to accommodate them. That the material necessary for kindergarten teaching be furnished by the district, and the teacher be paid from the common-school fund, as other teachers are.

At a recent prison association held at St. Paul, where the best known and ablest prison men and penological students of the United States were present, President Brinkerhoff, of Ohio, cited the schools as one of the best means of preventing crime, and stated that, "if our schools would do all that they could do the swelling river of crime would dwindle to a rivulet in a single generation," and said that the schools took the children too late in life, giving an earnest plea for better education and kindergarten schools. I quote him to show that others beside educators believe that in education lies the solution of the problems that are vexing the social and political worlds. Our kindergarten schools, to be effective in elevating the masses, must be free. They are necessarily expensive when undertaken as a private enterprise, and only those well to do in life can afford to send their children to them. They could be run to a very much greater financial advantage as a part of our public-school system, and could reach all classes. And what a boon to the laboring mother, who leaves her helpless little ones while she earns their scant clothing and living, fear for their safety adding to her over-burdened hands the haste of anxiety. And what a difference to their after life must be the comfortable room, the sweet songs, the just treatment, the lively games, wisely directing little hands and feet into ways of beautiful usefulness through the avenues of play. I trust that North Dakota will lead the States in taking this progressive step. She has done much, but where much is given much in time will be returned.

OHIO.

[From the report for 1893-94 of Hon. Oscar T. Corson, State school commissioner.]

THE TOWNSHIP SYSTEM.

Comparatively few changes were made in the school laws of the State at the last session of the legislature. Several attempts were made to repeal the law providing for the more efficient organization of common schools in township districts (commonly known as the Workman law), which went into effect April 1, 1893; but no changes of any kind were made in its provisions, and it remains as originally enacted. It is now confidently believed that this very important law, the main features of which have been recommended by all the leading schoolmen of the State for the last forty years, will have a fair trial. It is, perhaps, imperfect in some respects, but its friends still believe that it is correct in principle, and that if it be enforced in the proper manner good results will follow. The fact that some boards of education have refused to be governed by either the letter or the spirit of this law is no argument against its efficiency when its provisions are carefully followed.

It may be true that in some townships the schools are controlled, to a certain extent, by the "one-man power," the board authorizing the director of each district to select his teacher, but such action is made possible only by the violation of the plainest provisions of the law. There certainly can be no misunderstanding of the language of section 3982, which reads as follows:

A majority of the board of education shall constitute a quorum for the transaction of business. Upon a motion to adopt a resolution authorizing the purchase or sale of property, either real or personal, or to employ a superintendent, teacher, janitor, or other employee, or to elect or appoint an

officer, or to pay any debt or claim, or to adopt any text-book, the clerk of the board shall call, publicly, the roll of all the members composing the board, and enter on the record required to be kept the names of those voting "aye," and the names of those voting "no;" if a majority of all the members of the board vote "aye," the president shall declare the motion carried; and upon any motion or resolution any member of the board may demand the yeas and nays, and thereupon the clerk shall call the roll, and record the names of those voting "aye" and those voting "no."

The recent decision of the supreme court that the provisions of this section are mandatory, and not simply directory, makes it imperative on all boards of education to follow the letter of the law in the election of teachers or other employees.

Of course a committee on teachers appointed by the board of education, or the director of a subdistrict, may make recommendations to the board; but no teacher or other employee can be legally elected except at a meeting of the board of education, by a majority vote of the entire board, after the manner directed in section 3982.

The fact that the salaries of teachers have been reduced in some townships can not justly be charged to the operation of this law; in other townships, under the same law, the salaries have been increased. It is also very evident to everyone that the hard times have naturally brought about reduction in expenses. Economy is the watchword of the day, and, in too many instances, this economy begins and ends with a reduction of teachers' salaries—the last place where it should begin and the first where it should end. The fact that similar reductions have been made in several of our towns and cities, which are not controlled in any way by the provisions of this law, is good evidence that it is not responsible for such reductions. The fact is that reports received at this office indicate that in the State at large there has been no reduction in the average wages paid to teachers of the subdistrict schools, but, on the other hand, a slight increase. In 1893 the average monthly wages paid to teachers of these schools were: Male, $37; female, $28; in 1894, male, $37; female, $29.

While there is some evidence of the failure of this law to bring about the best results on account of the failure to enforce its provisions, on the other hand there is abundant evidence that it is accomplishing great good where it is carefully executed. Many townships have, within the past year, adopted a course of study for the first time, and have made a more complete organization of their schools, which must result in more efficient work. Reports received at this office indicate that at least 150 townships have elected superintendents, and many others are contemplating similar action. Last year 125 superintendents were reported, and the increase of 20 per cent this year over last year is very encouraging. It is most earnestly hoped that all friends of education, whether friends of this law or not, will unite in giving it such a fair trial that its merits, whatever they may be, can be fully tested, and that its faults may be so clearly shown that amendments can be made to correct them.

COMMON-SCHOOL GRADUATES' EXAMINATIONS—BOXWELL LAW.

The Boxwell law was so amended as to provide that pupils residing in one county and desiring to attend a high school in any adjoining county shall be examined in the county in which the high school which they wish to attend is situated; also that the examinations provided for under this law shall be held on the first Saturday of March and April, or of April and May of each year. Out of 1,347 townships in the State, 722 sent applicants to the examination; that there were in all 4,653 applicants, and that 2,289 passed.

The number of failures in the great majority of the counties indicates that the questions were of sufficient difficulty to insure that the successful applicants are prepared for the high-school work, but the fact that in a few counties all, or nearly all, of the applicants were successful creates the suspicion that the examiners may not have been as diligent in the performance of their duty as the good of both the schools and the pupils demand. This law is, in my judgment, doing more for the betterment of the subdistrict schools than any other single measure ever enacted in the State, and its continued success in the future depends very largely upon the wisdom, fairness, and firmness of the county examiners in conducting the examinations held under it. The questions should be fair and the grading reasonable, but any examination which will result in the wholesale passing of applicants, whether worthy or not, must necessarily bring into bad repute this very excellent law.

SCHOOLBOOK LAW.

The schoolbook law, passed May 4, 1891, has proved itself to be one of the most satisfactory in the history of the State. Since the prices fixed by the State board under this law are about 35 per cent less than the retail prices existing prior to its enactment, it can readily be seen that there has been a large saving to the State in the cost of books without any deterioration in their value.

The provision in this law that books after being adopted can not be changed for five years except by the consent of three-fourths of all the members of the board,

given by formal action at a regular meeting of the board, is wise in that it renders changes without good reasons almost impossible, while at the same time it empowers the board to change any book which may have been adopted through a mistaken idea as to its real merit, and whose trial has proved it to be unsatisfactory.

The "optional free text-book law," passed at the last session of the legislature, is a very valuable addition to this law. It provides that any board of education in the State may furnish the necessary school books free of charge, and pay for them out of the contingent fund at its disposal. It also provides for such additional levy each year as may be necessary to meet this expense. The books so furnished are considered the property of the district, and are loaned to the pupils on such terms and conditions as the board of education may prescribe.

The passage of a law similar to that which I have just outlined was recommended in my report for 1892, and I am still of the opinion that each community in the State should be permitted to dispose of this question as it may deem best. In those districts in which the sentiment of the people is in favor of free books, and the financial condition is such as to admit of it, the wishes of the people can be gratified; while, on the other hand, those districts not desiring free books or not able financially to purchase them are not compelled to do so.

The first two cities to take advantage of this law are Toledo and Tiffin. In reply to a letter of inquiry Supt. H. W. Compton, of Toledo, says:

> The free text-book plan is working very well with us and giving general satisfaction. The books cost the general public less than under the old plan.

Supt. J. H. Snyder, of Tiffin, gives the following valuable information concerning the operation of the law in his city:

> Number of pupils in Grades I, II, III, IV, and V, 970. Cost of books in these grades, $457.04. Number of pupils in Grades VI, VII, and VIII, 420. Cost of books for same, $516.43. Number of pupils in high school, 220. Cost of books for high school, $650.61. Total number of pupils, 1,610. Total cost of books, including cost of book covers, freight, and boxing, $1,651.35.
>
> As these figures show cost of books at State contract prices, which are 75 per cent of list prices at which books were retailed before the schoolbook law was enacted in 1891, the books necessary to supply our schools would have cost, under the method of supplying schoolbooks prior to the passage of that law, 33⅓ per cent more, or $2,201.79.
>
> Our regulations concerning the care of books loaned to pupils contain one which requires pupils to purchase books damaged by them through carelessness or willfulness. Thus far three books have been sold to pupils under that rule. An inspection of all books at the end of the third month shows them to be in very good condition, and with the same care I believe books will last at least four, if not five, years. I am a firm believer in the wisdom as well as the economy of the free book law.

The statements made by Superintendent Snyder regarding the cost of books will no doubt apply, in the main, to the State at large, and hence are of value to every person interested in the public schools. They show that the average cost of furnishing books per pupil, in the entire school at Tiffin is, under the present contract, $1.03. Making allowance for the fact that probably one-fourth of the school was supplied by old books donated by the pupils, it will be readily seen that the actual cost per pupil is about $1.40. If the books last four years—the minimum time given—the average annual cost per pupil will be 35 cents; if for five years—the maximum time given—the average cost will be 28 cents.

WOMAN SUFFRAGE IN SCHOOL AFFAIRS.

By the provisions of the new law, passed April 24, 1894, women are now entitled to vote and be voted for for members of the boards of education. On account of the great importance of this measure it is here published in full:

> SECTION 1. *Be it enacted by the general assembly of the State of Ohio:* That every woman born or naturalized in the United States, of the age of twenty-one years and upward, who shall have been a resident of the State one year and of the county, town, township, or other election district such time as the law provides for men preceding any election held for the purpose of choosing any school director, member of the board of education, or school council under the general or special laws of the State, shall be entitled to vote and be voted for at such election for any such officer or officers.
>
> SEC. 2. A separate box shall be provided for the ballots for those voting for any such office mentioned in section one of this act.
>
> SEC. 3. All laws relating to the registration of voters shall apply to women upon whom the right to vote is herein conferred: *Provided*, That the names of such women may be placed upon a separate list.
>
> SEC. 4. That all acts or parts of acts in so far as they are inconsistent herewith are hereby repealed.
>
> SEC. 5. This act shall take effect and be in force from and after its passage.

Since the enactment of this law several special elections for school directors have been held in the State, and in one district at least the entire membership of the board is composed of women. Believing that a knowledge of the operation of similar laws in other States would be valuable, a circular letter was sent to each of the State superintendents of schools, asking whether such a law was in existence or not, and if so, what was its effect on the schools of the State.

Replies have been received from 30 States. In 10 of these—Alabama, Arkansas, Delaware, Georgia, Missouri, North Carolina, South Carolina, Tennessee, Virginia,

and West Virginia—women are not permitted to vote on any question connected with the management of schools.

In Connecticut—

Every woman who shall have attained the age of twenty-one years, who shall be a citizen of this State or of the United States, and who shall have resided in the State one year and in the town for six months, and can read the English language, shall have the right to vote at any meeting held for the purpose of choosing any officer of schools or for any educational purpose under the general or specific laws of this State.

The State superintendent of Illinois writes as follows:

For several years—since 1873—women have been eligible to any public school office in the State of Illinois. The effect of this law has not been marked. School affairs, in the aggregate, have not been materially changed by it. In 1891 an enactment was passed which gives women the privilege of voting for all school officers except those named in the constitution of the State. Its operation is of such recent date that comparatively few women have yet voted, and I am unable to predict with certainty its exact effect on the schools.

In Indiana school trustees in the cities and towns are appointed by the city or town council, and the law provides: "Any woman, married or single, of the age of 21 years and upward, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special school laws of this State." The attorney-general holds: "There is a serious doubt whether the statute itself is constitutional," and the State superintendent writes:

I know of but one woman who holds a position as member of the board of city or town. Women have, in a few instances, asked for such position, but I know of only the one case in which a woman was appointed by the council.

In Iowa, in 1876, the following provision was added to the school law: "No person shall be deemed ineligible by reason of sex to any school office in the State of Iowa," and on April 13, 1893, a law was enacted providing: "That in any election hereafter held in any city, incorporated town, or school district for the purpose of issuing any bonds for municipal or school purposes, or for the purpose of borrowing money, or for the purpose of increasing the tax levy, the right of any citizen to vote shall not be denied or abridged on account of sex, and women may vote at such elections the same as men under the same restrictions and qualifications."

The State superintendent of Kansas says:

Kansas has had for a number of years a law permitting women to vote and be voted for for members of school boards. No objections have ever been raised against their voting. The mother, having a more tender feeling for her offspring, has been brought in contact with the workings of the schools, and as a result her interest has gone out from the home to the school, and consequently the schools have been made better.

In Kentucky, at the election for district trustees, the laws of that State provide: "Any widow having a child between 6 and 20 years of age or any widow or spinster having a ward between the ages of 6 and 20 years may also vote." The State superintendent says:

It is held by this department that any woman who can vote for district trustees can hold the office of trustee or of district treasurer. You will note that even in this case woman suffrage is limited, and the exercise of the power is so little insisted upon by even those who have the right to vote and hold office that I am unable to give you any definite opinion as to its effect upon the common schools.

The State superintendent of Louisiana writes:

Women are allowed by the constitution of this State to hold any office of control or management under the school laws of the State. They are not permitted to vote for officers, however. We find that wherever women hold offices of trust and responsibility they are scrupulous and careful public servants. Whether this is because being unused to administrative positions they fear the results of mismanagement, or that unused to having the control of large sums of money they attach a greater value to it than men, or that moral impulses impel them to watchfulness, it is certain that they perform all duties conscientiously and zealously. As members of the school boards they are always good economists, and see that each expenditure is fully warranted by the needs of the schools.

In Maine the school law provides for the election in each town at its annual meeting of a superintending school committee of from three to seven persons. One clause of this law reads as follows:

No person is ineligible to the office of superintending school committee on account of sex.

The laws of Massachusetts provide "that no person shall be deemed to be ineligible to serve upon a school committee by reason of sex," and the secretary of the board of education for that State says:

The general effect of the service of women on our school boards has been excellent. They, however, do not generally avail themselves of that feature of the law which permits them to vote for members of school boards. In a few communities school questions of unusual interest have sometimes brought them out as voters in large numbers. As a general rule, women may be regarded in Massachusetts in their relation to voting for the school committee as a kind of reserve force that seldom goes into action. Those that vote are generally strong and thoughtful characters from the better classes.

The Michigan law [says the State superintendent] gives to women the same rights as men possess as to voting and holding of school offices. No intelligent man in Michigan, who has the best interests

of our schools at heart, and who has had an opportunity to know of the workings of our school system, has any desire to deprive women of this right. In many localities women attend the school meeting and take an active part, and in many instances their work and influence have done much good.

In Minnesota women are permitted to vote on all matters pertaining to the management of schools, and also to hold any office which has to do solely with their management. The State superintendent writes:

There are at present about 15 lady county superintendents. In one of our counties a lady who has held that office for ten years, I think, did not receive a single adverse vote this fall. In several of our cities, ladies have been members of boards of education, and so far as I know, have shown good business qualifications and have exerted an elevating influence upon the school boards and the schools themselves.

Under the Nebraska statutes women are on just the same footing as men as to voting and being voted for for members of school boards. The superintendent of that State says:

A considerable proportion of the membership of school district boards, both in country and city districts, is composed of women, and we find their work as such as satisfactory as the work of men occupying similar positions.

The State superintendent of New Jersey gives the following information:

The legislature of New Jersey passed an act in 1887 authorizing women to vote at school elections. We have acted under this law up to the present time, and it has proven very satisfactory. The question as to the constitutionality of the act was raised for the first time this year, and our courts have decided that the constitution limits the franchise to male voters, and, therefore, in the future, women will not be able to vote for the election of school officers. On all other questions that arise at school meetings they may still vote. Women have been eligible as members of local school boards in this State since 1870. A number of our districts have elected women to office, and they have proven themselves capable and energetic officers.

The deputy State superintendent of New York says:

In this State every person of full age and possessed of certain qualifications prescribed by statute, is a qualified voter in our school districts for school officers. I do not know that the provisions of our statutes allowing women to vote, have had, in general, any serious effect on the school interests of this State.

The laws of Oregon contain the following:

Women who are widows, and have children to educate and taxable property in the district, and who have resided thirty days in the district, shall be entitled to vote. A woman over the age of 21 years, who is a citizen of the United States and of this State, shall be eligible to all educational offices within the State.

The constitution of 1873 of Pennsylvania provides: "Women 21 years of age and upward shall be eligible to any office of control or management under the school laws of this State." The State superintendent says:

There are probably 40 women now serving as school directors. There are 2 county superintendents and 1 borough superintendent.

The State superintendent of Vermont says:

For six years we have had a law in this State giving women the same right as men to vote for school officers and hold school offices, but the provision has had no particular effect upon our schools, for the women have not availed themselves of the right, except in a few instances when some local issue has been agitated.

The State superintendent of Wisconsin says:

In this State every woman 21 years of age, a citizen and a resident of the precinct, may vote at a school meeting on all propositions that may legally come before such meeting. Women may also be elected or appointed as directors, treasurers, or clerks of school districts, directors or secretaries of town boards, members of boards of education in cities, or county superintendents. As a rule, they have made efficient officers, and the State and the school system have certainly gained by the extension of these privileges to women.

"Equal suffrage" is the law in Wyoming. Through the kindness of the superintendent of that State, I have been furnished with the following, expressive of the views of Mr. Groesbeck, chief justice of the supreme court of the State of Wyoming, on the effect of woman suffrage in that State:

1. It has been weighed and not found wanting. Adopted by a statute passed by the first legislative assembly of the Territory in 1869, and approved by the governor, it has continued without interruption and with but one unsuccessful demand for the repeal of the law. The constitutional convention which assembled in 1889 adopted the equal-suffrage provision and refused to submit the question to a separate vote by a large majority. The continuance of the measure for nearly a quarter of a century and the determination to incorporate it in the fundamental law, even at the risk of failing to secure statehood, are the strongest arguments of its benefits and permanency.
2. It has tended to secure good nominations for the public offices. The women, as a class, will not knowingly vote for incompetent, immoral, or inefficient candidates.
3. It has tended to make our women self-reliant and independent, and to turn their attention to the study of the science of government—an education that is needed by the mothers of the race.
4. It has made our elections quiet and orderly. No rudeness, brawling, or disorder appears or would be tolerated at the polling booths. There is no more difficulty or indelicacy in depositing a ballot in the urn than in dropping a letter in the post-office.
5. It has not marred domestic harmony. Husband and wife frequently vote opposing tickets without disturbing the peace of the home. Divorces are not as frequent here as in other communities, even

taking into consideration our small population. Many applications for divorces are from those who have a husband or wife elsewhere, and the number of divorces granted for causes arising in this State are comparatively few.

6. It has not resulted in unsexing women. They have not been office seekers. Women are generally selected for county superintendents of schools—offices for which they seem particularly adapted; but they have not been applicants for other positions.

7. Equal suffrage brings together at the ballot box the enlightened common sense of American manhood and the unselfish moral sentiment of American womanhood. Both of these elements govern a well-regulated household, and both should sway the political destinies of the entire human family. Particularly do we need in this new commonwealth the home influence at the primaries and at the polls. We believe with Emerson, that if all of the vices are represented in our politics some of the virtues should be.

It will be noticed from the above summary that two-thirds of the States making reports have laws giving to women either the right to vote for members of boards of education or to serve as members of such boards, or both; also that in these States, in the great majority of instances, such privileges have resulted in good to the schools.

It is hoped that the women of Ohio will take advantage of the power granted them under the new law, and aid in removing from the management of the public schools that narrow partisanship which, in some localities, is their greatest curse.

EXAMINATION OF TEACHERS.

It is very gratifying to the progressive teachers of the State that the bill proposing to grant certificates for five years, without examination, to applicants who have had ten years' experience did not become a law. It is no doubt true that there are teachers in nearly every county of the State whose successful experience is such as to prove beyond question that they are deserving of special recognition, and having given evidence of good scholarship at different examinations, should, perhaps, be granted certificates without being asked to answer the regular list of questions, or, having reached a certain grade in the common branches, should be permitted to substitute for these branches some of the higher ones. In such instances county boards of examiners, under the present law, can act legally, and should act in such a manner as to encourage successful and progressive work on the part of teachers; but to grant immunity from examinations simply on account of length of experience would be a very dangerous precedent, and would, in many instances, do far more to encourage indolence and laziness than to reward progressive teaching and faithful work. Everyone knows that there are teachers in Ohio who have been pretending to teach for ten, or perhaps twenty years, and who are not as well informed to-day as when they began; and while it is the duty of every board of examiners to know the successful teachers of their county and to give them every encouragement, it is also their imperative duty to rid the profession, just as rapidly as possible, of that class who will not work themselves, and hence are entirely unfitted for progressive work in the schoolroom.

Liberality for the hard-working, earnest, successful teacher, but strictness for the lazy, indifferent, unsuccessful one should be the motto of every county examiner in Ohio.

PUPILS' READING COURSE.

There is no more important branch of study taught in the public school than reading. In fact, it is the key to all other branches, and should receive most careful consideration by both teachers and patrons of the schools.

Section 3995 of the school law provides:

> In any district the board of education may appropriate money from the contingent fund for the purchase of such books, other than school books, as it may be deemed suitable for the use and improvement of the scholars and teachers of the district, and in the purchase of philosophical or other apparatus for the demonstration of such branches of education as may be taught in the schools of the district, or for either of such purposes; but not more than one-half of the amount herein authorized to be appropriated shall be expended in the purchase of such apparatus; such appropriations shall not exceed, in any one year, twelve hundred dollars in city districts containing cities of the first grade of the first class, three hundred dollars in other city districts of the first class, one hundred and fifty dollars in city districts of the second class, and seventy-five dollars in other districts; and the books so purchased shall constitute a school library, the control and management of which shall be vested in the board of education. The board of education of any city of the second class, fourth grade, having a free public library organized, in pursuance of law, may allow such free public library association the use and control of the public school library, subject, however, to such rules, regulations, and restrictions as said board of education may prescribe for the use and control thereof.

In many communities of this State there is no public library, and thousands of children who are not so fortunate as to have libraries in their homes leave school with no fixed habits of reading good books, and hence fall an easy prey to the vicious literature which will, in all probability, be brought to their attention in some way. The State can not afford to have its children grow up in ignorance, and hence provides the means of education and compels attendance at school. Neither can it afford to have bad literature in the hands of the young, and the only sure way to avoid this is to furnish the best through the medium of school libraries.

If every board of education in Ohio would take advantage of the power granted in section 3995, and place in the hands of all the pupils under their control the very best books, and then insist upon their being read with the same persistence with which they insist that arithmetic, spelling, writing, etc., shall be taught, in a short time a moral and intellectual revolution would take place.

The selection of books suitable for such work is a very important matter. It is not sufficient that pupils should have access to a dictionary, encyclopedia, and other books of reference. These should be found and are found in every good library. Neither will books which can be read only by the more advanced pupils meet the demand. As a rule, the great majority of boys and girls never reach the advanced grades. If the problem is to be solved satisfactorily, something must be done for the children. I have no doubt that some members of boards of education, and in some instances parents themselves, hesitate to make the purchase of books because they do not feel competent to make the selection. In order to aid all such persons, the following course, adopted by the State board of control at its last meeting, is given. Every book in this list is safe, and I most earnestly recommend it to the favorable consideration of teachers, boards of education, and all friends of the public school:

PUPILS' ELEMENTARY COURSE, 1894-95.

REQUIRED.

Fourth year—A primary.—Scudder's Fables and Folk Stories; Seven Little Sisters; My Saturday Bird Class.

Fifth year—D grammar.—De Foe's Robinson Crusoe; Dodge's Stories of American History; The Birds' Christmas Carol.

Sixth year—C grammar.—Sea-Side and Way-Side, No. 3; Eggleston's First Book of American History; Big Brother.

Seventh year—B grammar.—Hawthorne's Tanglewood Tales or Wonder Book; Whittier's Snow Bound, Among the Hills, and Songs of Labor; Beautiful Joe; Lucy Larcom's New England Girlhood, or one book selected from the following of Abbott's Histories: Alexander, Hannibal, Cæsar, Alfred the Great.

Eighth year—A grammar.—Longfellow's Evangeline and Miles Standish; Sprague's Six Selections from Irving's Sketch Book; Fiske's War of Independence.

HIGH-SCHOOL COURSE.

REQUIRED.

First year.—Shakespeare's Merchant of Venice; Irving's Alhambra; The Ancient Mariner; Enoch Arden.

Second year.—Shakespeare's Julius Cæsar; Bryant's Poems (English Classics, No. 47); Roger De Coverly Papers; Guerber's Myths of Greece and Rome.

Third year.—Shakespeare's Hamlet; Morse's John Quincy Adams; Webster's Reply to Hayne; Lowell's Vision of Sir Launfal, and other pieces, (Riverside Series, No. 30).

PUPILS' ELEMENTARY COURSE.

RECOMMENDED.

Fourth year—A primary.—Sea-Side and Way-Side, No. 1; Ruskin's King of the Golden River; Lucy Larcom's Childhood Songs; King's Geographical Reader—First Book; Friends in Feathers and Fur; Frye's Brooks and Brook Basins.

Fifth year—D grammar.—Sea-Side and Way-Side, No. 2; Higginson's Young Folks' History of the United States; Stories of Heroic Deeds; Stories of Our Country; Our Own Country; Young Folks' Queries; Little Lord Fauntleroy; Neighbors with Wings and Fins; Curious Flyers, Creepers and Swimmers; Each and All; Our Fatherland.

Sixth year—C grammar.—Arabian Nights; Black Beauty; Stories of Other Lands; Stories of the Olden Times; Boston Tea Party; Noble Deeds of Our Fathers; Young Folks' Whys and Wherefores; Alice and Phoebe Carey's Ballads for Little Folks; Miss Olcott's Little Men and Little Women.

Seventh year—B grammar.—Rolf's Young People's Tennyson; Open Sesame II; Tom Brown at Rugby; Swiss Family Robinson; Shepard's Our Young Folks' Roman Empire; Laing's Heroes of Seven Hills; Dickens's Child's History of England; Lady Brassey's Voyage in a Sunbeam; Blaisdell's Stories of the Civil War; Kingsley's Madam How and Lady Why; The Young Folks' Series.

Eighth year—A grammar.—Hiawatha; Sharp Eyes and Other Papers, Burroughs; Open Sesame III; Ballou's Footprints of Travel; Lamb's Adventures of Ulysses; Dickens's Christmas Carol and Cricket on the Hearth; Franklin's Autobiography; Kauffman's Young Folks' Plutarch; Johnson's Rasselas; Lamb's Tales from Shakespeare; Stewart's Tale of Troy; Kingsley's Town Geology.

Information readers.—No. 1, Foods and Beverages, E. A. Beal; No. 2, Every-Day Occupations, H. Warren Clifford; No. 3, Man and Materials, W. G. Parker; Modern Industries and Commerce, Robert Lewis. These books can be used in the sixth, seventh, and eighth years.

HIGH-SCHOOL COURSE.

RECOMMENDED.

First year.—Scott's Lady of the Lake; Scott's Lay of the Last Minstrel; Scott's Ivanhoe; Shakespeare's As You Like It; Whittier's Poems, complete; Macaulay's Second Essay on the Earl of Chatham; The Five Gateways of Knowledge; The Spy; Cooper.

Second year.—Morse's Life of Jefferson; Webster's Oration on Adams and Jefferson; Webster's Bunker Hill Orations; Shakespeare's Henry VIII; Goldsmith's Vicar of Wakefield; Bryant's Poems, complete; Dickens's David Copperfield; Hale's Lights of Two Centuries; Lodge's Alexander Hamilton; King's Ohio; Bulwer's Last Days of Pompeii.

Third year.—George Eliot's Silas Marner; Tennyson's Poems, complete; Hawthorne's The House of the Seven Gables; Scudder's Introduction to the Writings of John Ruskin; Grimm's Selections from Plutarch's Lives; Thackeray's Vanity Fair; Schurz's Henry Clay; Uncle Tom's Cabin; Titcomb Letters; A Ballad Book, K. L. Bates; Palgrave's Golden Treasury of Songs and Lyrics; Two Great Retreats; Fiske's Civil Government.

At the last meeting of the Ohio State Teachers' Association the following resolution was unanimously adopted:

Resolved, That the Ohio State Teachers' Association recognizes in the pupil's reading course one of the most efficient agencies in the hands of the teacher for the promotion of the intellectual and moral welfare of the children of the State, and would therefore urge its adoption by every school in the State.

No membership fees are charged in this circle, and upon the completion of the four years' elementary course, or three years' high-school course, diplomas will be given free of charge upon the recommendation of the teacher or superintendent of the school with which the pupil is connected.

OKLAHOMA.

[From the Report for 1893–94 of Territorial Supt. E. D. Cameron.]

GENERAL OBSERVATIONS.

The two years ending June 30, 1894, have been a period of gratifying growth and advancement in the educational interest of Oklahoma. With the material progress of the Territory the cause of education has kept equal pace. The people of the Territory generally have not been without a proper appreciation of the great good to be obtained through the agency of the free public schools, and have shown a willingness to further its work commensurate with the means at their command. Difficulties have been met and overcome that would have baffled a people less determined or with a faith less strong in the power of the common school for good. Inconsistencies in the law have often been the cause of annoyance and obstruction. Personal property alone has had to bear the brunt of taxation for school purposes in most districts, land titles being yet generally vested in the General Government. The vexatious separate school question, which seems to defy satisfactory adjustment, has been a source of continual strife and discord. Obligations incurred by the townships under the old system have also been a fruitful cause of trouble to those districts formed from the same territory. These are but a few of the many obstacles that have stood in the way of the people in their efforts to secure better facilities for the education of their children. That they have succeeded as well as they have is cause for satisfaction to all who appreciate the value of free public instruction.

SUPERIORITY OF THE DISTRICT SYSTEM.

The district system of school government has been in use sufficiently long to prove its superiority over the old township system which it displaced. A district is more wieldy and more cooperative than the township. A district is one neighborhood with common wants; a township may be several neighborhoods with varied wants—the elements of strife and obstruction. The general plan of the law is, in my opinion, as well adapted to the conditions of Oklahoma as any that could be devised. In detail, however, the practical application of the law for two years has clearly shown the necessity of revision. Appended to these remarks will be found a brief of changes in the present law that seem to be demanded.

SEPARATE SCHOOLS FOR WHITE AND COLORED PUPILS.

There is no longer reason to doubt that the weight of public opinion in Oklahoma is in favor of separate schools for the education of the white and colored races. Nearly all of the counties have submitted the question to a vote of the people for determination, as provided in the separate-school law enacted by the legislative assembly. In every instance the proposition to establish and maintain separate schools for the two races has met with popular approval. The law provides that in all counties where the electors have voted to establish separate schools the county commissioners shall levy an annual tax sufficient to maintain such schools. As far as I am aware county commissioners have complied with this requirement. But here the law stops. Concerning all details it is silent. No provision is made for disbursing the separate-school fund, for establishing school districts for colored children, for the election of district officers, or for the erection of schoolhouses. The effect of this incomplete law is to deprive colored children of the privilege of attending white schools without providing adequate school facilities for their exclusive benefit. If the present law is to answer the purpose for which it was enacted it must

be revised and expanded so that no doubt can exist as to its proper application. I am of the opinion that a general law providing for the establishment and maintenance of separate schools throughout the Territory would answer the purpose to a better advantage.

LEADING INSTITUTIONS.

The Agricultural and Mechanical College, the Normal School, and University are all in a flourishing condition. Each succeeding year has seen a satisfactory increase in the attendance at these institutions, and a continually growing appreciation of the work they are doing is observed throughout the Territory. Oklahoma is justly proud of these schools, and no effort should be spared to make them equal to the best of their kind in any of the States. One of the great needs of the Territory is an institution of higher education for the colored people. I earnestly recommend that provision be made for the establishment of one institution of higher education, combining the features of a normal school, an industrial school, and a university, for the exclusive use of the colored people of the Territory. Our colored citizens are rightfully and justly entitled to all educational advantages enjoyed by the white race.

OREGON.

[From the report for 1893–94 of State Supt. E. B. McElroy.]

COMPULSORY SCHOOL LAW.

The compulsory law passed by the legislative assembly and approved February 25, 1889, compelling the attendance of children in public schools, has largely failed in the primary purposes sought in its enactment. As to the necessity for a compulsory educational law there is no argument, and as to the expediency of passing some sufficient law in this line for the advancement of our schools there is no question. The objects sought by the authors of this measure were to secure greater intelligent citizenship by granting to children in the State an elementary education, and to see that the State secures a sufficient return for the investment of the public funds raised by public taxation.

The annual enrollment and average attendance in the public schools in Oregon have been largely increased during the past few years, but the opinion is expressed here that no important part of this increase has been due to the compulsory law. Other agencies more powerful and more effectual have been at work to secure these important ends. As an illustration, one of the most efficient of these may be mentioned here. Prior to the session of the legislature held in 1889, school districts (in order to draw public-school moneys) were required to have a three months' school within each calendar year only; and this without any provision or regulation. This law has been amended so that the entire school funds received annually from the State and county must be expended within and during the year for which such apportionments are made, and, furthermore, that all such funds must be expended for school purposes only. This law has done more to increase the enrollment, average attendance, and general efficiency of our public schools than all other agencies combined. For, as will be seen, the tendency of this law is to reach the pockets of the people directly.

SCHOOLHOUSES.

It is important that our teachers be systematically drilled and taught in the whole field of ventilation of school buildings. The sanitary condition of the public school must necessarily be bad unless the sewerage system be carefully looked after. It is probable that the major portion of the disease prevalent among school children may be attributed to the carelessness and oversight in these two important particulars. When we come to consider that school children are confined for the most part for five hours in the schoolroom each day, and, in numerous instances, subjected to poor ventilation, cold drafts, bad drainage, and wretched sewerage, we may well conclude that contagious disease may be established because of the foul air in the schoolroom which the children are breathing and rebreathing, time after time, for several hours. In many of the cities and towns of our State much attention has been paid to these features, and the friends of public-school education are correcting, so far as practicable, the unfortunate mistakes that have heretofore marked the consideration of school buildings and outhouses during the past few years.

Boards of directors, in preparing to build a schoolhouse, should take great care in the selection of a site. Swamps should be avoided, and it is not a good plan to build on the top of a hill. A moderate elevation with good drainage is to be preferred. Ordinarily the country schoolhouse is closed for four or five months in the year. It is therefore necessary that all such houses should be substantially built,

with good doors and window shutters. The health and comfort of the teachers and children depend very much upon the immediate surroundings and upon the furniture and fixtures within the house. The influence upon the mind and character of children by beautiful buildings and beautiful surroundings is very great, and yet in our State we have hundreds of buildings with no attractive surroundings and no proper inclosures to make the interior of the buildings sufficiently comfortable for occupancy.

The outbuildings should be carefully and substantially built. It is pleasant to note that much more attention is being given this important feature of school work. Many of our most intelligent and active school officers are awake to their duties in this respect, and usually give personal attention to the matter of having comfortable and convenient outbuildings. Much yet remains to be done in establishing a proper sentiment in favor of the proper care and keeping of school outhouses. We have barely hinted at what is meant in this connection. There are hundreds of school buildings scattered over the land whose outhouses are an absolute disgrace to civilization. And while we have a compulsory law applicable to school attendance, we certainly should have compulsory school laws that should apply to other features. There is no greater and more general public improvement that can be suggested as connected with our schools than that some uniform plan be adopted for building and caring for proper school outhouses.

TEACHERS' EXAMINATIONS AND CERTIFICATES.

The inefficiency, carelessness, and indolence of teachers, and the absolute necessity of uniform and constant advancement in the teacher's work, caused the legislature to pass, as they did, the rigid and advanced law governing teachers' examinations and certificates, February 21, 1887. This law established at once a high standard of work, and the law expected that teachers should prepare themselves for the profession of teaching before entering the same. The law presupposed that every teacher would prove to be an active agent in the service, and would take advantage of every possible means for self-improvement. During the biennial period subsequent to the enactment of the law of 1887 there was an immediate awakening among the teachers to the importance of their work and to the necessity of better educational qualifications if they remained in the profession, and there was an immediate strife for higher grades of certificates, and an effort to secure better educational books, papers, and other aids. As was expected, considerable criticism was heard from many of the old-time, migratory teachers, who had been accustomed for many years to secure certificates without examination. The new law created a high standard in this, that it eliminated, for the most part, from the profession the teachers then known as spiritless, stupid, and indifferent. However, the vigorous criticisms of these indifferent teachers brought about, unfortunately, many liberal amendments to the law, establishing, for example, the lowest grade certificate known in any State—that is to say, a certificate of the third grade. This has been the cause, for the most part, during the past two years in lowering the proficiency of teachers and for the best good of our public schools. County certificates should be advanced at once to two grades—first and second. In addition to these, requirements for State certificates and State diplomas should be largely increased, and liberal legislation should be enacted for this more than anything else. It will tend to promote the efficiency of our teachers and will be a great benefit, not only to individual schools, but to the school system in general.

PENNSYLVANIA.

[From the report for 1893–94 of Hon. Nathan C. Schaeffer, superintendent of public instruction.]

FREE TEXT-BOOKS.

During the school year which closed on the first Monday of last June the act of May 18, 1893, which provides for the introduction of free text-books and school supplies, was carried into effect in all the districts of the Commonwealth with the exception of Pittsburg. The obstacles which in that city prevented immediate compliance with the act were overcome during the progress of the year, and in the summer vacation of 1894 upward of 125,000 text-books were purchased and prepared for use at the fall opening of the schools.

Without doubt the introduction of free text-books has been the most important step of progress since the year 1867. One of the immediate effects was a large increase in the attendance. Several superintendents specify an increase ranging from 20 to 30 per cent. Others report better classification, better grading, and better teaching as the result of free text-books. Pupils can no longer plead a lack of the necessary books as an excuse for not studying all the branches required by law,

The care of the books has been an important lesson in the care of public property, and from this point of view an important help in preparing the pupils for the duties of citizenship. In one borough, which adopted free text-books two years ago, the average cost per pupil for text-books and supplies during the past year was 83 cents. Those whose experience enables them to know claim that after the first outlay of money the annual expense is only half as great as when parents buy the books; and the chief cost of the books and supplies no longer falls upon the poor man, but upon those who are much better able to bear this expense. The superintendents, almost without exception, give favorable reports concerning the practical workings of the law. From but one county comes the report that the free text-book law has caused the directors to shorten the school term and reduce the teacher's wages. There can be very little justification for such a short-sighted policy in view of the fact that the legislature added half a million dollars to the annual appropriation for each of the two years 1893-94 and 1894-95.

The supplies in the shape of slates, pens, writing materials, and the like were not always wisely distributed. Experience will help to correct this defect. Here, indeed, tact and skill are required to prevent waste, and teachers who fail to develop habits of economy in their pupils will ultimately be obliged to quit the profession.

A CONTINUOUS TERM.

The last annual report called attention to the requirement of the law that the minimum term shall be six months, and with commendable zeal the directors arranged the school year for a continuous term without change of teachers. The boy who works on the farm will, henceforth, get the benefit of schooling during the months in which he has no work, whereas heretofore in some cases he did not get more than a month or two of schooling. The testimony of the annual reports of the superintendents is, without exception, in favor of the continuous term.

PERMANENT CERTIFICATES AND COLLEGE GRADUATES.

Under the act of May 10, 1893, over a hundred permanent certificates have been granted to college graduates. In accordance with the text of the act as given in the pamphlet laws for 1893, this grade of certificate is now granted to the graduates of colleges who have taught three years in the public schools and complied with all the other requirements of the law.

LAWS TO ENFORCE SCHOOL ATTENDANCE.

There are children who can not be made to attend school by any laws that have thus far been enacted. From one township, for instance, directors report two families with four children to be provided for. For convenience let us call this township A. In a neighboring township, which we will call township B, there are five children to whom no schoolhouse is accessible except the one erected for the four children in township A. The directors in township B have offered to pay the tuition of the five pupils, but the parents refuse to let them go across township lines. Of the two families dwelling in township A, one lives elsewhere from October to May, so that a school must be kept open for two pupils, or special provision must be made for them in homes near other schoolhouses. To the latter arrangement the parents will not give their consent. To hire a teacher for two pupils is justly considered an unreasonable expense. Thus seven children, through the perverseness of their parents, are growing up in ignorance of the merest rudiments of an education.

In legislating for these and similar cases great care should be exercised not to put the public conscience to sleep by a law that will be a dead letter upon the statute books. Laws that can not be enforced are worse than no laws at all. During the recent panic no law would have been effective in bringing absentees to school under which a plea by the parents that the help of the children was needed to support the family would have been accepted as a valid excuse. The appointment of a truant officer to arrest all idle youths who are found in public places during school hours would remedy many evils in our cities and towns. If a certificate of school attendance at day or night schools during three or four months in the preceding year were required to be filed with the employers of boys and girls under the age of 15, it would prevent an increase of illiteracy and serve to fit some wayward and neglected young people for their future duties as citizens.

In all legislation of this kind there is one fact which should never be forgotten: The majority of the pupils in the public schools are destined to become wage earners. Mere school going does not in all cases beget that training of the will which is essential to the highest success. Manual labor that is not too severe or too prolonged is very valuable in the bringing up of a boy who is likely to earn his bread in the sweat of his brow. It does not even harm the son of a rich man to find out by actual experience how much backache is represented in a dollar earned by manual

toil. Laws which shut boys out from work, or postpone the day when they may begin work to riper and riper years, make it increasingly difficult for the man who earns but a dollar a day to bring up a family of children or even to provide them with the barest necessities of existence

HIGH SCHOOLS.

"Children," says Supt. Joseph Walton in his annual report, "are still taken out of the public schools at an earlier and an earlier age. Those with means are sent away to school long before any thorough knowledge of the common branches has been acquired. The poor man's child quits when its associates leave. As a consequence the grade of our public schools is lowered, the efficiency of our higher institutions is weakened, and, while expenditures for free education are increased, illiteracy waxes stronger and the children of the poor are neglected."

The remedy for this condition is found in the extension of the high-school system to rural districts. A dozen township high schools have been established in different sections of the Commonwealth. Instruction in higher branches is thus offered to the advanced pupils of a whole township, and the time during which pupils attend the public schools is increased by one or more years. Since it is important to offer each pupil the best education of which he can avail himself, and since it is impossible to foretell the varying needs of different communities, the wisest policy will be to follow the example of the school systems which fix special qualifications for high-school teachers.

Although there are many high schools of whose work and courses of study our citizens feel justly proud, it can not be denied that our legislature has not been as liberal in fostering a system of high schools as the legislatures of Minnesota, Massachusetts, and other States. * * *

The wisdom of such a liberal policy can not be doubted by anyone who has observed the preponderance of men with high-school training in all the walks of civil, professional, and industrial life. Let a boy of average mind acquire the ideas and instruments of thought furnished by a good high-school course, and in point of ability to think and draw correct conclusions he will all his life long be the superior of a much brighter boy whose educational development is never carried beyond the grammar grade. The youth who has mastered the concepts and symbols of chemistry and other sciences is, in many lines of thinking, as much superior to a man lacking these sciences as a boy managing a self-binder is superior, in reaping grain, to a giant equipped with nothing but the sickle of our grandfathers. He who gets only a knowledge of the common branches is compelled to fight life's battles lacking very many of the effective weapons by which our modern civilization achieves its marvelous triumphs. Is it not a criminal waste of intellect to keep young people perpetually at work upon the common branches, even though mental power may be begotten by the solution of problems involving conditions and difficulties impossible in actual life?

Inquiry was made to ascertain what branches are studied in our high schools. Of 145 from which reports were received, 30 have no better claim to be called high schools than the fact that one or more classes in algebra are maintained; in all the others some geometry is taught. In two-thirds of the entire number physics, rhetoric, and Latin are studied. Twenty-three report classes in Greek, 29 in German, 7 in French. In 99 civics is taught as a separate branch; in nearly all the others it is taught in connection with the history of the United States. Thirty-six report libraries containing 500 volumes and upward; many report no books and very little apparatus. The courses range from two to four years, and in most cases the work is done by less than three teachers. The most superficial glance generally reveals whether the course of study was prepared by the holder of a permanent certificate, or of a normal-school diploma, or by a college graduate. A school never rises above the scholarship and attainments of its teachers. The quickest way to foster a more efficient system of high schools will be to fix a standard of scholarship for high-school teachers and to offer a stimulus in the shape of money to all schools which keep up to the required standard.

PATRIOTISM.

He who could be satisfied with a mere display of the Stars and Stripes in and upon our school buildings would have an equally inadequate conception of that for which the flag stands. The flag should be made to symbolize a love of country in the heart of the pupil that shall follow him to the ballot box as well as to the battlefield, and make him as willing to pay tax for the support of the Government as to spend money for a display of fireworks on the Fourth of July. Here, indeed, is a most important work for the teachers in connection with the lessons in history and civics. The future citizen should not merely acquire a knowledge of our State and National Governments, enabling him to vote intelligently, but he should also be imbued with a spirit of

devotion to the country as a whole that is based upon a knowledge of what it cost to achieve our independence, to found and save our Republic, and that will make him rise superior to the selfish interests of a section, or a class, or a party, so that he can subordinate these to the higher interests of the nation as a whole. America needs a patriotism which is not content with being on the side of one's country, right or wrong—for that is practically where we all are in spite of ourselves—but a patriotism which will cause the citizen to work and vote and agitate until the country is right on all moral, national, and international questions.

Here we reach a point of view that embraces all the nations of the globe. "The sky," says Joseph Cook, "is the roof of one family." Our teaching should never lose sight of the fact that we are all members of the great human family and owe duties to all mankind. Ten thousand human beings, scattered over every grand division of the globe, contribute to our food and raiment, to our comforts and luxuries. Opinions differ as to the advisability of introducing military instruction into our schools. All are agreed that the public schools should teach the arts of peace rather than the art of war. The rising generation should be taught to value ballots above bullets, to cherish, instead of a love of war, an aversion to the horrors of war, to esteem it more noble to do justice to a weaker nation than to conquer that nation in battle, to consider the elevation of the whole human race more glorious than the aggrandizement of ourselves at the expense of weaker neighbors. If history be taught from this point of view it can not fail to exert an elevating and ennobling influence upon the pupils in our public schools; for the youth growing up under this kind of tuition patriotism will not be synonymous with hatred of those whose views and interests and language are different from his own, nor will the love of country which he cherishes be incompatible with a just regard for the rights of all mankind.

SECTARIAN INSTRUCTION.

It is clearly not the function of the public schools to give sectarian instruction. The genius of our State and national constitutions demands in all schools supported by taxation the separation of secular from sectarian instruction. The former, which includes preparation for the duties of citizenship, is clearly the legitimate function of the schools established by the State. Religious instruction, on the other hand, is the duty of the home, the church, the Christian society, the Sabbath school. A comparison of the Christianity of our land with that of countries in which church and state are united leaves no room for doubt as to the wisdom of our American policy of keeping church and state separate, and of allowing each religious society to look after its own interests without interference from or with the civil power. And the praises bestowed by visitors from abroad upon American education are evidence of the fact that our schools have not suffered by the separation of secular from sectarian instruction.

THE EMPLOYMENT OF TEACHERS.

The employment of good teachers is a fundamental question in every system of public instruction. The power of selection, which by law is vested in the school directors elected by the people themselves, is guarded by no checks except the possession of a valid certificate. In all cases teachers should be selected upon the basis of merit. Scholarship, aptness to teach, ability to stimulate the intellectual activity and to mold the moral nature of childhood should be controlling factors in the appointment of teachers. The policy which some boards are accused of tacitly adopting, namely, to employ only teachers of their own religious faith, or political party, or secret society, can not be too strongly condemned. Equally reprehensible is the practice of favoring near relatives in these appointments. New York has passed an act forbidding a trustee (the officer who in that State corresponds to the director of Pennsylvania) to hire any person who is within two degress of relationship by blood or marriage. A similar law would be of service in our State.

In his own realm the teacher is vested with extraordinary powers of government. He makes laws for the government of the school; he passes judgment upon those who violate the laws promulgated by himself; finally, he executes the sentence which he himself as judge has pronounced against the offender. Excepting the parent in whose place the teacher stands, no one in the land is vested with more varied functions of government. And yet the creator is greater than the creature; greater than the teachers are the directors who select and employ the teachers.

RHODE ISLAND.

[From the report for 1893–94 of Hon. Thos. B. Stockwell, State school commissioner.]

FREE TEXT-BOOKS—FIRST YEAR.

The cost of text-books and pupils' supplies for the whole State upon the basis of the enrollment was $1.80 per pupil; upon the basis of average number belonging it was $2.34. This is more than has been found to be the case elsewhere on the average. Of course the first year would necessarily call for an extra large amount, but I am inclined to think the source of the greatest excess is in the line of supplies, so called. There is no doubt but that the enterprising publisher has been active in bringing his wares before the schools, and many teachers and pupils, on being supplied freely with materials they were unaccustomed to use, have been lavish with them. But this is an evil, if it does exist, which will soon correct itself. Comparison of methods and costs on the part of committees will tend to rectify such errors. Then, too, there have been great differences between towns in the manner of supplying what was needed. Some have been very liberal, others have provided only just barely enough to answer pressing demands. I am glad to report, however, that every town has at last complied with the law, and as a rule the schools throughout the State have been better supplied with text-books than ever before, and none are worse off; so that on the whole there is a great gain.

CONVEYANCE OF CHILDREN.

There are 64 schools in the State having less than 10 pupils each. These are divided among 18 of the towns of the State, showing that the evil of small schools is quite well distributed. Now, for the purposes of a school less than 10 children are worth but little. Such small numbers give no chance for any system of classification; they afford no opportunity for the cultivation of the healthy spirit of emulation and interest which numbers always foster; the pupils fail to learn the lessons of personal adjustment and adaptation, which are so essential a preparation for life, and for which the public school, if it be of good size, affords almost the ideal conditions.

Now, it is very clear that it is useless to expect that, save in rare instances, these schools will ever attain to any larger size; hence, if we are to have larger schools, the only way is to bring these pupils together in a smaller number of schools. But this is impossible in many cases unless provision is made at public expense for carrying the children to and from school, instead of bringing the school to the child, which has always been the idea. We now reverse and carry the child to the school. The result is the same in both cases—the best facilities and advantages possible for the child.

In our neighbor on the north and east (Massachusetts) this experiment has been tried for several years, until it has passed beyond the experimental stage and has become recognized and advocated as one of the best and most satisfactory schemes of modern times.

The last report from one of the agents of the Massachusetts State board of education, Mr. George A. Walton, says that 8 out of 15 towns in Barnstable County and 36 out of 54 in Middlesex County pursue the policy of concentrating their schools into one or two, and transporting the children to and from school without charge. The gross sum expended last year in those two counties for the transportation of children was $21,189.21. It is their experience also that after the people have once realized the difference between the two methods they are never ready to go back to the old.

I think, therefore, the time has fully come to advocate this plan as a policy to be taken up and adopted. We have a number of towns where there are several of these small schools scattered all over the town. Not only the matter of keeping up the school must be taken into account, but the schoolhouse itself is in need of attention. Before more money is spent upon all of these small, scattered buildings, it should be carefully considered whether the time has not come to leave them and erect one or two houses in their place.

SCHOOLS FOR "WORK PUPILS."

PAWTUCKET.—More than a year ago the attention of the school committee was called to the condition of what are called "work pupils"—those pupils who attend school only so much time each year as they are compelled to by law. It was found that they were making little progress; that year after year, as a pupil's work certificate ran out, he entered school in the same grade as the year before, and entering naturally at the same time of year he would practically go over the same ground year after year. As time passed on he found himself a "big boy," attending school with children much younger than himself. This was bad for the discipline of the school, while he was getting little benefit from his school attendance. A careful

investigation of the matter revealed the fact that an all-grade school in each of the Broadway, Hancock Street, and Garden Street districts would accommodate nearly all this class of pupils, and there are enough of them for three schools the year through, provided that they continue to enter and leave school at the same time of year as heretofore, which, from the nature of the case, they will be likely to do. They will not enter school until the work certificate runs out, and the certificates must of necessity run out at about the same time each year. A school of this sort was established a year ago in the Broadway district, in the Middle Street schoolhouse, as an experiment, and the experiment was most satisfactory. It is doubtful if better work were done last year in any school in this city than was done in this all-grade school. The pupils were at once put upon a different footing, and they felt it. Although the school represented four or five grades, the pupils being nearer of an age felt more equal and worked better together. They all evidenced more of a desire to learn than ever before, and took hold of their studies with a vim, while the discipline was well-nigh perfect. It was a new idea to them—this having a school of their own—and, being pleased with it, they seemed imbued with the spirit of making the most of it. The committee think it would be for the best interests of the city, in an educational point of view, to at once open two more of these schools. (E. P. Tobie, chairman.)

The "all-grade" school at Middle street.—An all-grade school for work-certificate pupils was opened at the beginning of the year in the vacant room of the Middle Street building, and was, so far as I know, the first experiment of its kind in this section. The following letter was sent to the parents of pupils required to attend the school, and is inserted here by way of general explanation:

Mr. and Mrs. —— ——

It is found that the interests of the work-certificate pupils suffer under the graded system. Let us suppose a case: A boy 11 years old goes out to work, let us say, January 1, 1894. He is then in the fourth grade. Under the present law he can remain out, at most, eight months. This brings him to September 1, 1894. He must then come back to school for eighty days. If he does not miss a day he can attend school the required length of time in four school months. This brings him to January 1, 1895, when he goes out to work again; comes back September 1, 1895; goes out January 1, 1896, and so on. Each time he comes back it is found necessary to place him in the same old fourth grade again, to go over the same old work. He becomes discouraged and simply sits out his time. Now, we are determined to reach down a hand to help this class of pupils, and so have opened a new room in the Middle Street schoolhouse for them—especially those living in the Middle Street, East Street, and Broadway districts. We have placed one of our best teachers in charge of the room, and mean to adapt the work to the individual needs of the pupils. For instance, if we think the subject of interest should be taken up earlier than is laid down in the course of study, we shall take it up. We mean to bend the system to suit the pupils, and not sacrifice the pupils to suit the system or suit other pupils.

This explains why we have sent your child to the Middle Street school. We want to do more than we have ever done in the past for those boys and girls whose school life is broken by work in the mills. We want to put them along as fast as they can safely go, and make their last school days not only pleasant to look back upon, but as profitable in every way as the circumstances will permit.

The results attending the opening of this school have been so beneficial, not only to the children themselves, but to the schools from which the pupils were taken, as to justify, when the opportunity presents itself, the opening of one or two other schools of the same character at the right points. Unfortunately there are at present no rooms available for this purpose. (G. C. Fisher, superintendent.)

SCHOOLS FOR SPECIAL DISCIPLINE AND INSTRUCTION.

PROVIDENCE.—Some time ago the committee on grammar and primary schools was authorized to establish schools for special discipline and instruction, in number and location as recommended by the executive committee, which last-named committee is placed in charge of these schools.

Short-time pupils.—The great value of such a school as this for the pupils from the mills and others who can attend but a few weeks at a time is evident. The great majority of the pupils of this school would have failed entirely in getting into the regular schools, for these were full, and even had there been places for them the regular schools would have been greatly interrupted by their entrance, disorganized by their presence, and discouraged by their leaving. The pupils themselves would have felt out of place in the regular schools, would have been embarrassed by the requirements of the course of study, and disheartened by being placed with much younger pupils who would surpass them in school work. As it has been, they have found themselves with their fellows, have studied what seemed best to them and their teachers, have gone on as fast as they could, or as slowly as they must, have had a teacher to sit down by them when occasion required, and carefully, step by step, as the steps could be taken, explain the matters difficult of comprehension. They have enjoyed this work. The only requirements upon them have been such as they themselves approved, attendance as punctual and regular as possible, quiet industry, respectful obedience. These requirements they have not failed to conform to. The fear that the presence of the disciplinary class would be distasteful or harmful has proved groundless.

Results.—All these schools are succeeding well. The teachers in charge of them have proved themselves well fitted for their places. The schoolrooms are as quiet and orderly as any. A visitor would see no signs of friction. There has been no defiance and but little mischief. The attendance has been as regular as in the average school. The discipline has been good, and the formation of good habits has been the main effort.

The disciplinary classes.—If the pupils sent for misconduct and irregular attendance can have established in them habits of industry and respectful manners, with a feeling of good nature, the main purpose of the school will be accomplished. These boys have been sent to these schools mainly because a chronic condition of ill will had grown up between them and their teachers. To meet this, the teachers of these special schools have received them kindly, have shown a personal interest in learning their attainments and preferences, and in pointing out to them what could be done. The past has been ignored and a new start taken.

Management.—Special requirements for the teachers of such schools are evidently necessary. They must be sympathetic and disposed to deal with the individual rather than the class. They must be quiet, patient, and tactful, while decided and masterful. As to corporal punishment, the advice to the teachers has been, use it if it seems useful in any case, don't endure disrespect and impertinence tamely because you are trying to make the reputation of being able to manage bad boys without punishment. At the same time avoid it when it will arouse antagonism, and by all means so far as possible have no altercation with a pupil in the presence of others. Your reputation will depend upon the habits and dispositions which your pupils exhibit. Either very many or no cases of corporal punishment in such schools would arouse in my mind the suspicion of weakness on the part of the teacher. I find by inquiry that all the cases in the three schools now in progress have been eight since the opening of the schools. The number of these schools ought to be increased to five or six as soon as suitable places and teachers can be found for them.

Age of pupils.—The establishment of these schools has made conspicuous a fact long noticed by the school-teacher, namely, that there is a certain age and degree of attainment that furnishes the greater proportion of the boys who require these schools. Nearly all the cases are boys of the higher primary or lower grammar grades, or of the fourth, fifth, and sixth school years. Only two have been sent to these schools from grades higher than the sixth, and but a half dozen or so from grades lower than the fourth. This statement is suggestive enough for an essay on school management.

Promotion to regular grades.—It is the intention to send back to the regular school pupils from these special schools who have made due progress in the two essentials of habit and disposition. Several have already gone back to their former schools. Others will go at the opening of next term. To some the privilege of return has been offered who preferred to remain where they were.

Effect on other schools.—After any discussion by which we persuade ourselves that these schools are valuable in themselves, we ought still to consider that their chief value lies in their effect upon the regular schools. The boys sent out may not be really bad boys. Usually, if you observe them in the special school you will conclude it strange that their teachers should have wished to have them sent away; but for some reason they have not got along well with their teachers or have played truant so much that they needed to be sent to schools at which a more effective watch could be kept over them. Whatever the cause, their absence is a relief to the schools from which they have been sent. This relief should appear in better order and industry in the regular schools, and especially in greater sympathy between teachers and pupils. We must insist that our teachers be kind, and our pupils courteous. The general reputation of a teacher as cross or a scold should in every case be a cause for investigation, which should result in exoneration, reform, or removal.

Individual instruction.—There is another kind of schools recently organized in our grammar schools, often confounded in the public mind with the schools we have been considering. They are the rooms for "individual instruction." The great distinction in these schools is that one kind is established for disciplinary reasons mainly, the other to assist pupils in obtaining desired promotions. This it does by giving capable and ambitious pupils the opportunity by extra work to gain promotions in advance of their classes, and by careful explanation, assistance, and drill to enable another class, faithful, but not so capable, to save themselves from losing grade.

These schools, those for "special discipline and instruction," and those for "individual instruction"—the disciplinary or ungraded, and the schools for promotion—illustrate the fact which can be found exhibited in many directions that our public schools, growing as they are with a rapidity even greater than the city, are likewise increasing in complexity and in adaptation to all classes of pupils." (H. S. Tarbell, superintendent.

EVENING SCHOOLS.

[Report of chairman of Providence City school committee.]

Changes in management.—After consultation with the visiting principal, and the approval of the superintendent of schools, the following changes in the management of the evening schools were adopted by the committee, and went into effect January 1, 1894:

1. The policy of cutting down the enrollment and increasing the average attendance. For this purpose we prepared forms of application, and all pupils attending the evening schools after January 1, 1894, were required to sign the same, pledging themselves to regular attendance, studious effort, and good behavior. Every applicant under 18 years of age was required to obtain on his application the written indorsement of some reputable citizen.

The enrollment under the new method was less than one-half the enrollment when the schools were opened in the fall, while the average attendance remained about the same.

2. The attendance of the principals of the several schools, with two or three assistants on two evenings, enrolling, examining, and classifying applicants. On the evenings of December 28 and 29, 1893, the principals, with such assistants as the visiting principal thought necessary, were in attendance at the several schools for the purpose of enrolling, examining, and classifying applicants for admission for the second term beginning January 1, 1894.

3. That only the number who can be conveniently taught be admitted, and a school not allowed to be crowded. This policy was rigidly adhered to during the season of 1893–94 after January 1.

4. The admission of fewer children under 12 years of age. The by-laws prohibit the attendance of any pupil under 12 years of age without the permit of the superintendent, and special forms of applications for such pupils, giving reasons for the request, and printed forms for the permits, were furnished by the committee. No pupil under 12 years of age was admitted to the evening schools after January 1, 1894, except upon the permit signed by the superintendent.

5. Grading was attempted throughout the season with varying degrees of success. Specific instruction at the beginning of the season, that the grading should be done on the basis of the reader used by the pupil, was observed, and the weekly report blanks were printed to report the reader used by each class.

Classification.—Most of these methods adopted proved to be improvements. We believe the system of written application for membership with proper guarantee should be continued. We doubt the ability of a principal and two assistants to properly classify a school in two preparatory evenings, unless they are experienced teachers and more or less familiar with their pupils. In Boston they attempt nothing but the enrollment and classification of applicants during the entire first week of the term. The elementary schools in Boston are very similar to ours, except that they are in school buildings and with better facilities for class work than we have. Of course the sooner the work can be accomplished the better. The work must vary under different circumstances—character of pupils, numbers, class room, facilities, etc. It should be in charge of someone thoroughly familiar with the schools, who should have charge early enough to formulate a definite plan for each school.

Overcrowding an injury.—We are satisfied that nothing but demoralization comes from overcrowding a school, and that where the facilities are insufficient the admissions should not be beyond ability to properly teach. We can, however, in nearly all localities accommodate, not the number heretofore enrolled, but the number who have attended throughout the season with fair regularity.

Difficulties of grading.—In the matter of grading, the success attending the efforts of last season was not satisfactory. With due deference we state our belief that to grade on the basis of the reader used is a mistake. In the day schools, where the pupils take regular steps from grade to grade, the reader used would be an indication of grade, but in higher grades would hardly serve as a basis for examination. In the evening schools the reader used is very largely at first the stated whim of the applicant. Again, an adult, even without much ability to read, has an extensive vocabulary, coupled with a fair and sometimes full appreciation of the meaning and significance of the words. For a child, the words in his reader must be graded as much in their meaning and signifiance as on their phonetic difficulty, and a reader for a child would be filled with words expressing simple ideas, while an adult could as readily learn words of more profound meaning, but simple in their form and utterance. It would seem better, in determining degree of scholarship, to examine in some definite science like arithmetic, and grade accordingly.

Other difficulties in grading present themselves. We have a large number of pupils who have regularly attended evening schools for years, and who have formed companionships and become attached to teachers to such a degree that these circumstances

greatly enhance the zeal and pleasure of their winter evening work. Several teachers have classes, sometimes quite large, that from reasons above stated they manage more successfully than they could half the number of unwilling though better graded pupils. These teachers are doing excellent work, and the results to the pupils are satisfactory. It would not seem wise to disturb such favorable conditions, even to obtain a perfect theoretic grade. As a rule, Armenian, French, and Italian pupils do better in classes by themselves, although the grades may not be absolutely uniform throughout the classes.

Evening-school pupils have not been held to a prescribed course of study and some have advanced more in some branches than in others, as their tastes and inclinations have led them to greater effort in some lines. Given a class of evening-school pupils all using the same reader, and you will find widely varying degrees of proficiency and advancement in the other branches. One of the reforms which must be brought about is the adoption of some tolerably well-defined course of study for evening-school pupils.

Some pupils can attend every evening in the week, others but three evenings. Quite a large part of the instruction given in our evening schools must continue to be individual instruction in ungraded classes.

There are two methods of grading the whole or part of an evening school into classes. The first method is to select a suitable number of pupils equally advanced in all studies and form a class, repeating the process. Given, then, regular attendance and suitable class room, and teachers of such classes can each care for about as many pupils as in the day schools. This is what was intended in our advanced evening schools. The results were very satisfactory. At the Candace street advanced school, however, the principal insisted upon following the old method of individual instruction. Results were decidedly in favor of the class method. The second method is to provide, in suitable class rooms, teachers who will occupy the time of the session in teaching classes sent in from the main schoolroom, hearing three classes each evening. One teacher might teach arithmetic, another language, another spelling, etc. These classes would be formed of pupils equally advanced in certain studies, and would be of varying size. It would often happen that pupils would be in the advanced classes in some studies and in elementary classes in others. To arrange the membership of such classes so as to enable all to attend their proper classes in each study is a difficult task, and irregular attendance greatly interferes with its success. Suitable class rooms are also necessary, and much passing from room to room is demanded by this plan.

The vital essential in successful management of evening schools is securing efficient and skillful principals. Some of the schools suffered greatly by the poor service in this position, while the same schools became orderly and studious after a few evenings under the control of an expert principal. A most rare combination of qualities is needed in a principal—a conception of what a school ought to be and ought to accomplish, firm control coupled with a kindly sympathy and interest, the power to lead to harmonious and well-directed effort both teachers and pupils.

The work of a good principal is not confined to the two hours that the schools are in session. He is frequently called upon for conference or instruction by the committee, and must devote much time and thought to the work outside of school hours. This is true to a marked degree of the visiting principal; not one-half of his duties are performed during the hour he is visiting the schools in session.

SOUTH CAROLINA.

From the report for 1893–94 of Hon. W. D. Mayfield, State superintendent of education.]

ENROLLMENT.

The attendance upon the public schools during the year closing October 31st has been most gratifying. It is in excess of that of any previous year, and exceeds that of last year by 3,616. Year by year it is increasing. All of this shows that our people are more and more relying on the public schools for the primary education of their children, and the subject therefore becomes more and more a serious matter for the proper consideration of the legislature at each succeeding session.

The total enrollment for the year is 226,766. Of this 106,176 were white children and 120,590 were colored, a majority of 14,414 in favor of the colored.

SESSION.

The average school session for the year is 4.3 months. Last year it was 3.7 months. This increase in the length of the average session, the enrollment having at the same time increased, is due to the extra tax levied and collected by special school districts

in aid of the constitutional 2-mill tax and the poll tax. Most of the cities, towns, and villages levy this special tax, and also many country districts. Year by year this work is spreading, as the people become convinced of its necessity and their ability to bear it.

There is no necessity for any further legislation on this subject, the act of 1893 being quite sufficient.

The session can not be made longer with the present amount of money. It is true the public schools do not meet the wants of the people, but it is likewise true that they have the remedy now in their own hands, under act of 1893, by levying a special tax. This is the only practicable way open to longer sessions and better schools. In some States they have what is known as a central or county school in each county. Our present condition does not warrant an attempt at establishing such schools, unless it is deemed advisable to divert the county funds, or the larger part, to establishing and maintaining a central or county school of a different character in which a sufficient number of advanced students should be taught and supported (the school to run the entire year) to supply teachers for the schools of the county, the student teachers to teach by sections, free of charge. This would keep the public schools open the entire year, and parents would have an opportunity to patronize them at such times during the year as they could spare their children. Such schools, if established at all, should be located outside of and somewhat removed from cities and towns where they could be made as inexpensive as possible. The public funds of most of the counties would be quite sufficient to establish and maintain such schools, and the schools could supply the county schools with teachers sufficient to keep them open the entire year.

SCHOOLBOOKS.

Complaint has been made from some counties that the books adopted by the State board of examiners are not being sold at the prices agreed on, while in other counties the school commissioners report that the prices are adhered to. In all cases where complaints have been made the matter has been called to the attention of the book publishers, with the request that they see that their books are sold at the agreed prices. The local dealers claim that they buy the books direct from the publishers, that they are their own property, and they have a right to sell them at such prices as they choose to charge for them. In such cases the State board of examiners are powerless to grant any relief. It has been suggested that it would be advisable for the legislature to authorize the county boards of examiners in their discretion to appropriate a certain sum from the school funds of their counties, and make the same a permanent fund to be invested by the school commissioners in purchasing the prescribed books, and charge these officers with the duty of furnishing the books to the pupils of their counties at actual cost and carriage. There is no doubt but that the books, with proper management on the part of the commissioners, could be had at greatly reduced prices.

TEACHERS AS BOOK AGENTS.

It has been charged that some of the teachers of the public schools act as agents of schoolbook publishers, some as avowed agents and some as silent agents. Many of the best teachers of the State are outspoken in condemnation of the practice. It is insisted that they can not free themselves from their interest in having the books they represent adopted for use in the schools taught by them. This, if true, is radically wrong, and should be prohibited by statute.

In some of the States it has been found necessary to pass stringent laws with heavy penalties on this subject, making it a misdemeanor for any person who receives public money as a teacher to act as an avowed or silent agent of any schoolbook publisher. I respectfully recommend the passage of a similar law for this State.

TEXAS.

[From the report for 1893-94 of Hon. James M. Carlisle, superintendent of public instruction.]

COUNTRY SCHOOLS THE FIRST IN IMPORTANCE.

Under the present constitution we have never had adequate available school funds. The average term for the country schools has usually been about five months in the year, sometimes a little longer and sometimes a little shorter. Of course, when the average is five months, many of the schools continue a little longer and many of them stop short of five months. It will require no argument to convince anyone that a system of schools that provides for an average school term of only five months is not adequate to the education of the children.

It is true that the cities and towns have managed, by local taxation, to extend the average school term to about eight and one-half months. The result is that in almost

every city the public schools are the pride and delight of the people. It is believed by many that the superior school facilities of the cities will account, in some measure, for the growing tendency of the people to desert their country homes and move to the cities, a tendency that has often been noted of late years by students of social conditions and progress as one of the unfavorable signs of the times.

However that may be, there will be no disagreement upon the proposition that our country schools are first in importance and should be the objects of our most constant and most anxious care. All the independent districts in the State, including not only the larger cities and towns, but many of the small towns and villages, contain but little more than one-fifth of our scholastic population. In other words, about four-fifths of our scholastic population must depend upon the country schools for instruction. The character of our material resources, the extent and richness of our agricultural and grazing lands, and all our industrial conditions make it certain that for many years, at least, our population will continue to reside chiefly in the country. Hence the leading purpose of our school laws should be to provide adequate school facilities for the country people.

What is the condition of our country schools? That the average term is too short has already been noted. In addition to this, the houses are usually poor makeshifts, unattractive, uncomfortable, and unhealthful. Many of the schools are taught in church houses or rented cabins. There is a general lack of suitable furniture; the teachers are poorly paid, in consequence of which many of the best teachers drift to the cities or enter more lucrative employments; and while these adverse circumstances have not prevented improvement in our teaching talent, they have made progress more difficult and less rapid than otherwise it would have been. If we are to meet these difficulties and surround our schools with conditions favorable to success, it is evident we must increase our revenues.

SCHOLASTIC CENSUS.

The system of collecting and reporting the scholastic census needs revision. There are at present no checks upon the returns, no provisions for revising or correcting them. The reports of the various census takers are received as conclusive. No one is authorized to question them. The result is that not only numerous mistakes occur—costly mistakes—but in some cases there are charges of gross frauds. It is probable that some of these charges are true, and that the half of the inaccuracies of the census has never been suspected. It is incredible that the reports of the hundreds of census takers and returning officers, subject to no sort of revision or correction, should be free from error. I recommend, therefore, that the law be amended so as to require the census rolls to be closely scrutinized and thoroughly corrected before they can be accepted and made the basis of the distribution of the school funds. This is a matter of business involving thousands of dollars of money, and should be placed upon a strict business basis.

CHANGES IN CERTIFICATE LAW.

The law authorizing county superintendents to issue local permanent certificates has proved to be quite unsatisfactory. It has been abused in some cases by issuing certificates to teachers who had long since quit teaching, and in others by using such certificates to reward political favorites. On the other hand, county superintendents who have been earnest in their efforts to build up the schools by insisting on increased scholarship and superior professional attainments among the teachers, have been put to great embarrassment by applications for these local permanent certificates. If one county superintendent issues these certificates indiscriminately, it increases the difficulties of neighboring county superintendents who wish to hold up the standard of teaching talent in the schools of their counties. The best superintendents and the best teachers seem to be quite agreed that this feature of the law should be repealed. The truth is, that since our law provides that a teacher beginning with a second-grade certificate may advance by taking the examination in sections until he obtains a permanent certificate, there is no reason for a provision in the law to grant a certificate except upon examination. It is therefore recommended that the law authorizing the issuance of local permanent certificates be repealed, and that all outstanding permanent certificates be annulled.

For a similar reason, since the law provides for granting permanent State certificates upon examination, it is not believed that the law for granting permanent State certificates to college graduates serves any good purpose, except to encourage young people to complete a college course, if possible, before beginning to teach, or at least before giving up their academic studies. This consideration is not of sufficient weight to justify the granting of this special privilege. It would, in my opinion, be better to level all distinctions by repealing this law and canceling all certificates heretofore issued under it.

SECTARIAN SCHOOLS.

The constitution of this State provides that no part of the public-school fund shall "ever be appropriated for the support of any sectarian school." The statute simply repeats the injunction of the constitution. The practical difficulty encountered in the administration of the law is to determine precisely what is to be understood by a "sectarian school." During the school year 1893–94 it was charged that certain schools in Victoria County and elsewhere, supported as public schools, were sectarian in character. It became necessary for this department to prescribe rules for determining what characteristics should determine a school to be sectarian. It was found upon this question that there was a difference of opinion, both among the school officers of the country and among the courts. A conclusion was ultimately reached and a ruling was made. This ruling was embodied in a circular of instruction dated September 23, 1894, and mailed to all the county superintendents and ex officio superintendents of the State. The following extract will show the material points of the ruling:

The following classes of schools should all be regarded as "sectarian" within the meaning of our constitution and statute:

(1) Any school in which any sectarian instruction is given, directly or indirectly, by any teacher of the school or other person, during the hours of the daily school session or at any other time when the pupils are subject in any manner or degree to the control, direction, or supervision of any teacher or officer of the school, at the schoolhouse or at any other place to which the pupils or any number of them repair for that purpose by consent or connivance of any teacher or school officer.

Within the meaning of giving sectarian instruction shall be included the performance of any ceremony or the wearing of any garb or dress, or the assuming of any title or appellation, or the use of any device whatever, reasonably tending to impress upon the minds of the children any sectarian bias or prejudice.

(2) Any school which in whole or in part is directly or indirectly subject to the control or management of any sectarian or denominational church, society, or organization of whatever name, or the officers or agents of any such organization or society.

(3) Any school conducted or taught in whole or in part by persons who, by virtue of any relation to any sectarian or denominational church, society, or organization, are required to turn over to such organization or its officers or agents any part of their earnings in conducting or teaching such school, or to account in any manner for the same to any such organization or its officers or agents, or to use any part of their earnings for the benefit of such organization or any enterprise under its control.

It is my opinion that so important a question should not be left to the determination of any department. The legislature can best define what it means by sectarian schools, and I recommend the enactment of a statute for this purpose and providing appropriate and specific means of enforcing the law.

VERMONT.

[From the report for 1893–94 of Hon. Mason S. Stone, superintendent of education.]

THE TOWN SYSTEM.

During the brief period the new law (making the town system compulsory) has been in operation there are some evidences of its salutary effects in our educational policy.

I. Better teachers.—Statistics in the improvement in quality of teachers are not easily obtainable, but it is generally conceded that better work has been done. This is not due to any educational advancement on the part of the teachers, nor to the introduction of new teachers, but to the system and method of control. Teachers in general have felt a new impulse for the past year, a better moral support. More specific directions have been given and less vagueness of policy; more interest in themselves and their work manifested and less indifference after engagement.

These gains in the quality of teachers and their work can not be measured by numbers; they are facts which can not be compiled in statistics. It is a noticeable fact that there has been quite an elimination of the low-priced, inexperienced, inefficient teacher who formerly taught the small or remote schools, and whose only merit for her position was her cheapness. With the discontinuance of the small school and the alienation of the remote school from the stringency of local economy the services of the immature, unequipped teacher have not been in demand, and the average quality of teachers improved accordingly.

Not every teacher can teach any school. Under the old régime a teacher's nonsuccess was frequently due to her misfit—sometimes to the school, sometimes to the community. Inadaptation was frequently either unconsidered or stifled in the eager search for a teacher. It is too much so now. But these serious disadvantages to which some teachers were subjected are largely removed. The school directors have appointive power, can exercise discretion in the fitness of teacher to place, appoint accordingly, and if mistake is made an interchange is possible and easy.

It is an accepted truth that a teacher's most efficient service is after the period of mutual adjustment and acquaintance of teacher and pupil. Likewise it is generally

true that the continuance of the same teacher in the same school for a second term is far more profitable to the pupil than the first term. Herein the evidence of figures can be furnished in support of improvement.

In the year ending March 31, 1893, there were 1,813 teachers retained one term only; but in the year ending 1894 the number was reduced to 1,666. From this longer tenure of office better work must inevitably result. Better teachers means better teaching and better schools.

A teacher's efficiency is frequently measured by the moral support afforded her by the school authority. Under the present system the school official is rarely confronted with the dilemma whether he shall join with his neighbor or with the transient teacher; he is not now seriously agitated by the struggle between conscience and comfort. He does not reside in a factional school district to whose baseless complaints he must listen, and to whose unjust demands he must cater for peace. Now he is largely untrammeled in dispensing his advice and rendering his support.

In many towns the school directors have called the teachers together before the commencement of a term and given to them specific directions in regard to management, so that the teachers have entered upon their work and carried out plans and instructions with courage and confidence.

In addition to the instructions in regard to management and assurances of support teachers have been called together in teachers' meetings oftener and in more towns than in previous years. In 1894, 46 towns held teachers' meetings; in 1893, 22 towns held such meetings, a balance of 24 towns in favor of 1894.

In these meetings methods of instruction, pyschology, ethics, discipline, and school management were discussed and all the elements that enter into the composition of a successful school considered.

Also teachers have been visited by school officials more. In 1893, 5,352 visits were made by town superintendents 1,765 visits by school committees; in 1894, 6,982 visits by town superintendents and 3,933 visits were made by school directors.

II. Better schoolhouses.—A portion of the legacy left to school officials from the previous system is the shambling and almost uninhabitable condition of some schoolhouses.

This entailed upon the school directors the duty and upon the town the expense of extensive repairs. School property generally has received such renovations, and more, evidently, than in any previous year.

III. Better supplies.—It is fast becoming a recognized fact in this State that a teacher is unable to accomplish efficient work unless suitably equipped with needed appliances. The improved methods in primary reading and number work, the practical treatment of geography and history, the elementary instruction in the simple sciences, all demand such.

The dearth of such in previous years has been a sad impediment to practical work; the book has been magnified and the subject suppressed.

The past year has witnessed a more extensive but less expensive purchase of needed equipments in the line of dictionaries, globes, charts, maps, primary appliances and other apparatus than in the previous year.

Such a tendency is a healthy sign of healthier school work. The disclosure of lack of proper appliances in many of the remote schoolhouses is a cogent argument in favor of free text-books and supplies.

IV. Better management.—There have been held in the State, since the initiation of the new law, more than twenty county meetings of school officials. In these meetings have been discussed the educational policy of the State, the administrative duties of school officials, and the efficient means for speedy improvement of our schools. Such meetings are unprecedented in the educational history of the State. These meetings, together with the new impulse given teachers through the teachers' meetings, the longer continuance of the same teacher in the same school, the larger educational interest awakened in towns by school rallies at close of school year, must at least suggest better management.

And if the closure of the small unprofitable schools was wise, if a better selection of teachers has been made, if inadaptibility has been lessened, if there has been larger support to teachers, if there has been a closer oversight of work and property, if the quality of school officials has been improved, then there certainly has been better management. Better teachers, better schoolhouses, better supplies, better management, all argue better schools, better advantages, better results, and these are what we are seeking. * * *

The present law was born amid much apprehension and misapprehension. The fear was that a reckless consolidation of schools would ensue. This is antagonistic to its spirit. It means consolidation of management; not schools, except in cases where the larger profit to pupils unquestionably justifies the action.

The average length of schools in weeks for the past year was 31.09; for the year ending 1893 was 28.29. If we multiply the number of legal schools, 2,292, by 28.29 we have only 64,863.6. The difference between this and the aggregate number of

weeks for 1894 of schooling is 6,411.2, the number of additional weeks of schooling given to the children of the State by the town system. This excess should be credited to the ungraded schools, which number about 1,945, for our graded schools were rarely affected by the extension of time. Dividing the excess by 1,945, we have an average of three weeks to be added to each of our ungraded schools.

Furthermore, the average cost per week in 1894 was only $10.90; that for 1893 was $11.69, making average cost per week, with an average increase of three weeks for ungraded schools, 79 cents less per week than under the district system. The cost per week for this extra 6,411 weeks was only $2.75.

The facts submitted on the face may seem small gains, but measured by time and circumstances they are great. The inexperience of school officials and consequent trepidation, the general distrust of the people, and the prevalent ignorance concerning the law's intent, its crudity and incommensurateness with its purposes, all militate against a facile and successful operation.

Yet it is apparent that wherever its virtue and purpose have been exhibited it has invariably commended itself to the intelligence and approval of the people. It is doubtful if any law enacted in the State of Vermont, received under such antagonistic and discouraging circumstances, ever won more or stancher supporters than our present law during the short time it has been in operation. This in itself is sufficient reason for its continuance.

FREE TEXT-BOOKS.

Free text-books have been supplied by the towns of Hartford, Rockingham, Cavendish, and Westmore, and herewith is appended opinions concerning the workings of the same.

Supt. H. D. Ryder, of Rockingham, says:

The system of free text-books was introduced by vote of the town in 1877, and has proved eminently satisfactory, as is proved by the fact that no effort has ever been made to rescind that vote. The cost the first year was about $1.25 per scholar, the cost the last year was less than 60 cents per scholar, or about 3⅛ of the grand list for the first year, and about 1⅛ per cent of the grand list for last year. The average cost per year per scholar is not far from 80 cents. In towns where there is no high school the cost would be less.

Supt. N. B. Hazen, of Hartford, says:

Hartford voted for free text-books in 1879. At the last annual town meeting it was voted that the town purchase and hold text-books for use in the common schools, and a sum not to exceed $600 was placed at my disposal for that purpose. I purchased books at a cost of $532.72. I also paid for labels and 20 boxes with locks, $36.41. These books were intrusted to the teachers in each district with the following directions:

"These books are charged to you, and you will be held responsible for a proper oversight of them during term time. Loan them to the pupils as from a library. The loss or material injury of a book by a pupil is to be made good at once by such pupil. Books must be accounted for at the end of the term to the prudential committee."

The practical advantages are:

(1) *Cost.*—These books at retail prices would have cost about $1,200. They will be for use in the schools until worn out instead of being used one or more terms and thrown aside with other old school books.

(2) Books, and the right ones, can now be put into the hands of every pupil the first hour of the first day of school.

(3) Books are of the same kind, and the teacher is able to classify the school according to the advancement of the pupils, making fewer and larger classes and enabling the teacher to give more time to each class, and each class being larger incites the pupils to more emulation than in smaller classes.

(4) Pupils who are troubled to obtain money for the necessary books are not kept out of school on that account. No odious distinctions are made between the rich and the poor. In support of this, I call attention to the fact that so many more pupils attended school this winter than last, and many of them are boys who work for their board and who would not have been able to attend had they been obliged to purchase books.

(5) I call attention of teachers and pupils to the care of books. It is almost the universal testimony of teachers that pupils take better care of the town books than they had been accustomed to of their own. It makes the money appropriated for schools go further and do more good for the reasons above stated, the total cost for fifteen years being $4,359.20, or an average of $290.61 per year. The average grand list of Hartford has been $19,031, and 1⅙ per cent of this grand list has paid the expense of the text-books. During this time the number of pupils has averaged 693 each year, therefore the cost of text-books has been between 41 and 42 cents per pupil each year. In addition to books the town supplies pads, drawing paper, pencils, writing books, ink, numerical frames, etc.

I will only add that the system of free text-books recommended itself from the first to the citizens of Hartford, and there has been no fault found with it since it came into use. Teachers are enthusiastic in its favor.

Supt. S. A. Hunt, of Westmore, says:

The cost of free text-books can only be estimated, but I am satisfied that two-thirds of the money and books supply the pupils much better than the other plan. In one district many books have been wantonly destroyed, owing largely to lack of supervision, or responsibility for the safety and care of books. In schools where there have been places provided to keep them and some one to see that they were taken care of, books have lasted as well or better than under the old plan. I have been interested in our schools as superintendent, prudential committee, and teacher most of the time for seventeen years, and say emphatically, free text-books.

UNGRADED SCHOOLS.

The common country school is the typical school of the nation, and is the school that should receive the stanchest support on account of the excellent work it is doing and on account of its influence upon future government and citizenship. On account of the large influx to the cities from the country, the political salvation of the former is due to the salvation of the latter.

It is stated that over 90 per cent of the children of our public schools do not complete a high-school course. The number in Vermont will approximate this per cent, but probably 50 per cent enter such institutions. Confronted by this fact of the large number who are deprived of a high-school course, it is imperative that our State give the largest pecuniary aid possible in support of our common schools of primary period, for it is far better that the commonalty be moderately well educated than that a few favored ones form a scholastic aristocracy.

The ungraded school has this advantage over the city graded school: In the high-pressure graded school the pupils are assigned certain periods for the study of certain subjects, and frequently, too, the recitation period is as long as the study period, so that the tendency of the teacher is to do a large share of the pupils' work, which is a mechanical and stifling process. In the country school what the pupil gets is largely by his own effort, on account of the brevity of the recitation period.

This self-dependent getting is what gives the mental power to the country boy—he has better disciplined faculties for acquisition. It is for this reason that the ungraded student on entering the high school so frequently excels his graded competitor of equal ability. He can apply himself longer, and more intently seeks the substance and grasps the salient points of the lesson. Too frequently the graded school pupil is machine-made on account of the rigidity of periods for study and recitation. Also his pabulum may be of such dilute character that he is unable to acquire mental robustness which comes through vigorous mental exercise. He may be more systematic and have a more general knowledge and ornamentation, but he lacks the power of concentration and ability for hard study.

In the common ungraded school the problem of promotion is practically solved. The small number in a class makes the distinction in ability more apparent. The more rapidly-developing pupil can be allowed to leap ahead or be promoted into another class, while those requiring a more moderate pace can progress as their mental constitution will allow. The transition from one class to another is easy; for the pupils are in the same room and under the tuition of the same teacher.

COURSE OF STUDY.

Probably nothing can help our common schools to a more complete and systematic organization of the individual school and solidarity of our school system than the publication and distribution, at State expense, of a course of study. Such would insure continuity of work and mitigate to a large extent the disadvantages and interruptions resulting from the frequent change of teachers. From such a course any teacher would be able to know more definitely the amount of work performed by a predecessor in a given term. Also a teacher would be relieved of much of the random work now performed resulting from inexperience or aimlessness on the part of some of our teachers.

A course of study is not a rigid chart, but a guide in the conduct of a teacher's work; gives some definite end to reach, and anchor to essentials. The effect upon the pupil would be most salutary. In whatever way the teacher is benefited the pupil is benefited to an equal degree. The pupil will be better taught, for the teacher will be more vital and concentrated. But better than this, a goal will be placed before the pupil which will challenge his best endeavors. This focuses his efforts, stimulates his ambition, makes him systematic, and affords a standard for self-measurement. Children need definiteness of aim and work as much as the business or professional man.

VIRGINIA.

[From the report for 1892-93 of Hon. John E. Massey, superintendent of public instruction.]

EXAMINATION AND CERTIFICATION OF TEACHERS.

While it is yet too soon to estimate the full value of uniform examinations for teacher's certificates, there is general concurrence in the opinion that this important movement has produced good results in Virginia. Its tendency is to diminish the number of incompetent teachers and to stimulate to higher attainments many who are already proficient. No one claims that the system is perfect. But, in my judgment, with all its imperfections, it is vastly superior to the methods heretofore pursued. I hope to see the system fully introduced during the coming year, when the cause of some objections now urged against it will be removed.

The action of the board of education last year, looking to the improvement of teachers by a revision of the regulations governing the licensing of applicants for teacher's positions, has already had a good effect. These regulations provide for the issuance by county and city superintendents of schools of three grades of certificates—first, second, and third. The first-grade certificate continues in force for a term of three years, and may be renewed for any period not exceeding two years; the second grade continues in force for a term of two years, and the third grade one year. The subjects embraced in the examination are: Orthography, reading, writing, arithmetic, grammar, geography, history, physiology, and hygiene, and, for a first and second grade certificate, the theory and practice of teaching also. In case an applicant desires to apply for a school in which the higher branches have been or will be introduced, he must be examined on such higher branches also. No certificate or permission to teach can be issued to any person who is under 18 years of age, and no first-grade certificate can be issued to any person who is under 20 years of age and who has not taught successfully ten school months. The certificates issued by county and city superintendents are valid only in the county or city where issued, except that the first-grade certificate is valid in any other county or city of the State when indorsed by the superintendent of such county or city.

The board, furthermore, authorized the superintendent of public instruction to issue two grades of State certificates, one to be valid for the term of seven years, known as the professional certificate; the other to be valid for life, known as the life diploma. These certificates can be issued only to those persons of good moral character who passed thorough examination in all the branches prescribed for a first-grade county certificate and such other branches as the State superintendent may direct.

Such certificates can in no case be granted unless the applicant has had an experience as a teacher of at least two years, and can satisfy the State superintendent of his ability to instruct and manage a school. These certificates are valid in any county or city, and the holder is authorized to teach in any of the public schools of the State without further examination; provided that if the holder desires to take charge of a school in which other branches are taught than those on which these certificates are based he must be examined on such branches also; provided further, that if a holder of a life diploma shall at any time cease to teach or to be engaged in other active educational work for the space of three years he shall be liable to a reexamination and to a cancellation of his certificate, subject to rules prescribed by the superintendent of public instruction.

The subjects embraced in the examination of applicants for professional certificates are: Orthography, reading, writing, arithmetic, grammar, geography, history of the United States, general history, algebra, physiology, civil government, Virginia school laws, elementary physics, and theory and practice of teaching.

Applicants for life diplomas, in addition to the above-named branches, are examined in geometry, chemistry, natural history, botany, geology, English literature, composition and rhetoric, psychology.

Diplomas and certificates are issued to applicants who show a standing of 75 per cent in reading, writing, spelling, arithmetic, grammar, geography, history, algebra, and physiology, and an average of 75 per cent in the other branches required, and who do not fall below 50 per cent on any one subject.

If applicants so elect, they may be given two years in which to complete the examination, and will be credited the first year with those subjects in which they shall have made the required percentage.

The holder of a professional certificate may obtain a life diploma by passing examination in all the additional branches, as stated above, and furnishing satisfactory evidence of continued success in teaching.

Before the examination begins applicants are required to present to the examiners satisfactory testimonials of good character and proof of at least two years of successful experience. When possible, testimonials should be presented from the super-

intendent of the county in which the applicant last taught and the superintendent who gave the last certificate under which he taught.

In conformity with the requirements of the regulations examinations were held at Bedford City July 25, 26, and 27, 1892, and at Salem July 24, 25, and 26, 1893. At the first examination 9 or 10 applicants presented themselves, but none making the required marks on all subjects no certificates were issued. Several candidates acquitted themselves well. Credits were given for subjects on which the required percentage was reached. Last July 36 teachers presented themselves for the test. Two of those retired after perusing the first paper. Two withdrew after attempting one or two subjects. Twenty-four left part of the work for next year. Eight essayed answers on every branch demanded for the professional certificate, and one nearly completed the work for life diploma. * * *

These certificates should be held only by teachers of experience and ability, and it is a grievous error to encourage others to hope for them. At the examination last summer teachers appeared with the strongest indorsements whose educational qualifications scarcely entitled them to a third-grade certificate in a district where the teaching force is unusually weak. * * *

I believe that the granting of State certificates will give a vigorous impulse to larger academic and professional attainments and a more distinctive and permanent character to teaching as a profession.

WASHINGTON.

[From the report for 1893–94 of Hon. C. W. Bean, superintendent of public instruction.]

APPORTIONMENT OF SCHOOL FUNDS.

The manner of apportioning the common-school fund among the various districts is a matter that has often been the subject of interesting discussions, and, while the method at present in vogue seems not to have been very seriously criticized since its adoption, there are grave doubts as to its efficacy in accomplishing the best results possible with the fund at our disposal. It has been urged by a number of our experienced county superintendents that the average daily attendance at our schools might be largely increased by the policy of basing the apportionment upon the average daily attendance of the respective districts rather than upon their enumeration of children of school age. It must be admitted that there is a manifest justice in applying the school funds to the maintenance of schools in those districts where most children are inclined to attend school. It is also evident that with such a provision school officers and patrons would be much more diligent in the enforcement of our compulsory law in regard to attendance. There would be tangible inducements to them to see that all pupils of school age were not only enrolled in the schools, but that they were in actual attendance as many days as possible during the school year. It is sometimes urged against this method of apportionment that it leads to a wholesale falsification of register entries on the part of teachers with the connivance of district clerks. To this it may be answered that the present method presents equal temptations to false enumeration of pupils, and that the former class of false entries is much more easily detected than the latter. A more serious objection is the contention that an epidemic or serious contagion might disastrously reduce the average attendance in a district through no fault of the officers or patrons, thus cutting off a large portion of the appropriation from a district whose patrons, pupils, and officers had used their utmost endeavors to avert the calamity. While this argument is entitled to great weight, I am of the opinion that the great gain to the whole State by reason of its salutary effect on the attendance at our schools, renders the proposition worthy of the careful consideration of the legislature.

UNIFORM TEXT-BOOKS.

Whether it is best to have State, county, or school district uniformity, are questions upon which the best judges differ. In older States where the same pupils reside in a district from year to year, the only changes in the school enrollment being caused by the appearance of the younger children as they grow old enough to attend school, and the disappearance of the older as they complete the prescribed course or leave the school to engage in the work of breadwinning, it matters little what division is taken as the unit in the adoption of books. But in a new State where many families change residence at least once in a year, often leaving not only the district but also the county, it is very desirable that the division chosen as a unit for adoption should be larger. The first State legislature, after due consideration, decided upon State uniformity, and I think that it has so far been, in the main, satisfactory. The plan of district uniformity has few advocates in a State so new as ours, and

about the only thing that can be said for county as against State uniformity is that the scandals connected with adoption would be less notorious, even if no less certain. It is a significant fact that among all the resolutions passed by teachers' institutes on the subject of text books, not one has been reported to this department as favoring a smaller division as a unit. The principal argument used against State uniformity is the fact that the interests at stake in such extensive adoptions are so great as to vastly increase the temptation to corruption. In answer to this objection it may be said that only corruptible men can be bribed, whether the interests at stake be large or small, and it is evident that the probabilities are largely in favor of securing one small board of incorruptible men for State adoption, with the entire State from which to select, more easily and certainly than can one such small, incorruptible board be selected in each of the 34 counties or in each of the 1,800 districts. The same considerations serve as a complete refutation of the argument that corruption in connection with adoptions can be prevented by enlarging the board of adoption. This is to proceed upon the assumption that the probabilities of securing a majority of honest and incorruptible men increase with the number of men selected. A sister State, with a board of adoption consisting of more than two score men, has not entirely escaped intimations of crookedness in the matter of adoptions, and cases are not entirely wanting, indeed, where corruption has been suspected when books were adopted by an entire legislature. No, the fact of corruption can be prevented only by the selection of an incorruptible board, whether large or small; the intimations and charges of corruption can not be prevented by any means.

FREE TEXT-BOOKS.

It is not generally known, perhaps, that a number of districts in the State have free text-books already, and yet such is the case. Without any specific warrant of law several districts have supplied their pupils with free books, and the plan is reported as entirely satisfactory. The least the legislature can do in this matter is to enact a law specifically authorizing boards of directors, when in their judgment it is feasible, to apply a portion of their school fund to the maintenance of a free text-book library for their respective districts. Even with this small concession, I venture to say that within the next year a large number of free libraries would be reported. But it is wise to go still further. A law may properly be enacted providing for the furnishing by the State, in such manner as may be determined by the wisdom of the legislature, of free text-books in one or more branches for all pupils in the State. A similar plan has worked admirably in at least one of the States. Such a plan would give the school patrons a foretaste of the benefits arising from free books, and would, in connection with the law before suggested, doubtless result in the establishment of free text-book libraries in most of the districts in the State within a few years.

EXAMINATION OF TEACHERS.

A system of examination and certification of those who wish to engage in the occupation of teaching has long been considered an essential part of the public-school machinery of a State. Futile as is the attempt in many cases, and unsatisfactory as are the results, we still try to measure the teacher's grasp of mind, her knowledge of the various branches, and tact in administering school discipline by a system of set questions, record the results in terms of that great scientific touchstone, the centesimal scale, and certify therefrom that the applicant "is competent to teach any school in ——— county for a period of —— years from date." The many absurdities of an examination as a test of a teacher's ability have often been paraded before the public, and superintendents, committees, and educators generally have long felt the need of a satisfactory test. So great is this unrest, indeed, that an open outburst of this sentiment against examinations is to be expected periodically under any system that undertakes to make it more than a formality. But what shall be done in the premises no sage appears to be able to say, and we continue to follow the old plan and hope for a deliverer.

UNIFICATION OF THE SCHOOL SYSTEM.

Section 2 of the constitution of Washington requires that "The legislature shall provide for a general and uniform system of public schools. The public-school system shall include common schools, and such high schools, normal schools, and technical schools as may hereafter be established." To complete the list of schools controlled by the State, we must mention with the above the State University and the Agricultural College and School of Sciences. Though the latter is supported mainly by the General Government, at present it is, with certain necessary restrictions as to the character of the work done, under State control. This list of schools is designed to constitute the machinery to be used by the State in furnishing her subjects not only a liberal education, but also such special training as is necessary for the successful following of the more common trades and professions.

Tuition in all of these schools is provided at public expense, and the poor man's child may pass from the primer to a degree in the university with no charge for instruction. Such a system, when fully completed in detail and properly directed, may with good reason be considered the crowning glory of any State. But it is not to be expected that such a system will be found to exist in a State so young as ours, without showing blemishes and defects of greater or less concern to its friends. Passing over the less prominent hindrances to the most harmonious and satisfactory working of our system, it must be apparent to a moderately close observer that one of the defects which can fairly be charged against our system is that, for lack of sufficient central control and general unity of plan, much energy is lost. While uniformity is certainly not desirable simply for the monotony it suggests, yet when the lack of it results in a serious loss of energy, it is a matter worthy of great concern and prompt attention.

A very good common-school course of nine years has been prepared for our rural and village schools; our larger cities have been provided with complete graded courses from the first year to the close of excellent high-school courses, the whole being of such character as not to suffer by comparison with any cities in the Union; our normals are conducted according to a uniform course; the university and the agricultural college have definitely prescribed courses worthy of such institutions. In fact each part of the system does its own work according to a wisely contrived scheme; but the articulation, or rather lack of articulation, of the various parts results in a vast amount of energy being dissipated by unnecessary duplication of work.

The courses of study in the larger cities, wherein they do coincide, are uniform largely by accident, and hence the high-school course in no one of them can be taken as a standard from which to measure the attainment to be prescribed for the graduate from the common school. There is no articulation between the high schools and the university and agricultural college, nor has the course for normal schools been prepared with any special reference to any high school or the common schools as a feeder. The boards of directors of the graded schools of our villages are left to prescribe such a course for their respective schools as may suit their fancy, and the result is great dissimilarity. As a consequence of this chaotic state, at every point where two departments of the system should articulate there is a more or less extensive duplication of work. The college and university find it necessary to maintain subfreshmen classes in order to supplement the work of weak high schools; strong high schools are tempted to do work properly belonging to the higher institutions; and in a degree probably unnecessary there is an overlapping of work among common schools, high schools, and normals. The student who has not yet learned there is no royal road to learning is thus permitted to flit about among all the schools, seeking a pleasant and easy road to knowledge and wasting golden moments and opportunities. He does so because the lack of unity in the system permits him to find work of his grade, at least approximately, in more than one class of schools.

But a still worse feature is the fact that the same work which is being done in one school or class of schools, perhaps to the partial exclusion of the legitimate work of those schools, is being paid for unnecessarily in another.

It seems to me this useless waste of money and energy might be prevented in large measure by the appointment of a competent commission to so unify the courses of study in the various schools of the same grade, where necessary, and so arrange for the proper articulation of the different grade of schools, from the common school to the university, that the whole would constitute what the constitution really designs—a uniform system. The board of education could be utilized as a part of that commission, and to it could be added representatives from the different schools of the system. Under more auspicious conditions I would recommend that the board of education be permanently enlarged by the addition of representatives as above indicated, and constituted a general board of regents or supervisors with power to control the graduation of candidates from schools of all kinds, and to fix the conditions of admission, promotion, and graduation. The temporary commission for the purpose of unification of the work seems more suitable, however, to present conditions. Economy alone, all other considerations aside, calls for some action of the legislature at a very early date.

WEST VIRGINIA.

[From the report for 1893–94 of Hon. Virgil A. Lewis, State superintendent of free schools.]

A GRADED COURSE OF STUDY FOR COUNTRY AND VILLAGE SCHOOLS.

Of the 282,933 children of school age in West Virginia it is fair to assume that more than 200,000 either attend or are enumerated in country districts. The city and town schools are carefully graded, and in this particular the State need have no con-

cern. But ever since the establishment of our school system, the work in the country and village schools has been as diversified almost as the teachers employed therein could make it.

Thousands of these country schools have been in operation nearly a quarter of a century, and for the greater part of that time not so much as an effort was made to secure systematic work and consequent uniformity of method in them. But in later years the attention of the leading educators of the State has been turned to the subject of a proper course of study for country and village schools, and to such an extent was it advocated and agitated by the school men of the State that our law-making power has caused such a course to be prescribed; but, with an exception in Jefferson and a few other counties, year after year the same routine work has gone on, and instead of one teacher beginning where another ended, all have begun and ended at the same place.

The time has gone by when our system of free schools can be regarded as a kind of charitable institution, and it must now be regarded as the vastest business enterprise of the State, for it to-day invests more money in it than in all other interests combined. There is an implied contract existing between the State as the one party and every child on the soil of the State as the other party, and this contract obligates the former to give to the latter the opportunity to secure, at least, a common-school education. The State is now endeavoring to comply with its part of the contract. Heretofore our school work has been of the most fragmentary character; but now, when so much money is being invested in it, it is time to systematize it.

"The greatest possible return for the money invested," has long been a business maxim, and now it has become an educational maxim. Realizing this, almost every one of the American States is acting upon it, and at last, in the interest of economy, is looking in the right direction—viz, toward the country schools. Our own people are in line with the most advanced thought upon this subject, and in 1891 our law-makers amended our school law so as to read as follows:

It shall be the duty of the State superintendent to prescribe a manual and graded course of primary instruction to be followed in the country and village schools throughout the State, arranging the order in which the several branches shall be taken up and studied and the time to be devoted to them, respectively, with provisions for advancement from class to class; also for the examination and graduation of all pupils who satisfactorily complete the prescribed course.

PREPARATION OF THE COURSE.

In preparing this course of study in compliance with the legal requirement, the aim throughout has been: First, to supply a plain, practical, and progressive outline, which, if followed carefully, will give the pupils a thorough common-school education and secure a systematic development of their intellectual powers; second, to unify the work of teachers and superintendents throughout the State; third, to introduce the common-school branches only; fourth, to simplify classification and regulate gradation and promotion, thereby making the work of the teacher lighter, but more systematic and effective; fifth, to divide the entire course into definite portions, so that a record of the progress and standing of each pupil may be preserved and the confusion and loss of time usually resulting from frequent changes of teachers avoided.

BRANCHES TO BE TAUGHT IN THE PRIMARY SCHOOLS.

These are enumerated in the school law, as follows: Orthography, reading, penmanship, arithmetic, English grammar, physiology, general United States and State history, general and State geography, bookkeeping, civil government.

The work of grading and classifying the village and country schools goes on rapidly, almost the entire teaching force of the State having engaged earnestly in its introduction. Here the work in the primary schools of the State is being unified and system and order have taken the place of disorganization and disorder.

Far above these schools stand the State university and normal schools at the head of our educational system, but there is a great gap between them. The almost entire failure of

OUR HIGH-SCHOOL WORK,

with the causes of the same, is matter for the most serious consideration on the part of our legislators. * * * Secondary education or high school work has been sadly neglected, so much so that there are at this time 30 counties of the State that have neither high nor graded schools. The failure has been so complete that there are but 17 high schools in the State, and only 7 of these have been established under the provision of the general law, the other 10 having been organized in independent districts under the provisions of special statutes creating the said independent districts. Why is this? The answer is plain. The magisterial districts into which the counties are divided have been, in many instances, overburdened by tax-

ation necessary to defray the expenses of primary schools, and they have been therefore unable to support a high school, and thus the great middle link in the educational chain which should connect our primary school work with the higher school work of the State has never been present and never will be under the present law. * * *

The remedy lies in the establishment of thorough high-school work upon a different basis. "If it be true that in 1892 there were but 17 free high schools for the 200,000 children and youth of the State, only 5 of these maintaining a three years' course, 'the other 12 comprising the higher grades in graded schools, the amount of work being quite limited and irregular;' and that 'only 11 per cent of the school population of the State enjoy the advantages of high-school instruction,' there is evidently a loud call for a movement in this direction. This deprivation is all the more felt by reason of the comparatively small number of reliable academies in West Virginia, which in this respect seems to lag behind all the States of the South. It is difficult to understand why the prosperous city of Wheeling—foremost in the days 'before the war' in the organization of public schools—should still 'linger shivering on the brink and fear to launch away' in the establishment of a high school that would be a model and inspiration to the Commonwealth. The admirable service of the superintendent and able principals of the several grammar schools of that city in caring for the higher grades in these buildings seem to have persuaded the educational public to let them go on indefinitely trying to perform this double duty. But sooner or later, despite the most conscientious service of teachers in the primary and grammar grades, a school system bereft of its proper arrangement for the secondary education will become like the fabled tribe of men who go about 'carrying their own heads under their arms.' God created the head to rise above the shoulders; and the idea of an educational system that has not the high school in a community able to bear its expense is supplying one illustration more of the favorite doctrine of the small politician—knocking out the brains of things to save money. The feet do not move the head, but the head moves the feet, is a maxim as true in the common school as in physiology. Without an effective head, any common-school system inevitably falls under popular disrepute, as an efficient arrangement that looks up to another and a radically different system to piece out its work. The State of Massachusetts has followed out the irresistible logic of the common-school idea, by making the support of a high school, with a classical department of forty weeks, compulsory on all places of a certain population and valuation; and of an English high school in all towns of a certain lower standard, with the provision that any one of its 350 towns not included in these two classes may, by vote in town meeting, establish a school of the same grade. By the act of the legislature in the past season, every town in the State is now compelled to pay tuition for the high-school instruction of all its children who may require and are prepared for it.

"Of course no State of the type of West Virginia, with a people so dispersed over a wide area, and few towns of sufficient size and valuation to support a proper high school, can expect to adopt a system of this sort. The deprivation of the children of all the Southern States of high-school opportunities is one of the chief disabilities of their educational system. We have always hoped to see in these States a fair trial of the support of a proper free high school by each county, in which all youth of suitable acquirements could be educated. Established at the county town, with a department for instruction in pedagogics and arrangements for industrial training, it would easily become the most attractive institution in the county, and be a constant stimulant to the entire system of rural district instruction. Especially in West Virginia, where the present system of grading and graduation for country schools is in operation, it would be practicable, and place the State in the front rank of educational commonwealths. The proper way to begin would be that some enterprising county should try the experiment. One year's success—and with proper management there need be no failure—would put the movement on wheels and send it 'booming' up and down the State.

"Meanwhile, as already suggested, it behooves the cities and districts that attempt to sustain a public high school to make it so efficient that it will attract a larger number of pupils. One of the most serious features of the school life of the South is the small number of boys over 15 years of age found in the schoolroom. One reason we believe is the weariness and disgust of the average boy at a great deal of the 'fooling' in the lower grades, from the inexperience and weakness of the teachers. Long before he reaches the perilous age of 14, this youngster has a very definite idea that he will get out of that sort of life as soon as may be. But a good high school, presided over by a competent man or an exceptional woman, will be an elevator to lift up large numbers of boys who need especially that school training between the years of 14 and 18 which will tell on their entire future life. The chronic defect of the present English system of public instruction, established the same year as the public schools in Virginia, is that it can not obtain parliamentary aid above the elementary grades. As a consequence, it is regularly avoided by the 'middle class,'

and remains, with all its undeniable merits, a school for the poor. It is not well that a State that thirty years ago cast in its lot with the new American ideal of public and private life should linger longer in the cold shadow cast across the ocean by the conservatism of the mother land."

NORMAL SCHOOLS—THE REQUIREMENTS THEY SHOULD FULFILL.

Our normal schools seek to lead the student to acquire a thorough scientific knowledge of the branches he is to teach. This knowledge is the prime condition of any success in the schoolroom. The teacher's instruction in a given subject can never rise above his own knowledge of that subject. No knowledge of methods of instruction however excellent in themselves, no fund of general information however accurate and extensive, can be substituted for the specific and thorough knowledge of the subjects which the individual is required to teach. He must, at least, know these. General culture and information will greatly augment the teaching power of one already possessing the requisite knowledge of what is to be taught, as will also correct methods of instruction; but these are auxiliaries to, not substitutes for, a definite understanding of the matter of instruction. The teacher must himself know that which the pupils are expected to acquire under his tuition. His mastery of these subjects must be thorough and complete. Other things equal, he is the best teacher of a subject who has the most thorough and complete knowledge of it. Not only must the teacher be conversant with the facts of various branches he teaches, but he must know them in their logical connection; it is only thus that they form a subject of study. Many persons, under the usual tests, show a fair degree of familiarity with the subject-matter of this or that branch of learning; but when required to think of the subject as a system, independent of a text-book treatment of it, they are found to possess no adequate coherent knowledge of it.

Therefore, as the primary requirement, then, the normal school seeks to ground its students thoroughly in the knowledge of the branches to be taught in the common schools of our State. For this reason the greatest degree of encouragement should be given this department of our school work.

WISCONSIN.

[From the Report for 1893–94 of State Supt. Oliver E. Wells.]

SCHOOL LIBRARIES—THEIR OBJECT.

A love of good reading by a people is regarded as one of the best guarantees of good government, and therefore of general prosperity and happiness. It gives not only the diffusion of knowledge that causes general intelligence, but it promotes right living and thinking. One of the best founded causes of complaint against our schools, both public and private, has been the fact that the masses of our people, who have obtained their education in these schools, are not habitual readers of good literature. They have not formed such habits and tastes in childhood as to make all the years of their lives add knowledge by reading. They do not draw inspiration and information easily, lovingly, and habitually from books, the great cold-storage houses of the best of the world's experience. They believe in good reading, but in their homes many of them read little or go by choice to literature that is worthless or morally and socially debilitating. The schools have trained children in the mechanics of reading, but have not given that enjoyment in good literature, that zest for books that comes only from continued interest and pleasure in their perusal. Recent experience in the schools has proved what has long been claimed by our wisest teachers—that the study of text-books must be supplemented by much practice in reading interesting books. Children need plenty of opportunity to read attractive stories, biographies, tales of travel, and adventure, till the zest for information and interest, growing by what it feeds upon, begets a craving for wholesome knowledge which can best be satisfied by reading.

Children need opportunity in order to become habitual readers. They must not only know how to read, but must have plenty of fresh and interesting material to read while the mind is most rapidly developing and fixing its habits. Give the average child mental food for good wholesome thoughts and he will build up a healthy, vigorous mind. The opportunity to read somewhat widely should be offered to every boy and girl in Wisconsin, no matter how poor their parents may be. The text-book work of every school should be supplemented by a good school library.

In 1887 the legislature passed a law authorizing the town treasurers to withhold annually from the school-fund income which passes through their hands, 10 cents for each person of school age in their respective towns.

Five hundred and sixty-two towns have purchased libraries under this law. These towns have 3,643 district schoolhouses located in them. The more populous towns

have, as a rule, been most easily persuaded to comply with the law, partly because they are usually wealthier in proportion to their population, and partly because many of them contain graded schools whose teachers have been more earnest and active in their efforts to secure libraries.

In many cases where teachers and county superintendents have failed to induce township officers to purchase libraries, they have aroused an interest that has caused district officers to buy. A careful estimate shows that nearly two-thirds of the pupils who are attending the district schools in Wisconsin have the use of fair school libraries. The interest in such libraries has been even more marked in the cities, and a large proportion of them have fair and some of them excellent libraries.

Under the law it is the duty of the State superintendent to recommend lists of books suitable for such libraries. The books for these lists have been selected with great care. The department has first decided upon a number of books which are worthy in style, matter, and form. The experience of teachers, librarians, and parents is then drawn upon to find which of these worthy books have the crowning merit of being interesting to children.

An illustration of the interest excited by such volumes is found in the fact that of the 80 townships which made their first purchases of town libraries in 1891, 67 have made other purchases, and in the remaining 13 the failure to buy has been due to other causes than popular disapproval of the books.

Unfortunately, more than one-third of the pupils in our district schools have no access to school libraries, and many of them are children who have the fewest home advantages. The towns now unprovided with libraries are the least progressive in school matters, and from present appearances some of them are not likely to get libraries until the present generation of pupils have gone out from school.

It is high time for the State to decree that even the poorest boys and girls may have access to small libraries of the best children's books, that some small portion of our great school-fund income shall be set aside until every district has a small free library. The library law should say "the town treasurer shall set aside 10 cents for every person of school age for the purchase of school libraries," and not leave it, as now frequently happens, to time-serving officials to deprive the boys and girls of a birthright which the State constitution intended to guarantee to them.

COMMON SCHOOLS.

There is little chance of overestimating the importance of the wayside schools as factors in our educational progress. It is true that the leaders of thought in every forward movement come in ever-increasing numbers from the university, the colleges, the normal and high schools; but the advantages that these institutions offer are still beyond the reach of the great majority of our people. The destiny of States is in the keeping of that great body of people whose only intellectual quickening comes from the country schools. The stability of our own State rests on the morality, intelligence, and contentment of that uncounted multitude who go into life with no other mental equipment than such as the wayside schools furnish. If these schools inculcate respect for law, deference for the organized institutions of society, the body of our people will be fortified against those appeals to prejudice and passion which are a constant menace to orderly government.

The best work done by the schools.—But the duties imposed by citizenship become more difficult as civilization becomes more complex. To meet the responsibilities thus imposed men need an ever-enlarging mental furniture. This growing intelligence must, in the main, be derived from reading, and so it is imperative that the schools teach boys and girls to read and to love reading. To teach the young to take thought quickly and easily from the printed page, and to beget a hunger for the world of pleasant and profitable knowledge embalmed in books, is the best work done in schools. Pupils who go from school wanting this training and without this awakening are likely to remain illiterate. Knowledge of the simple computations necessary to the farmer and the wage earner may consist with the densest ignorance. They whose school life terminates while reading is still a laborious process, and the thought of the printed page is apprehended with difficulty, are little likely to meet the growing demands of citzenship. It is manifest that this preparation can be imparted only by schools that share in the general progress. The university, the colleges, normal and high schools of the State recognize the changing conditions, and year by year are adapting their curricula and methods to the new demands. While much remains to be done for and by all these agencies, there is no doubt that their efficiency is steadily increasing.

The common school does not meet expectation.—If the contention be correct that the common school is the most important agency that the State has instituted for the equipment of its future citizens, it is pertinent to inquire how this agency is discharging its trust; whether its efficiency increases with the augmenting demands made upon it.

Much has been done during the incumbency of the present superintendent to aid, encourage, and stimulate country teachers. Normal-school pupils have found their way in increased numbers to the wayside schools. These carry with them better conceptions of the work of teaching, and awaken in their several neighborhoods a better appreciation of the worth of schools.

Summer schools and teachers' institutes have done much to stimulate the zeal and increase the power of teachers. Conventions of county superintendents have wrought good for the schools in unifying the work both of superintending and of supervising these schools. Superintendents themselves have become more active, intelligent, and aggressive. And yet the average district school is not adequate to the demands of public needs, nor is it meeting the reasonable expectation of intelligent people. Indeed, those who have been long and intimately acquainted with the common schools of the State doubt whether they are doing better work now than they did twenty-five or thirty years ago. If the doubt be well founded it certainly furnishes cause for anxiety. It is trite to say that a chain is no stronger than its weakest link. It is worth while to reiterate that common schools are fundamental in our system. If these be inefficient the reliance of the State upon the intelligence of its citizens will be misplaced, and the power of other schools will be sapped. If any of the causes that prevent the progress of these schools are irremediable, it is doubly important that we know and apply the remedy to those that may be cured. The tendency of population, especially of the brighter and better educated part of it, toward business and social centers is constantly robbing the rural schools of the direction and support of those who best appreciate their worth. Increase in the number and efficiency of high schools attracts the brighter pupils from the country schools, thus depriving them of the power of begetting that mental hunger in which learning forever roots. But this tendency toward urban life is as wide as civilization and can not be controlled by legislative enactment.

The school district—Its defects.—Reference has been made to the fact that the neighborhoods in which country schools are situated are but slightly affected by those movements of thought to which urban communities respond quickly. The refluent wave has spent much of its force before it reaches the remote settlements. But, in my judgment, the main causes that retard the progress and impair the usefulness of the common school inheres in our system. The management and support of these schools is imposed upon the inhabitants of districts whose geographical outlines have been determined by interests that are oblivious of public good. These districts are unnecessarily unequal in wealth and school population; many of them are so small and their resources so meager that to equip and maintain efficient schools would necessitate unreasonable taxation. The country schools are, in large measure, dependent upon the support and guidance of communities that have no adequate conception of the methods by which good schools are made. Petty jealousies and neighborhood dissensions are reflected in their management. Untoward influences that would be impotent in wider fields distract their councils and often destroy their usefulness. Families are retained in districts whose schoolhouses are inaccessible to their children because the electors and officers are unable or unwilling to part with any source of revenue. Many schoolhouses are situated on byways, away from main thoroughfares of travel, and as the districts are too poor to provide for breaking roads or for transporting the pupils these schools are depleted at a time when children are freest to attend.

In the organization of districts and in the conduct of district schools the interests of private and parochial schools are often regarded as paramount, and in any real or supposed conflict of interests it is the public school that suffers. It is no part of the purpose of this report to disparage parochial schools. Many of them have done and are doing excellent work. In commercial centers where the increase of population constantly crowds public school facilities they seem to be indispensable. But the primal thought in the foundation and maintenance of these schools is to train for church membership, not for citizenship. In the settlement of these perplexing questions that cloud the future, the hope of the country must rest on that great body of people who have come up to citizenship through the training that the public schools alone give.

The township system recommended.—In my judgment, the substitution of the township for the district as the unit of the system would result in the increased efficiency of the common schools. I think it would obviate many of the difficulties that impair their usefulness, and would modify others. No human system of government is perfect, and no method in the administration of school affairs is exempt from the necessity of constant and intelligent care. The following are some of the advantages that it is thought will result from the adoption of the township system: It would greatly reduce the cost by reducing the number of district schools. There are few congressional townships that could not be furnished with abundant school facilities at six schoolhouses well located. Most of the districts were formed and their schoolhouses located as the exigencies of settlement seemed to require. The conditions that

determined the outlines of these districts and the positions of their schoolhouses long since disappeared. These outlines are now more grotesque than are those of a political gerrymander. Local pride and neighborhood jealousies almost uniformly resist a rational readjustment of boundaries. Schoolhouse sites that are no longer central or convenient can be changed only by a struggle, and the result is generally determined by the number of votes that one or another faction can muster, seldom by the equities of the case. Now, it is submitted that a board of directors having a representative of every district in the town can not be indifferent to local interests, while the larger school interest of the town will in the main dictate its policy. Such a board could not limit its vision or its activity to a single district, but must be guided by the school interests of the town as a whole. It would readjust district boundaries so as to allow children to attend the most convenient schools. It would reduce cost in the town by suspending or suppressing those schools that are too small in school population to maintain interesting or efficient schools, and would provide for carrying the remaining children to convenient and accessible schoolhouses. How much this would save to the average town may be inferred when it is remembered that last year there were in the State 183 districts whose average attendance did not exceed 5; 858 in which it was not above 10; 2,418 in which it was not above 20. Schools with larger attendance would attract better teachers and boards would be able to continue them longer in place. Boards of directors would be less influenced by the nepotism that is so baneful in the districts. When taxation is made equal throughout the town, the smaller districts will demand equal consideration with the larger ones in the selection of teachers and in the equipment of the schoolhouses. Larger schools and longer terms will greatly facilitate the classification and gradation of pupils; will impart to the schools the zest that is born of numbers, to the pupils the ambitions that spring from rivalry, and will offer to teachers a field for and an incentive to their best work. It is reasonable to expect that the adoption of this system will result in giving to the State more competent school officers. Five men fit to guide school affairs may be found in each of a host of towns that can not each furnish 15 men. The change of which we are writing would equalize school advantages and burdens. Under our present system it is not uncommon for school district taxes to be from four to seven times greater in one district than they are in another district of the same town, while the newer portions of many towns are deprived of any school privileges. Finally, the adoption of the township system would offer the possibility of effective school supervision. Every year a multitude of young people find their way into the teacher's calling who have no practical knowledge of the teacher's work. These must learn to manage and instruct amid the perplexities of the schoolroom—learn their trade at the expense of their pupils. How much these young people might be aided and their schools improved by the advice and suggestions that a teacher of experience can give only they who have charge of a system of schools may know. The county superintendent can, in general, visit a district but once. Often his visit is so near the end of the term that his suggestions are worthless to the school, however valuable to the teacher. Many of these officers are invaluable as superintendents; as supervisors, their work is and must be nearly barren. A better system must be established if we are to secure harmony and efficiency in the common schools.

HIGH SCHOOLS.

What class of pupils attend them.—The free high school extends to the child of every citizen the possibility of higher education. Few are so poor that they can not by labor and self-denial complete its course of study. Having done this, the door to lucrative employment and a collegiate and professional course is open to them. The special reports from 119 high schools published in the last biennial report show that the children of farmers constitute by far the largest class of pupils in the high schools. The next largest class is formed by the children of unclassified day laborers. The fourth largest class are pupils supported by widowed mothers. More than one-half of all the parents or guardians who have children in the high schools pay no tax or are assessed at less than $1,000. The claim that these schools are maintained by the many for the benefit of the few rich can not be maintained.

These schools perform three important offices. They form the connecting link between the common schools and higher institutions of learning; they are the local academies in which many persons are given their only opportunity for higher learning; and they are the chief instrumentalities for the better training of teachers for the common schools.

Tendencies to be guarded against.—There are some tendencies, however, to be guarded against. In some communities there is a desire to make them commercial colleges, manual training schools, or otherwise to warp them from their legitimate sphere. Too often this effort comes from the desire of the principal to "popularize" his school. It has sometimes been necessary to notify the authorities that the State has made no appropriation of public money for such purposes. A more common evil is the

attempt of inexperienced teachers to expand the courses of study and to ride their hobbies. They seem to forget that the State does not purpose to support two hundred little colleges or universities. It is for this reason that it has required the State superintendent to prepare courses of study for them and made his approval a prerequisite to the apportionment of money. In the effort to hold them to their proper work the department receives strong moral support from the university's control of the accredited schools. It will not retain on this list schools which are not able to do fairly well the work of the recommended courses and it disapproves attempts greatly in excess of these requirements. As it would appear discreditable to the management of a school to allow it to be degraded from the list after having once obtained recognition, the authorities have great respect for the recommendations of the university. Authority granted in 1891 to withhold the appropriation of money from any district for failure to comply with the laws adds weight to the recommendatians of the State superintendent. I have in a few instances notified the authorities of my purpose to withhold aid, but compliance with the requirements followed so promptly that only one school has been excluded.

The growing demand for specially trained assistants in the various departments of the high schools is full of promise. The number of university and normal-school graduates is now so large that there is no excuse for employing teachers not properly qualified. Not every graduate who desires to do so can teach school, yet a judicious principal or superintendent can soon make a reasonably satisfactory teacher out of an inexperienced but well-trained and ambitious person.

NORMAL SCHOOLS—BETTER ACADEMIC INSTRUCTION WANTED.

The normal schools seem to me to be open to criticism on the ground that they have been unwilling to define their sphere and occupy it. Within the territory occupied by the normal schools are more than 400 graded schools, 175 high schools, and several academies, and yet they say it is impossible to get students suitably prepared to meet their moderate requirements for admission. A large proportion of their instruction is clearly that of the common and high schools, and yet they attempt the curriculum of considerable colleges. Their attendance is large but the number of graduate pupils is small. The performance does not equal the promise. The maturity of their students and the intensity of their efforts justify expectation of better scholarship. Divided attention dissipates acquirement. The student usually undertakes to pursue not less than four academic branches. In addition he must have music, drawing, gymnastics, practice teaching, observations, and discussions and rhetoricals. Such a multitude of heterogeneous subjects preclude that prolonged attention necessary to accurate and permanent impressions. There is also a fatal lack of continuity in the prosecution of studies. To illustrate, algebra is taught as "elementary" and "advance" algebra. The former means the completion of equations of the first degree in an elementary text-book and the subject is distributed by ten-week periods through the two years of the elementary course. The latter contemplates the completion of this same elementary text-book to proportion or series, and is likewise distributed through the advanced course. Their practice may be, perhaps often is, better than their programme, but a pupil who is obliged to teach before graduating often has his algebra or geometry distributed over 6 or 8 years. Many other studies are thus illogically divided. I see no reason why the work should not be more nearly continuous nor why many of the elementary branches should not be completed in the elementary course. The normal schools do not equal the old-time academies in their power to impart a love for learning and an appreciation of its worth. A diminution of the agony and effort elicited by the so-called professional studies and better academic instruction would furnish teachers better trained professionally. The quality of the instruction to which the pupils are subjected is a more potent factor in their professional training than their random observations, loose discussions, and factitious practice.

Pupils who have had no experience in teaching have little to which they can relate the great mass of professional instruction given. In the Oswego normal school the opportunity for real teaching is afforded by adopting one of the ward schools as its school of practice. A portion of the city containing 500 school children is consigned to the school, which becomes responsible for the progress of the pupils parallel with the other city schools, observing the same course of study under the supervision of the city superintendent. There is no serious obstacle to the adoption of a similar plan in some of our schools. Under such an arrangement, or after independent teaching by the pupils, careful professional study and training would find its appropriate place.

AGRICULTURAL COLLEGES—IT IS NOT CLEAR THAT THEY HAVE JUSTIFIED THEIR EXISTENCE.

It is no part of the purpose of this report to question the wisdom displayed by the State in the establishment of any of its educational institutions. The agencies that qualify men to bring to their several occupations and callings the power of sober and accurate thought can never be too efficient, and there is little danger that they will become too numerous. The function of government that imposes on the State the duty of giving to its citizens their professional or technical training has never been clearly stated. Indeed, the line that separates public function from private duty is evidently growing obscure. The motives that impel the State to teach the farmer rather than the shoemaker or the carpenter his trade are certainly far to seek.

The duty of the State to train its boys and girls for intelligent citizenship rests on unassailable grounds. When it goes beyond this and assumes to teach them professions and handicrafts it seems to be entering upon a policy whose sequence is the absorption of individual rights and responsibilities. But toward this kind of socialism the pendulum of opinion seems to be swinging. They who believe that a sturdier manhood comes from self-reliance and self-direction must wait for the refluent wave. It is not easy to overestimate the importance of our farming interests, and any agency that tends to impart to those who are engaged in this pursuit that quickness of apprehension and alertness of thought that characterize those engaged in commercial and manufacturing enterprises is to be welcomed. But agriculture is not a science. It has no body of established doctrines that may be formulated and taught as law or medicine is taught. Mathematics, science, history, language, literature, and allied topics are the same for the farmer's boy as for others. Neither for him nor for others is there a short cut or a royal road to learning. The power of clear and consecutive thinking is the result of severe and protracted mental training. Farmers need it as much as men in other nonprofessional pursuits. Agricultural colleges can offer no superior facilities for the acquisition of mental power. In so far as these schools resort to the same methods that literary colleges adopt to train men and women, it is simply a multiplication of agencies to secure the same results.

The instructional force in our own agricultural college involves an annual outlay of nearly $20,000, and it has graduated 9 students in ten years. The last catalogue showed an attendance of two, one of whom graduated in June. It seems absurd to call such a faculty with so many students a "college." An attendance at the dairy school of boys from the farm for twelve weeks in the winter gives them scant title to enrollment as university students and affords little occupation to the professors. The value of this instruction to the dairy interests of the State is not underestimated, but the cost of maintenance of the college seems disproportionate to the benefits conferred upon those who seek its aid. There has seemed to me to be a serious lack of adjustment to the needs of students that the college has not attracted more to itself. The duplication of the work of the high schools and colleges in the independent agricultural schools of other States indicates that there is no body of organized knowledge to be imparted. The chemistry and botany of the farm are but applications of the general principles of these subjects which must first be mastered. The university proper affords the best facilities for this purpose. The student then needs little assistance in making the application. The school, therefore, seems embarrassed by lack of knowledge upon which to base an extended course of study. It is not clear that these schools have yet justified their existence.

CHAPTER XII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1894.

SIR: I have the honor to submit my tenth annual report on education in Alaska.

The year closing June 30, 1894, has been one of gratifying progress and success, when we consider the small sum of $30,000 which was appropriated for this purpose by Congress.

Each succeeding year emphasizes the need for increased appropriations for education in Alaska. From 1889 to June, 1892, Congress voted each year $50,000 for this purpose. In 1892-93 this amount was reduced to $40,000; in 1893-94 it was again reduced to $30,000, at which figure it has been left this year. It was only by strict economy that the expense of the school system had been kept within the limits of the appropriation of $50,000, but when the appropriation was reduced $10,000 and $20,000 there was no help but to close some of the schools. Consequently the three schools at Klawack, Kake, and Karluk were suspended. The salaries of some of the teachers were reduced, and also the amounts paid to the contract schools. The organic act creating a government for the District of Alaska declares that the Secretary of the Interior shall make all needful provision for the education of the children of Alaska, without distinction of race; but the small sums placed at his disposal by Congress for this purpose practically prevent the fulfillment of the law.

It is very desirable that the pressing needs of the schools should be brought more forcibly to the attention of Congress.

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA.

There is in Alaska a school population of from 8,000 to 10,000; of these, 1,438 were enrolled in the 24 schools in operation during the year. Fifteen day schools, with an enrollment of 846 pupils, were supported entirely by the Government, at an expense of $18,453.20. Nine contract schools, with an enrollment of 592 pupils, were supported jointly by the Government and the missionary societies of the Presbyterian, Moravian, Lutheran, and Roman Catholic churches. Toward the support of these contract schools the Government contributed $8,000 and the missionary societies $77,968.01.

UNALASKA DISTRICT.

Point Barrow Contract School.—Presbyterian; population, Eskimo; T. E. Beaupre, M. D., teacher. The attendance was larger than that of any previous year since the opening of the school, and entirely too large for the accommodations of the schoolroom.

Toward spring, when the whaling season commenced (through which industry the population secure almost their entire living for the year), it was very difficult to keep up the interest of the pupils in the school.

Through the inability of the Presbyterian Mission Board to secure lumber, the school has been kept, through the courtesy of the Treasury Department, in the Government refuge station. At the close of this year lumber has at length been secured, and we may now expect to increase the efficiency of the school through the better facilities afforded the teacher for his work.

Cape Prince of Wales.—This school was closed during the year on account of the inability to secure a teacher to take the place of Mr. H. R. Thornton, who was murdered on the night of August 19, 1893. The murder was committed by a native desperado, Titalk, assisted by two other young men who had previously committed depredations. Mrs. Thornton gives the following account of the occurrence:

"On Saturday night, the 19th of August, about midnight, we were both of us

awakened by a very loud rap. It was very, very dark. We thought that perhaps someone was sick and needed medicine, for the people were all very friendly and were in the habit of coming to us. Mr. Thornton felt sure that no one was going to harm us, and when he went out he said he might be gone a few minutes. Everything was quiet, and oh! the first thing I heard was this awful report. I think he must have opened the door a very little. The hole in the door was the size of a doorknob, and the bullet had gone straight through. This was done with a whaling gun, but there was also a rifle shot in the door. The whaling gun was so close to the outside door that the door was burned. The shot came through and cut through his body. How he ever did it I do not know, but Mr. Thornton shut both doors as he came toward me. He said in quite a strong voice, 'I am shot.' Then I lighted a lamp, for it was dark. He was just inside the sitting-room door, unconscious, and covered with blood. I got the brandy right away and put it to his lips; he did not move; I do not think he suffered; he was not conscious; he could not speak. I do not know what I did until daylight, and then I did not know what to do. I just stayed in the room and walked to and fro until daylight; then I looked through the hole in the door and saw the whaling gun, and lying down beside it a shoulder gun. I could not tell whether anyone was there; I thought perhaps they were still there. I did not know whether to go out or not; I opened the window, and looking out saw a boy halfway between our house and the next. I did not dare to go out, and I took the field glass and looked out, and thought it was surely Titalk. When he was gone I went to one of the windows and shouted to an Eskimo who lived two or three hundred yards from our house to come out. He is a friendly man, and attends to his own business. His wife came out, and they came over to the house and saw everything that was there, and took up the guns and threw them down the hill; she helped me to lift Mr. Thornton to the couch, and stayed with me. He went out and said there was going to be some shooting. Pretty soon I heard a shot, and there was a man killed on the beach. I did not know what was going to happen. I did not see them kill the second man. They dragged the two men up the hill, and insisted on my going to the door to see that they had really killed them. This was about noon.

"Then my next step was to go to Port Clarence, as I did not know what the natives were going to do to me. This man Ipsenook said his daughter should go with me, but we could not go that day, and I stayed in their house with them. Then I heard that the *Bear* was coming, and thought it was so fortunate; perhaps it might stop. I saw it coming and had the sign of distress put up on our house, but they did not see it. That was the same day, Saturday. When I found the *Bear* had gone past I wrote a letter and gave it to a trusty native, addressing it to Captain Healy, and saying, 'Mrs. Thornton in peril,' and asking him to stop at Port Clarence and take me to San Francisco. The next day I got off. The Indians were going down to get salmon at Port Clarence. There were 19 in the canoe, and a great many bags of oil and all the natives' provisions. Ipsenook put me in charge of another man, and sent his daughter with me. We were four days on the way, and arrived a little after midnight. My first question was, 'Is the *Bear* coming back, and will it stop at the cape?' The sea was very heavy when Captain Healy was going up, but coming down he did stop and whistle, but no natives came to the bank, but the young native with my note went out to the *Bear*. This was on Monday of the following week. When Captain Healy found out what was the matter, he sent a lieutenant on shore and up to the house with one of our natives, and they buried Mr. Thornton. Then they came right down to Port Clarence and took me back to Cape Prince of Wales. Mr. Lopp went with us. I tried to take everything that I thought the association would like to have. Captain Healy sent the lieutenant on shore to pack the books for me. I do not know if it was Captain Healy's suggestion, but the carpenter on board the *Bear* had made a cross of wood. Of course it would not last very long, but it was some kind of good wood, well oiled, with Mr. Thornton's name and the date of his birth, etc. I am glad it was a cross; it will remind them of what we told them about Jesus, and of the sacrifice of Mr. Thornton's life while seeking their good. We stayed at the cape until afternoon. Of course I did not like to stay in the house. Mr. Lopp was with me all the time, and he got some children to bring some flowers and put them on the grave. Mr. Thornton was buried on the hill in the ground. The natives do not do that, but we, of course, wished it so, and large stones were heaped over the grave."

With the close of the year Mr. W. T. Lopp, who was formerly associated with Mr. Thornton at the cape, will return with his family and resume the mission.

Teller Reindeer Training School, Port Clarence.—Population, Eskimo; teacher, Mrs. W. T. Lopp. A school was kept mainly for the benefit of the herders connected with the station, a few children from the outside availing themselves of its opportunities.

In addition to teaching Eskimo young men the management and care of domestic reindeer, it has also been considered desirable to give them a sufficient knowledge of English to enable them to become an English-speaking people as they grow up.

Upon the arrival of Mr. W. Thomas Lopp, July, 1893, to take the superintendency

of the Teller Reindeer Station, Capt. M. A. Healy, of the United States revenue cutter *Bear*, very considerately sent ashore his carpenter and two sailors to repair the house and make it habitable for a family. During the erection of the house in 1892 the supply of lumber had given out, and the completion of the building had to be postponed. Now the barn-like structure was finished up and divided into six comfortable rooms. At the rear of the building, across its entire length, a "lean-to" 12 by 60 feet was erected, furnishing comfortable quarters for the apprentices.

During the fall the Eskimo apprentices, under the direction of Mr. Lopp, erected a small frame storehouse for the supplies, and two comfortable log houses 12 by 15 feet for the use of the married herders. These houses were plastered with cement and clay, sheathed with the odds and ends of boxes broken up for the purpose, and stuffed with moss between the sheaths and logs. As these are the first log houses north of Norton Sound, they have attracted much attention from the Eskimos. A scow for carrying wood and a small boat for fishing were also made.

In the fall of 1894, to accommodate the party at the station, increased by the arrival of the Lapps, a log residence 16 by 35 feet was put up. A log building was also erected at the east end of Grantly Harbor for the use of the herders in the winter, that section having been selected for the next pasturage of the herd. These log buildings are built from the driftwood found strewn along the ocean beach in the neighborhood.

Personnel.—Mr. W. T. Lopp, of Indiana, was in charge as superintendent from July, 1893, to August, 1894. Desiring to reopen at Cape Prince of Wales the Congregational mission which had been closed by the murder of the missionary, Mr. Harry R. Thornton, August 19, 1893, Mr. Lopp asked to be relieved from the charge of the station at the end of the fiscal year. His request was granted, and Mr. William A. Kjellmann, of Madison, Wis., was appointed in his place. Mr. Kjellmann arrived on the brig *W. H. Myers*, July 29, 1894, and at once took possession. In July, 1893, upon the removal of Mr. Bruce Gibson as assistant superintendent, there being no opportunity of securing a suitable successor, Captain Healy, of the cutter *Bear*, discharged Mr. John Grubin, quartermaster, in order that he might be appointed assistant superintendent. In August, 1894, Mr. Grubin was suceeeded by Rev. T. L. Brevig, a Norwegian pastor from Stoughton, Wis. Mr. Brevig was born in Norway in 1857, but accompanied his parents to America when he was 10 years old, and settled in Iowa. His training as a teacher was secured in a four years' course at Decorah, Iowa, and he received a State certificate as teacher of public schools in both the English and Norwegian languages. In 1888, feeling impelled to enter the ministry, he took a three years' course at the Lutheran Theological School at Minneapolis, Minn., at the close of which he was ordained a minister of the Norwegian synod.

Mr. Brevig is expected not only to assist in the administration of the station, but also to have charge of the school at the station. For the fiscal year ending June 30, 1894, the school was taught by Mrs. Eleanor Kittredge Lopp, with an attendance of 69 pupils.

Herders.—During the winter of 1893-94 Mr. Lopp had the assistance of three Siberian herders—Anker and Dantin, from the South Cape of St. Lawrence Bay, and Nootadlgoot, from near Cape Serdze Kamen. While their help was essential, and could not have been safely dispensed with, they were far from satisfactory. They proved so passionate, obstinate, jealous, and conceited at times that Mr. Lopp wished them back in Siberia. Anker, especially, became so insubordinate that in February he was discharged. Upon one occasion, becoming angry because a tired deer lay down in his harness and refused to rise, Anker jumped upon his head and stamped him to death. During the season several of the sled deer were killed by the cruel treatment of the Siberian drivers. It has also since been ascertained that they were accustomed to kill and eat deer from the herd on the sly when out herding.

The Siberian herders were employed at the beginning of the enterprise, not because they were considered the best, but because they were near by and were the only ones that could be had at the time. It was realized from the first that if the Alaskan Eskimos were to be taught the management and care of the reindeer, it was important that they should have the benefit of the most intelligent instructors and of the most improved methods that were in use. By universal consent it is admitted that the Lapps of northern Europe, because of their superior intelligence (nearly all of them being able to read and write, and some of them being acquainted with several languages), are much superior to the Samyoed deer men of northern Europe and Asia and the barbarous deer men of northeastern Siberia.[1] Intelligence applied to the raising of reindeer, just as to any other industry, produces the best results.

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[1]Those who have read, in the appendix of the reindeer report of 1894, the letters of the various Scandinavians in the United States who are acquainted with the management of the reindeer in Europe can not fail to have been impressed with the unanimity with which they testify that the employment of expert Lapp herders is essential to the most successful introduction of domestic reindeer into Alaska.

Therefore, when in 1893 it was ascertained that the herd at Port Clarence had safely passed its first winter (thus assuring its permanence), I at once set about making plans to secure herders from Lapland. There being no public funds available to meet the expense of sending an agent to Norway in order to secure skilled Lapp herders, I had recourse again to the private benefaction of friends of the enterprise, and $1,000 was contributed.[1] With your approval I at once sent Mr. William A. Kjellmann, the new superintendent, to Lapland. He sailed from New York City February 21, 1894, on the steamship *Majestic* to Liverpool. He then crossed England to Hull, and taking a steamer for Norway, reached Hammerfest, 300 miles north of the Arctic Circle (70° 40′ N. latitude), on March 8. In the face of an arctic winter and raging snowstorms, the mercury 39° below zero, he pushed back into the mountains with reindeer and sled to Kautokeino, the center of the Finmarken district, where there were 65,000 reindeer.

Great difficulty was experienced in procuring the consent of the herders to leave their country and their people. The fact that there is not a single colony of Lapps in the United States or elsewhere shows their intense love of home and great unwillingness to leave it. In addition to their aversion to leave home and friends, they were afraid of the barbarous people among whom they were to be taken. However, after being assured of safe conduct and final return home, the following persons were secured:

Johan Spemsen Tornensis, wife, and one child under 1 year of age; Samuel Johnsen Kemi, wife, and two children, ages 1 and 4 years; Mathis Aslaksen Eira, wife, and one child 4 years of age; Mikkel Josefsen Nakkila and wife; Per Aslaksen Rist; Frederick Larsen. Some of these are men of property, owning large herds of reindeer, and have several thousand dollars deposited in bank. They can all read and write, and some of them speak the Finnish, Russian, and Norwegian languages. They brought with them a full supply of Lapp literature, including hymn books and Bibles.

Leaving Kautokeino on April 10, Hammerfest the 17th, and Christiania the 26th, they reached New York City May 12, 1894, the first colony of Lapps that ever set foot on the North American continent. Passing directly westward to Madison, Wis., they tarried there until Mr. Kjellmann, the superintendent, concluded his preparations for removing his family to Alaska. Leaving Madison May 21 over the Great Northern Railway, the party were caught in washouts in Montana. Transferring to the Northern Pacific, they finally reached Seattle June 2, and ultimately San Francisco, by steamer, June 5. At San Francisco, after twelve days' delay, the party was taken on board the whaling brig *W. H. Myers*, and sailed from San Francisco for the Teller Reindeer Station, Port Clarence, Alaska, where they arrived safely July 29, having traveled over 12,500 miles.

Contract labor.—The importation of skilled Lapp herders raised the question among a few of the newspapers whether it was not an infringement of the law "to prohibit the importation and immigration of foreigners to perform labor in the United States, its Territories, and the District of Columbia," approved February 26, 1885. The legality of the transaction was given early attention. The proposed action was brought to the attention of Mr. Herman Stump, United States Superintendent of Immigration, who, upon learning all the circumstances, decided that the case was provided for by section 5 of the above act, which reads:

"Nor shall this act be so construed as to prevent any person or persons, partnership, or corporation from engaging under contract or agreement skilled workmen in foreign countries to perform labor in the United States in or upon any new industry not at present established in the United States: *Provided*, That skilled labor for that purpose can not be otherwise obtained." (23 Stat., 332.)

As herding reindeer was first established in the United States in 1892, and as there were no skilled reindeer herders in the country, their importation from abroad was very clearly within the law.

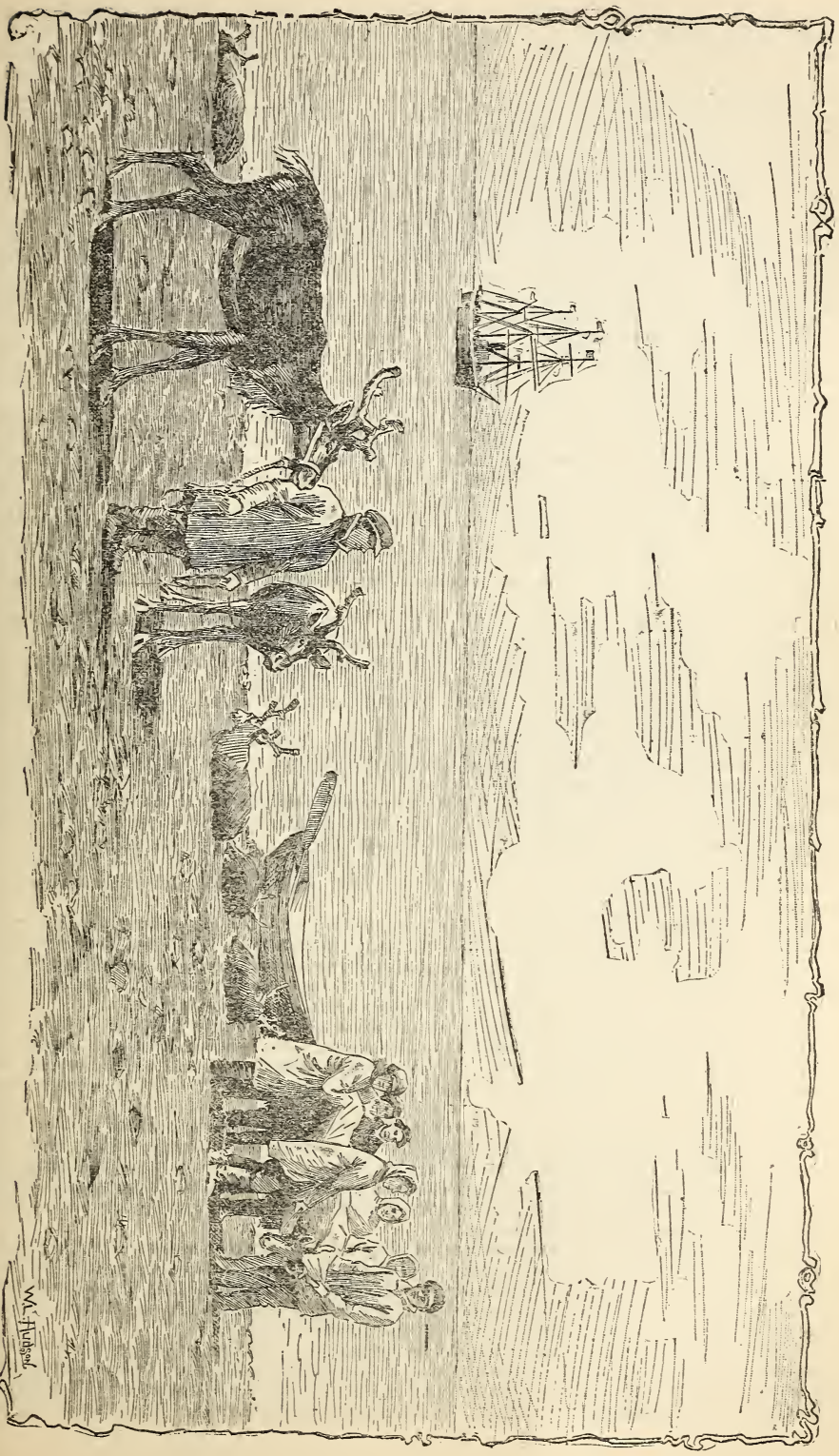
Apprentices.—During the year fifteen Eskimo men were employed in the care of the herd and in securing supplies for the station.

Constant changes are taking place in the band. Some become tired of regular duty and return home. Others are dismissed because of habitual carelessness. Those that remained regularly made good progress and manifested an adaptation to the work that augurs well for their future success.

One of the tendencies observed in the apprentices is a feeling that as soon as they can throw a lasso and drive a team they have learned all that they need to know, and that after a few months' service they are fully competent to take the entire charge of the herd. I have noticed the same disposition among the natives of southeast Alaska in learning the carpenter or other trades.

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[1] The contributors to the above fund were: Mrs. William Thaw, Pittsburg, $350; Mrs. Elliot F. Shepard, New York, $250; Miss Mary L. Kennedy, New York, $200; Mr. John Nicholas Brown, Providence, R. I., $100; Mrs. Helen Sinclair Robinson, Hawaiian Islands, $50; Mr. H. O. Houghton, Boston, $50.



Dr. Sheldon Jackson landing the first tame reindeer in Alaska. Unalaska and Aniaknak Islands, September 21, 1891.

Because a fireman on a locomotive learns to open and shut certain valves, and start, slow down, or stop the engine, it does not follow that he is competent to take the engineer's place. No more does it follow because an Eskimo man gains a little experience with reindeer that he is able to take charge of a herd. In Lapland, where the people have greater intelligence and the advantage of heredity, a young man is required to serve an apprenticeship of five years before he is considered competent to manage for himself. Mr. William A. Kjellmann, who was brought up among the Lapps and spent much of his life in dealing with reindeer, writes wisely that—

"To learn to be a good herder or deer man takes as much time as to learn any other trade. It is not only necessary to learn how to throw a lasso, how to drive or keep good watch while with the herd, but the main part is to know how to take care of the fawns so that the herd can increase, to select a good sheltered place to keep the herd when the fawns are born, to know how to make use of every particle of the deer so that nothing is thrown away, and to learn to think and act quickly in an emergency, and stand any hardship when necessary to save the herd. All this may be looked upon by outsiders as soon learned, but it is not so. It is only acquired by attention and long practice."

In addition to their duties with the herd, a small amount of schooling was furnished, and arrangements have been made by which during the present year each apprentice will have four full months of school.

Besides food, clothing, and instruction each apprentice that does well throughout the entire year is given 2 female deer, at the end of the second year 5, and at the end of the third and each succeeding year that he remains at the station, 10. This, at the end of a five years' course, will give each one 37 deer, with the increase which will probably bring his holding up to 50.

Herd.—On the 30th of September, 1893, a count of the herd showed 343 head of reindeer. During the winter 20 were lost by disease and accident. During April, May, and June, 1894, 186 fawns were born, of which 41 were lost by being frozen or deserted by their mothers, the thermometer registering during the calving season 30° below zero.

During the summer of 1894, 120 head of deer were purchased in Siberia and transported to the Teller Station, making a total of 588.

Breaking and driving.—Special attention was given during the year in breaking the deer to harness and practicing the apprentices in driving.

In the fall of 1893 there were only 11 trained deer in the herd. During the winter 13 additional ones were broken in.

Harness.—Experiments were also continued with regard to harness. The Siberian harness consists of a strap around the neck of the deer and connected with a trace which passes between the forelegs and outside the hind legs to the sled. In long drives or hauling heavy loads the trace necessarily chafes the hind leg, and often disables the animal. Superintendent Lopp tried a harness consisting of collar, back and belly band, and two traces, which doubled the drawing powers of the deer.

Milking.—Experiments with milking were not much of a success. For 6 herders to catch 5 cows, throw and hold them down, and milk with thumb and forefinger 1 quart of milk, usually required two hours.

Upon the arrival of the Lapps in the summer of 1894, a change was at once inaugurated. The Lapps milk the deer standing, just as cows are milked in the States. When I left the station in the fall the Lapps were securing about 60 quarts of milk per day, which was being manufactured into cheese for winter use. Under their management much better results should be obtained this present year.

Distribution.—In August last 118 head of deer were given to Mr. W. T. Lopp, in charge of the mission of the American Missionary Association at Cape Prince of Wales, for the use of that station. This is the commencement of the policy of the Government to secure the active cooperation and assistance of all the missionaries in Alaska.

The missionaries being the most intelligent and disinterested friends of the natives, the Government naturally looks to them as the best agents through whom to reach them. From their position and work, having learned the character and needs of the people, they are best fitted to wisely plan and carry out methods for transferring the ownership of the deer from the Government to the natives in such a manner as will best facilitate the reindeer industry.

The Government further realizes the fact that the natives who most completely come under mission influence, civilization, and education are the coming men of affairs among their own people, and therefore are the best men to lead in a new movement.

At an early day herds will be turned over to the Episcopalian, Presbyterian, Roman Catholic, Moravian, Methodist, and Swedish mission stations.

I have also perfected arrangements by which on January 1, 1895, a herd of 100 should be loaned to Antesilook, Iziksic, Koktowak, Iupuk, and Soovawhasie (natives) for five years, at the expiration of which time they are to return 100 head of deer to the Government, and retain the increase for themselves. This herd will be

located about a day's journey south of the Teller Station, and will be under the general supervision of the Government superintendent. The natives will be accompanied and assisted by a family of Lapps.

The progress of this latter herd will be watched with special interest.

Caribou.—A large herd of wild reindeer exists from 600 to 700 miles inland, in the neighborhood of Fort Yukon, Porcupine River, and the Lower Mackenzie River. In small bands they are found within 100 miles of the coast, and extending from the Arctic south to the Alaskan peninsula. They are not accessible, however, to large numbers of the people, and it is much easier, speedier, and cheaper to procure those that have come down through generations of taming than to attempt to catch and tame the wild ones.

Reindeer at Unalaska.—In 1891 sixteen head of reindeer were purchased to disprove the assertions that the Siberians would not sell, and to prove by actual trial that the reindeer could be successfully transported by sea. No arrangements at the time having been perfected for herding them, they were turned loose upon the islands of Unalaska and Amaknak in Unalaska Harbor, where, uncared for, they have maintained themselves from that time to the present. Last winter four of the herd on Amaknak Island walked out on a ledge of snow which overhung a precipice, and the ledge breaking off under their weight, they were killed on the rocks below.

Stocking the Aleutian Islands.—The success of the reindeer on the islands of Unalaska and Amaknak suggests the wisdom of stocking the whole Aleutian group. This remarkable chain of islands reaches out from the mainland of Alaska 1,000 miles toward Asia. It is composed of many islands sufficient in area and pasturage to maintain large herds of reindeer. The scattered Aleutian population, in the past supported by sea-otter hunting, are now being reduced to want by the disappearance and destruction of the otter. The introduction of reindeer would be to them a new and valuable source of food supply.

Again, between the islands are the passes which lead from the Pacific Ocean to Bering Sea and the Arctic. On the 11th of May, 1894, the whaling bark *James Allen*, attempting to sail through, struck a sunken reef off the east end of Amlia Island and went down, the crew taking to their boats. Twenty-five persons were drowned or died from exposure. And when, on June 14, Captain Healy, of the *Bear*, took the last nine survivors off of Umnak Island, they were found eating the dead body of a companion who had died two weeks previous. If those islands had been supplied with reindeer much of this starvation and loss of life could have been prevented. In view of the importance of increasing the food supply throughout that desolate region, I would recommend that early steps be taken to turn loose a few reindeer upon the principal islands of the Aleutian group and the larger islands of the Bering Sea.

Reindeer transportation.—From year to year increasing numbers of the whalers are wintering at Herschell Island, off the Arctic coast, northwest from the mouth of the Mackenzie River. Millions of dollars of capital are invested in these vessels and their outfits. If their owners in San Francisco, Cal., and New Bedford, Mass., could hear from them during the winter, it might make a difference of thousands of dollars in the supplies sent the following spring. With the general introduction of domestic reindeer throughout Arctic Alaska, it will be entirely feasible to send the mail from the whaling fleet, between four and five hundred miles across, to the mining settlements on the upper Yukon River, from the mining settlements, over the range, 850 miles, to southeast Alaska and civilization. The Postmaster-General is already arranging for a mail service to the Yukon mines.

During last summer unusually rich placer mines were discovered in the Yukon country, and with the large number of men in the United States out of employment, it is probable that increasing numbers will find their way to the Alaska mines. But a large number of miners can not be maintained in that barren country without increased facilities for taking in food supplies. Two river steamers make two round trips a season upon the Yukon for a distance of about 2,000 miles. But these steamers can not ascend the tributaries of that mighty river, and it is upon the tributaries that the rich mines, so far as known, are situated. The river steamers land their supplies at trading posts at the mouths of these tributaries, and then the difficult question presents itself of getting the supplies to the mines. They can partly be taken on dog sleds, and partly packed upon the backs of Indians. The latter is very expensive and the former insufficient. There are not dogs enough in the country to take in an ample supply. Hence the miners are clamorous that reindeer should be secured in larger numbers so that they can have some for transportation purposes.

Again, at intervals of from 200 to 500 miles Government schools and missionary stations are distributed along the coast from Point Barrow southward, and in the valleys of the great rivers. It is important to the greater efficiency of these stations that they have more frequent communication with the outside world than once a year, as at present. It is also an act of common humanity to bring them more closely

in touch and sympathy with their friends. This can be done with the general introduction of the domestic reindeer.

At Point Barrow there is a Presbyterian mission and school, a Government refuge station, and two shore whaling stations in charge of white men. From Point Barrow a reindeer express can carry the mail 360 to 400 miles down the coast to Point Hope. At Point Hope is an Episcopal mission and school and two shore whaling stations. From Point Hope the express would go southeast 420 to 500 miles to Nulato, on the Yukon River.

Commencing another line at Bering Straits it would convey the mail from the Congregational mission at Cape Prince of Wales, the Government reindeer station at Port Clarence, and the Swedish mission at Golovin Bay to Nulato. From Nulato the express could go southward, taking in a large number of mission stations and trading posts, across the Alaskan peninsula to Katmai on Shelikoff Straits, where it could connect by steamship with San Francisco. From Nulato to Katmai would be, approximately, 850 to 900 miles.

But as the Post-Office Department will first open mail communications with the mining camps on the upper Yukon, it will be more feasible for the present to run the reindeer express up the Yukon River to the mining settlements, and connect the southwestern settlements with this trunk line. At Nushagak (Carmel), on Bristol Bay, southwestern Alaska, is a Moravian mission and school, a Russo-Greek mission, and several large salmon canneries. Starting at Carmel the express can carry the mail via the Moravian station at Quinehaha and the salmon canneries in the vicinity of Bethel, 400 miles. At Bethel is a Moravian mission school and trading place. From Bethel up the Kuskoquim River via Moravian mission Ogavigamute, the Russo-Greek mission Oogovigamute, the Roman Catholic mission, Okhagamute, thence across to the Russo-Greek mission at Ikogmute, on the Yukon River, up the Yukon River to the Roman Catholic mission at Koserefski, the Episcopal mission at Anvik, the Russo-Greek mission and seaport trading place at St. Michael, and the Swedish mission at Unalaklik to Nulato, about 500 miles from Bethel. At Nulato the branch lines from Point Barrow, Cape Prince of Wales, and Carmel unite in a trunk line up the Yukon River to St. James Mission (Episcopal), 200 miles.

In the future, if found necessary, a route can be had up the Tanana River, across to the Copper River and down the Copper to Nutchek, on an island in Prince Williams Sound. But for some years to come there will be no need to go that way.

Continuing up the Yukon River from St. James Mission the route would lead to Fort Yukon (250 miles), where it would be joined by the branch line from the whaling fleet (400 miles); from thence to Buxton, in the mines (200 miles), where it would connect with the mail to Haines and southeast Alaska (770 miles). The trunk line, with its several branches, would number 4,000 miles. To Katmai and Nutchek would add 900 to 1,000 additional miles.

To make this express possible it is essential that the reindeer shall be widely distributed throughout all northern Alaska, and to accomplish this in the near future will require some more rapid method of securing the animals.

A purchase station in Siberia.—The experience of the past three years has demonstrated the fact that the present system of purchasing deer is too slow and tedious. The season when the ice conditions are favorable on the coast of Siberia is usually confined to about six weeks in July and August. The ship visits a village in the neighborhood of a small herd, and sometimes a week is consumed in securing a load. As a result, notwithstanding constant diligence during the few weeks that could be devoted to it by the cutter *Bear*, we only succeeded in purchasing, in 1892, 171; in 1893, 124, and in 1894, 120 head of deer. At this rate of increase it will take many years to accomplish the purposes of the Government. What is now necessary is some method by which the deer can be procured in large numbers. If, instead of delaying the ship while tedious negotiations are pending, someone could be sent on in advance to make the purchases and have the animals gathered ready for shipment, it would greatly facilitate matters. Instead of transporting 100 or 200 head a season, there is no reason why 1,000 should not be secured.

Last season a movement was made in this direction by Captain Healy detailing Lieut. C. M. White and a seaman and sending them up the coast to negotiate for deer. This experiment was not very successful. Although Lieutenant White secured the promise of a large number, yet when a ship came along to collect them many of the owners backed down and failed to deliver according to promise.

I think, however, that if, with the consent of the Russian Government, a party could be placed on the Siberian coast in the fall with a supply of trade goods, and left through the winter to barter with the deer men, a large number of animals could be secured.

With a supply store within reach, the deer men would come as often as their necessities required, and in the place of money (of which they have no knowledge) barter deer in exchange for supplies. As the deer came in from time to time they could be made into a station herd, and Siberians employed to herd them. The following sum-

mer, being gathered into one place, the ship would have nothing to do but to transport them, which could be easily done. Such a course might not meet expectations, but in the absence of some better plan I would like to see it tried, and therefore respectfully recommend it to your favorable consideration.

St. Lawrence Island School.—Population, Eskimo. This important village still remains without a teacher, and the schoolhouse closed. Mr. V. C. Gambell, superintendent of the public schools of Wapello, Iowa, has arranged to open this school in the fall of 1894, and he and his wife are now en route to their distant field.

Unalaklik.—Population, Eskimo; Unalaska Contract School; Swedish Evangelical; Axel E. Karlson, teacher. No report.

Koserefeki Contract School.—Holy Cross Mission; Roman Catholic; Father Tosi, superior; teachers, Sisters of St. Ann and Brothers of Jesus; enrollment, 72; population, Indian and Eskimo. This is the leading Roman Catholic school in the Territory. No report.

Bethel contract school.—Moravian; population, Eskimo; Rev. John H. Kilbuck, teacher. To this school the year proved one of very great hardship. During last summer and fall the season was so wet, and there was so much high water in the river that there was a very small catch of fish. The wet weather also prevented the proper curing of the fish, which are dried in the sun; accordingly, over one-third of the fish taken were spoiled in the curing. By Christmas many of the people were short of food, and from thence on until the spring the people were often in great straits for food, and great fears were entertained of many starving to death. The hunger was so extreme that dogs that had been dead for weeks were eaten. Owing to the famine the school was necessarily closed in January when the supply of food had completely given out, and the children were sent to the mountains to trap such game as they could procure. During the year a sawmill has been built in connection with the school, and before winter set in 25,000 feet of lumber was sawed. This will enable the mission to secure an abundance of lumber at a reasonable rate, and means better facilities for carrying on the school and mission work. This important school is gaining a stronger hold every year upon the people in the valley of the Kuskoquim, and its influence is felt to the remotest villages along the stream.

As an illustration of the character and customs of the people, among whom many of the schools are situated, I give the following extracts from Mrs. J. H. Kilbuck's diary:

"*September 6, 1887.*—Lomuck, father of one of our schoolboys, sent for a saw, stating that he had a sick child which was going to die, and he wished a saw to make a coffin.

"*September 26, 1887.*—A few days ago we were shocked by the news of a very heathenish and cruel attempt to kill a little child, a sickly boy about 2 years old. He was taken away from the village and tied down at the water's edge at low tide, without any clothes on. A passer-by heard his cry and found the child with the water nearly to its neck. It was taken to the post and cared for. The child's mother is dead, and the father had left it in the care of an old woman of Mumtreckhlagamute, who most likely did the deed, as she was on her way to winter in her village. The only thing that surprised the natives was the fact that it was a boy. They often kill their little girl babies.

"*February 17, 1888.*—Girls are not very welcome among these people. Sometimes they kill them or give them away.

"*August 19, 1888.*—An old woman at the post, who stayed with us for awhile when we first came, is dead. The natives accused her of killing 2 children by witchery, for which they clubbed her to death, severed all her joints, and burned her with oil, as is their custom of treating such persons. Superstition has a strong hold here, and is one of our greatest hindrances.

"*December 2, 1888.*—An old woman, insane and hard to care for, was brought down the river, and when strangers refused to keep her, her nephew took her back and deliberately froze her to death. He had offered pay for someone to kill her, but as no one would do it for him he did it himself, contrary to the strict orders of Mr. Lind, not to take her life. Such cruel things are hard to believe; but the natives do not seem the least surprised, nor think any the less of those who commit these acts.

"*April 15, 1890.*—On the 5th our native helper, Brother Hooker, at Quichtlamute, a brave, good man, was killed by the natives, by clubbing, because of temporary insanity.

"*Shamanism.*—Mr. Kilbuck reproved an old Shaman here for having two wives. The old man said he would Shaman the missionary and prejudice the natives against him. We find that many men have two and some even three wives.

"I think we have gained the love and confidence of all around us, except the old Shamans, who are fast losing their influence.

"*February, 1889.*—When Mr. Kilbuck, the missionary, was delayed in the mountains on a trip to Bristol Bay, and was given up by all for lost, the old Shaman said that he had brought on this bad weather for the purpose of killing Mr. Kilbuck

for reproving him for his bigamy; and for a time he seemed to regain power over the natives, who feared him, although they hated him at the same time. But when Mr. Kilbuck returned, the natives said the Shaman might have made the bad weather, but that did not kill him nor keep him from coming home. Two old women Shamaned for his return. One confessed she had no power over storms, and the other said it was because the missionaries had left fish exposed to the night air. The next night the fish were all stored away by some unknown person. The power of the Shamans is greatly damaged, and their future is not promising around Bethel.

"*December 10, 1889.*—Our schoolboy, Eddie, is sick. An old Shaman hung around the place all day, hoping to make a few dollars off the child's parents for Shamanning him. But, finding himself defeated by our care, he did a considerable amount of growling before he left. I have no mercy on the Shamans. They are barefaced liars, deceiving the people and living off them.

"*Sickness and diseases.*—Pneumonia is a dreadful disease here. The people who take it nearly all die for want of better care. On the river below us fifty-five deaths are reported, but those near us whom we have treated have all recovered.

"One old Shaman, after having failed to cure himself, sent for Mr. Kilbuck, and he is now well.

"*December 3, 1886.*—Every day some cases come here for treatment. Some we can cure; others it is impossible to benefit in any way. They have great faith in everything that we do, and this is one great advantage. Many pitiable cases present themselves; many children with spinal troubles. We see some of the most loathsome sights that you can well imagine—sores that look like some of the extreme illustrations given in surgical books, and then so crusted with dirt that no part of the skin is visible, the sore being angry looking and full of moving insect life. To first cleanse and then care for such a thing is by no means a pleasant task, and yet it is pleasing to see how grateful they are for the care we give them.

"*Domestic help.*—Procopi's wife is the most faithful help I have ever had. She is never idle, despite her family of three children to care for, and does as much work as any woman I have had, with or without children. She used to be a great trial to us before she became a Christian. We knew that she would steal at every chance. We caught her at it and were obliged to limit her liberties about the premises, but now we can place the utmost confidence in her.

"*December 22, 1889.*—Christmas. This afternoon we had a short service to practice our boys in singing their Christmas pieces. It would have done you good to see them, all so clean and happy, as they followed the words in the hymn books and sang. The natives from Quichtlamute are here. They live about twenty-five miles distant.

"*December 27, 1889.*—At the Christmas services 150 natives were present, and the best of order prevailed. The addresses in both English and native were good. The children's eyes danced as they saw the ornamented and lighted trees. George and Augustus aided in distributing the presents, and I was proud of them as they calmly and manfully performed their parts.

"*January 24, 1890.*—A note from Mr. Kilbuck, from Quichtlamute, reads as follows: 'We had a big meeting last night and a good one, too. The people say Shamanning and masquerading must go, because they want to follow Jesus Christ.'

"*December 13, 1891.*—Our first hymn translated. We have often been asked to translate some of our hymns and gospel songs into native. And now, at last, at last we have one translated. It is the hymn 'Jesus Loves Me.' We have had one stanza completed for some time, and lately Mr. Kilbuck, with the aid of the schoolboys and two natives, has gotten out the chorus and the remaining two stanzas. The natives are almost wild over 'their hymn,' as they call it. On Sunday, instead of an address, we drilled the natives for two hours on our new hymn, and before the service closed they made the house ring with about 75 voices. I will write out the hymn, although you will not understand it. Yet I wish it recorded here in my journal.

JESUS KIMN-KANG-A.

"Ang-nex-twa xa At-ta-vut whong-u-ta
Kah-nax-jah-xah-nick Xok tochi-ki-xa-kut
To chal-li-lou kah-nax-jah-xang-x-li-ni
Whing-a Xok kimn-kang-a Jesus Christus.

Chorus.

"Ang-nex-twa-xa Jesus kimn-kang-a
Lien kimn-kang-a Lien kimn-kang-a
Ang-nex-twa-xa Jesus kimn-kang-a
Whong-ung-ax-nah whing a.

"Everyone is delighted with the hymn, and the trader says it is all he hears around the trading post. The native helper, Lomuck, has come from his village up the river, having heard of the hymn. He could not rest until he had heard it sung in the chapel. 'Now,' he says, 'the natives see that we have a meaning to our songs, and think of God when we sing.' Other hymns have since been translated."

UNALASKA DISTRICT.

Unalaska school.—John A. Tuck and Miss Anna Fulcomer, teachers; attendance, 24; population, Russian creoles. This school is made up mainly of the girls that are in the Jessie Lee Memorial Home. Being regular in attendance, they have made very rapid progress during the year. Indeed, this is one of the model schools of western Alaska, and through its efficiency has attracted much attention from the officers of the Bering Sea fleet, as well as others who have had a chance to visit it.

In Senate Ex. Doc. No. 107, Fifty-second Congress, second session, containing the reports of the United States Treasury agents to the seal islands, occur the following allusions:

"The Hon. William H. Williams, Treasury agent to the seal islands, reporting to the honorable the Secretary of the Treasury on the condition of the natives on those islands, writes:

"'Especial attention is invited to the schools on the seal islands. They have been in operation over twenty years, and yet they have not succeeded in teaching a pupil to read or write a sentence in the English language. * * *

"'Radical changes are absolutely necessary in these respects, if it is the desire of our Government to civilize, educate, and improve this people. They should not only be taught the rudiments of the English language, but also habits of industry, economy, cleanliness, and morality. That these people are quick to learn and susceptible to rapid improvement is demonstrated in the charity school at Unalaska, conducted by Mr. and Mrs. Tuck. Six of the most promising orphans on the islands were sent there in September, 1890, and I found on visiting the school this year that they could talk the English language quite fluently and read and write quite intelligently.'

"Mr. Joseph Stanley Brown, acting Treasury agent in charge of the seal islands, in an official report to the Secretary of the Treasury, writes December 1, 1892:

"'For over twenty years the Government has maintained an English school upon the islands, and yet not ten natives on both of them can make themselves even fairly well understood in English, nor has any appreciable advance been made in the direction of American citizenship. * * *

"'*An illustration of what can be done.*—That it is not impossible to establish schools that will be entirely successful, not only in teaching these people to speak, to read, and to write the English language, but to train them in more upright and useful methods of domestic life, is shown by the history of the Lee school at Unalaska, presided over by Mr. and Mrs. Tuck. At this school have been gathered children from all parts of the Aleutian chain, and some from the islands of St. Paul and St. George, whose intellectual advancement seemed to be hopeless. Before two years had passed these children were able to make themselves well understood in English, while their improvement in manner and character was simply astonishing. This I know from personal observation. The success of the Lee school is due to the personal equation of the individuals presiding over it, and to the fact that the children are removed from their native home influences.'"

Unga school.—Teacher, O. R. McKinney; enrollment, 36; population, Russian creole. When Mr. McKinney took charge of this school on the 12th of October, 1891, he found the children shy and suspicious. Very few of them could be induced even to try to speak English, and the few who did try spoke it very imperfectly. The key of the school building had been left in the hands of a half-breed who has since been driven from the place for embezzlement and stealing. The schoolhouse had been thrown open for drunken dances and carousing, and was in such bad repair as to be unfit for use. The driving rains of that region came in at the windows and kept the sides of the floor wet most of the time. The ceiling was not quite 7 feet high, with no means of ventilation in the room. The lumber and furniture for the teacher's residence had been left at Pirate Cove, on Popof Island, 20 miles distant, so it was necessary to charter a small schooner to bring it to the village. During the winter of 1892 and 1893 Mr. McKinney put a ventilator into the schoolroom and built a coal shed and a storm porch. He then went to work and raised the ceiling of the schoolroom, added 8 feet to the length, lined it throughout with beaded red wood ceiling, and gave it one coat of paint. Last vacation, with his own hands, he took up the floor, which was badly out of order, relaid it, and gave it a good coat of red-rock paint. Last fall the Government sent 3 dozen new desks. So that after these years of repairs and attention the schoolhouse has been brought into a suitable condition for the use of the school. Encouraged by the improvement of the schoolroom, the people of the village took hold and raised a sum of money with which has been purchased a circulating library.

KADIAK DISTRICT.

Kadiak school.—Rev. C. C. Solter, teacher; enrollment, 59; population, Russian creole. The school opened on the first Monday in September, with a fair attendance. This being the season of the year when the children are frequently sent to the woods for berries, which are put up for winter use, many of the children were kept

away. Soon after the opening la grippe made its appearance and not one of the pupils escaped. The winter there, as elsewhere in Alaska, was one of unprecedented storms and unusual severity. Such a season has not been known for twenty-five years. From these several causes the attendance of pupils was less than usual. Those that were able to attend, however, made marked progress in their studies and have shown improvement not only intellectually, but also morally.

At Christmas the school gave an entertainment, which had an excellent effect upon the parents of the children, who seemed to grasp the possibility of their children doing the same things as those of more favored people. Although the people are very poor, they have manifested their growing interest in the school by subscribing for and procuring a fine set of school maps. The universal use of the Russian language in the homes of the children is a great barrier in their progress of acquiring the English language. Another drawback in the homes of the people is the prevalence of intemperance, especially upon holidays. The teacher makes an earnest appeal for a standard manikin showing the effect of alcohol upon the human system as an aid to temperance instruction.

Afognak school.—Teacher, Mrs. C. M. Colwell; enrollment, 38; population, Russian creoles.

Carlook school.—Population, Eskimo. This school is suspended for want of sufficient appropriation.

SITKA DISTRICT.

Yakutat contract school.—Swedish Evangelical mission; Rev. A. J. Hendrickson and Rev. Alvin Johnson, teachers; population, Thlingets; enrollment, 105. During the year progress has been made in the erection of one new building and in the more regular attendance of the native children. The erection of a sawmill in connection with the school has provided the necessary lumber by which the natives have been influenced to pull down their former houses and erect more comfortable and improved ones.

Hoonah contract school.—Presbyterian; population, Thlinget. This school met with a great loss in the death of Rev. John W. McFarland. Mr. and Mrs. McFarland went to Hoonah in 1883. They found the people barbarous, and have labored in season and out of season until a church has been established, with over 100 native communicants, and nearly the entire child population have been brought under instruction. There are no stations in southeast Alaska where the work has been more fruitful with the same number of laborers.

Jackson school.—Mrs. Clara G. McLeod, teacher; enrollment, 90; population, Hydah. This school has kept on its even way during its entire life under one teacher, the good effects of which are shown in the progress made by the pupils.

Killisnoo school.—L. F. Jones, teacher; enrollment, 75; population, Thlingets and Russian Creoles. On the morning of February 18, 1894, the schoolhouse was destroyed by fire. The wind at the time blowing a gale, and the water being frozen in the reservoir, there was nothing to be done but to get out as much of the property as possible and see the building burn to the ground. Upon the joint recommendation of Governor James Sheakley and Supt. William A. Kelly, it has been decided not to rebuild at present, but wait until a larger appropriation can be secured.

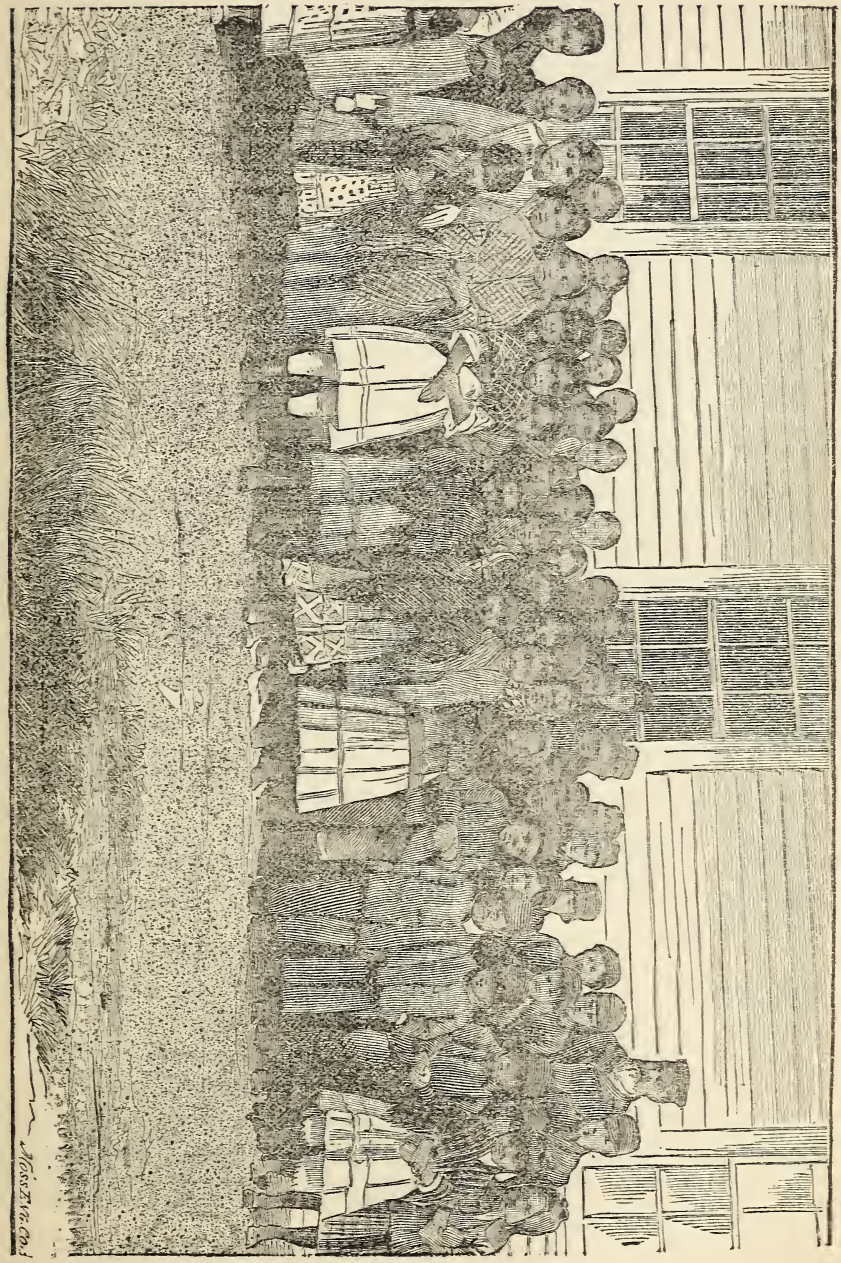
Haines.—W. W. Warne, teacher; enrollment, 41; population, Thlinget. The children in the mission home at Haines, Alaska, not only receive instruction, but the children of the village, which is about 2 miles from the mission building, are also gathered in as day school pupils. The teacher writes: "Frequently I go down to the village to hunt up my children. I often find them still in bed. It doesn't take long for these village children to get ready for school; they sleep with all their clothes on. In the morning they jump out of bed, smooth their hair, wash their faces and hands and they are ready. Sometimes they perform their morning ablution at the spring on the way to school."

Concerning them one of the missionaries writes:

"The Chilcat tribe is divided into two clans, namely, the Wolf and the Raven. Each clan is divided into phratries or tribes, each phratry having its own headsman or chief. What little power the chiefs had over their phratries has almost disappeared.

"The Chilcats are, perhaps, the tallest and best formed of all the Thlinget people. They are shrewd traders, and will generally get the best of a bargain, even in some instances outwitting their white brothers. Where Christianity has not softened and refined them they are self-assertive, arrogant, and boastful to an almost ludicrous degree. They, more than any other Thlinget tribes, hold most tenaciously to their old-time customs.

"The 'potlatch' is one of the most interesting of the customs which the Chilcats practice. Any such event as death, the building of a new house, making reparation for real or imaginary wrongs received, and the attainment of higher rank is made the occasion for a potlatch.



School on St. Paul Island, Bering Sea. (Aleutes.)

"When a man or family of the Raven clan gives a potlatch, all the Ravens of the neighborhood are expected to contribute their share of blankets, calicoes, food, or any and all kinds of property for distribution among those of the opposite clan, the Wolf. The guests are seated by families or totems. The master of ceremonies opens the potlatch with a long-winded speech on ancestry, or some equally dry theme, and generally concludes with a coarse jest or joke, which is received by the crowd with hilarious uproar. The ceremony is not conducted by any rule or law. Whenever the master of the potlatch sees fit the bales of blankets, bolts of calico, boxes and barrels of white man's food are distributed by men stationed all over the room for that purpose. The master of the feast holds up a blanket and tears it into strips. In a voice that can be heard far above the general bustle and hubbub he calls out the name of that particular person upon whom he wishes to bestow that piece of blanket, and the expectant recipient calls out 'Ha day!' which, being interpreted, means 'Here!' or 'This way!' The gift is immediately passed on to him by the attendants.

"Dancing forms the chief feature of a potlatch. Each Thlinget tribe has its own individual dances. At a large potlatch, where several tribes are present, all the tribal dances are danced. Dancing is kept up incessantly for days at a time.

"The Thlinget dancing is decidedly ungraceful. Here is the dance for the dead, danced by women. A dozen or fifteen women, with their faces blackened, black silk handkerchiefs wound around their heads, and wearing fancy blankets, take their places at one end of the room, facing the audience. A shrill song in the minor key is struck up, something like this: 'Yah hee nay—oh-ho,' the 'nay' and 'oh-ho' being prolonged. To this song the women keep time by a long swaying of the body, the knees being slightly bent, but the feet perfectly stationary, swaying first toward the right, then toward the left. Other dances consist of raising one's self on the toes and coming down upon the heels with sharp, quick thumps, at the same time turning the body from right to left.

"The totem pole is almost a thing of the past among the Chilcats. Just here let me say that the Thlinget people never at any time worshiped the totem poles. The totem pole is a monument erected, either during the lifetime or after the death of an individual; it is to show to the world his genealogy, achievements, and social standing. In other words, a biography carved in wood instead of printed on paper. These monuments are generally erected in front of houses, although totemic carvings are found on the pillars and posts of houses, emblazoned upon the fronts of houses, and painted and carved upon boxes, and every implement and utensil.

"The universal mode of disposing of the dead is by cremation. The cremation of long ago differs radically from that of to-day. Then the burning of a body was attended by the most cruel and revolting scenes. Now, aside from a most peculiar and distressing form of wailing by the mourners, the body is quietly burned, after which a potlach is given by the relatives of the deceased.

"The strongest trait of the Chilcats and of all the Thlingets as well is imitativeness. This faculty, coupled with the grand lever of Christianity, has done much toward their acquiring the more simple features of civilization."

Juneau school No. 1.—Teacher, D. Davies; enrollment, 25; population, whites. The school has been so crowded in the little room assigned to it that arrangements are under foot for the erection of a new building for the use of school No. 2, and the refitting of the entire present building for the use of school No. 1. With enlarged and improved accommodations it is expected that this school will attract a larger number of pupils.

Juneau school No. 2.—Teacher, Elizabeth Saxman; enrollment, 65; population, Thlingets. The school as usual has had many newcomers who could not speak or understand a word of English. Juneau being the center of the gold-mining region of southeast Alaska, attracts native people from all sections who flock in to secure employment. The larger portion of these people come from villages where there are no schools; spending the summer in Juneau, their children are placed in school for the first time. Many of these beginners have mastered the chart reader and have reached the first reader, reading and writing quite well. The older pupils have made fair progress in all their studies except arithmetic, which seems to be difficult for them. They excel in drawing. Considerable kindergarten work has been done among the small children, and with considerable success. The teacher of this school, in common with other teachers in that region, pleads for some law by which a more regular attendance can be secured. This has for years been brought to the attention of Congress, but without action.

Fort Wrangell school.—Anna R. Kelsey, teacher; enrollment, 54; population, Thlingets. The teacher writes:

"I was troubled for easy, interesting first readers. I could get Sabbath-school papers and easy books, as Babyland, Nursery, etc., for those in the more advanced readers. Rereading has a tendency to make careless readers. Swinton's readers ten years ago were considered good. Now I am not informed as to the best. These children are so apt to read without getting the idea; their entire attention is given

to the words. Not being familiar with our language, it is slow work for them. One needs to have many amusing little conversational exercises. The pupils memorize quickly, think little. I have striven hard to stimulate thought.

"The native children are naturally destructive; only the most careful training, long continued, can overcome this. The greatest drawback to these children is the irregular attendance. An intelligent gentleman who has been here since 1884 told me that with scarcely an exception the children were not obliged to attend school unless they chose to do so themselves. They do not all get home until late in November or December; then in February they are starting out to hunt again.

"The dancing interfered with the attendance the past winter. The young children seven and eight years old took part, and there was more dancing in Alaska last winter than at any time since I came to the Territory, in 1885. If there could be some place provided where these parents could leave their children when they go away, and then they were made to do so, it would do more for the people than has ever been done to elevate the mass of them.

"At Christmas I gave the children a treat of candy, nuts, and apples; also each one a present. February 22 the afternoon was devoted to appropriate exercises in which nearly all the pupils took part. There was a good attendance of both natives and whites. Some interesting speeches from the minister and civil officials, and also some native men added to the occasion. At the close of school we had a very satisfactory picnic; some of the whites were very generous and contributed largely. We had four boats, one for provisions and the others of pupils and whites. We found such a delightful grassy nook, shaded, and a little brook of cool refreshing water running on one side, and an abundance of flowers. Games and a swing, with plenty to eat, made the children very happy. Some of them were loath to leave when the day was over. These native children are bright and love their books; if we could only have them in a school. Two of the schoolgirls were married during the winter; I presume they were not more than 15."

Douglas school No. 1.—S. A. Keller; enrollment, 30; population, whites. Mr. Keller has proved an excellent and efficient teacher, and popular with all classes of population.

Douglas school No. 2.—James E. Connett, teacher; population, Thlingets; enrollment, 87. The school has labored under the great difficulty of being some distance from the native population, and also from the fact that mining has been commenced only a few rods from the schoolhouse, the noise of blasting rock interfering considerably with the comfort of the school. Notwithstanding these drawbacks the children have been loyal to their teachers during the entire year. Some of them have completed their books in which they started at the beginning of the year. The class in grammar, especially, seemed to do effective work, and the same was true of those in history and geography. After once learning the English language the children make the same progress as the children of the Caucasian race.

A serious drawback in this, as well as in other native schools in Alaska, is the character of the published schoolbooks. Take, for instance, Fuller's illustrated primer, which is an excellent beginner in the ordinary schools of the country, but to be of complete service among the native schools of Alaska it ought to be rearranged. It can be seen that a picture of a haying scene conveys no impression to the Alaska child, as this is a scene that they have never met. The primer, to be adapted to them, should be illustrated with scenes familiar to them in their own country. The difficulty of getting suitable text-books has been felt from the beginning in the school work, but the fund available for education in Alaska has been so small that nothing could be done toward securing more suitable works.

Sitka school No. 1.—Teachers, Miss Cassia Patton and Mrs. Gertrude Knapp; enrollment, 43; population, white. Being at the seat of government, and comprising the children of the Government officials, as well as those of the merchants and leading citizens, this is one of the most advanced and efficient schools in the Territory.

Sitka school No. 2.—Mrs. Lena de Groff, teacher; enrollment, 110; population, Thlingets. The school opened on the first of September with an attendance of 65 pupils, which increased to 110. This increase of attendance was due greatly to the efforts of Governor James Sheakley, who very kindly sent the native policemen through the village several times a week, insisting that the children should be sent to school. During the year 6 of the more advanced pupils were taken into the industrial training school for more advanced instruction.

Sitka industrial school.—Contract; Presbyterian; population, Thlingets; enrollment, 141; boarding pupils (boys, 86; girls, 55); teachers, 19. The schoolrooms remained during the year in charge of Mrs. Heizer and Mrs. S. A. Saxman. The success of the departments has proven the excellence of their teachers. In methods and instruction they are abreast of the times, and in discipline they are natural and rational. The school is well supplied with text-books and apparatus. As in other industrial schools, half the day of each pupil is spent in the day school, and the other half at manual labor. Mr. Kelly writes:

"In the industrial departments I found most of the work of the school being done

by the pupils. The shoes for the school are handmade in the shop, and regular custom work for the people of the town is done at the school. Bedroom furniture, sash, and doors are manufactured in the carpentry department under the direction of a competent foreman. The bakery turns out an average of 100 loaves of bread per day.

"Much outdoor work is necessarily performed by the boys, such as ditching, laying water and sewer pipes, grading the grounds and beautifying them. I do not approve of the old-time method of heating the buildings—a stove in each room. With so many buildings, requiring in all 25 or 30 stoves, the method used is unsafe, unsatisfactory, and inadequate. The buildings should be heated by steam.

"The girls do the housework for the school and for the teachers. They are skillfully trained in all kinds of household duties. The work departments, as well as the children's, are clean and neat in appearance. The force of teachers employed is in keeping with the needs of the school, there being one teacher for every ten pupils.

"I commend the system of establishing separate homes for couples marrying from the school. This method is proving very successful. In a frontier country there is little sympathy for natives struggling to better their condition. Frontier public sentiment is opposed to their amelioration; hence the law is inadequate to protect them in their rights and in their new surroundings. The helpful, sympathetic counsel of those directly interested in their welfare is most essential to their ultimate triumph over the old customs and to a healthy and permanent ingrafting into their new environments and home life."

Dr. Wilber, who is in charge of the medical department at Sitka, with Miss Gibson as trained nurse, reports: "Over 1,400 prescriptions and 50 operations in the last half year. The hospital, which has been remodeled, is now quite complete in its arrangement, while its general appointments are much better than could be reasonably expected. Our wards, two in number, accommodate twenty beds, with room for five more in each room, should necessity demand such increase. There is no doubt that the hospital offers a powerful influence in reaching the people. Would that our finances were such that all might be received without distinction! Miss Gibson holds short religious services in each ward every evening, while I conduct prayers each morning. Some of the needs of the hospital are a fracture bed, a set of operative ophthalmic instruments, and a set of test lenses."

One of the Sitka boys who received his instructions in the mission training school has become very proficient in house painting and decorating, and is steadily employed at $2 per day. Of another pupil his teacher reports: "One of our oldest boys, who has been taught the carpenter's trade, brought me his work, greatly pleased. He had been given specifications for a two-story house, and he filled the order or bill perfectly, with but one error." This young man leaves the mission soon, having been there eight years, though he has only been two years studying the carpenter's trade.

The publication of the North Star, the little sheet sent out by the Sitka mission, has been resumed. The paper contains items of much interest to all who are concerned for the redemption of Alaska.

INDEPENDENT MISSION SCHOOLS.

EPISCOPALIAN.

Fort Adams.—Protestant Episcopal. In the year 1891 the Rev. Jules L. Prevost was sent by the Domestic and Foreign Missionary Society of the Protestant Episcopal Church as a missionary to the Indians on the Yukon River. The field selected was Fort Adams. This place, at the mouth of the Tanana River, is about 850 miles from the mouth of the Yukon River, and is the center of a region hundreds of miles in every direction without a school. The Tanana River, 800 miles in length, has a population of more than 700, over one-half of whom are baptized members of the Episcopal Church. Near by is a valley of the Kcokuk River, 800 miles long, with a number of Indian villages. Also in the same vicinity is Nowikokat, a trading station and Indian village, where 400 natives gather in midwinter and spring, over two-thirds of whom are baptized members of the Church. A few hundred miles above Fort Adams is Fort Yukon, the center of a population of 400 natives. These are all baptized, and about 50 of them are communicants. They have the whole of the New Testament, the English Book of Common Prayer, and the hymn book translated and printed in their language.

For all these places, covering an area of 100,000 square miles, St. James Mission, at Fort Adams, is the center. These people often bring their dead from 25 to 300 miles to be buried at the mission. Adults sometimes go distances of 400 miles to be instructed and baptized. Many of the natives, away from the mission, still live in underground houses, but at the mission they have built good log houses, with windows, doors, and floors. Each one of these houses is heated with a stove and furnished with rudely constructed chairs, tables, bedsteads, closets, dishes, clocks, washtubs, and boards, with pictures upon the walls. One family has a wringing machine and another a sewing machine.

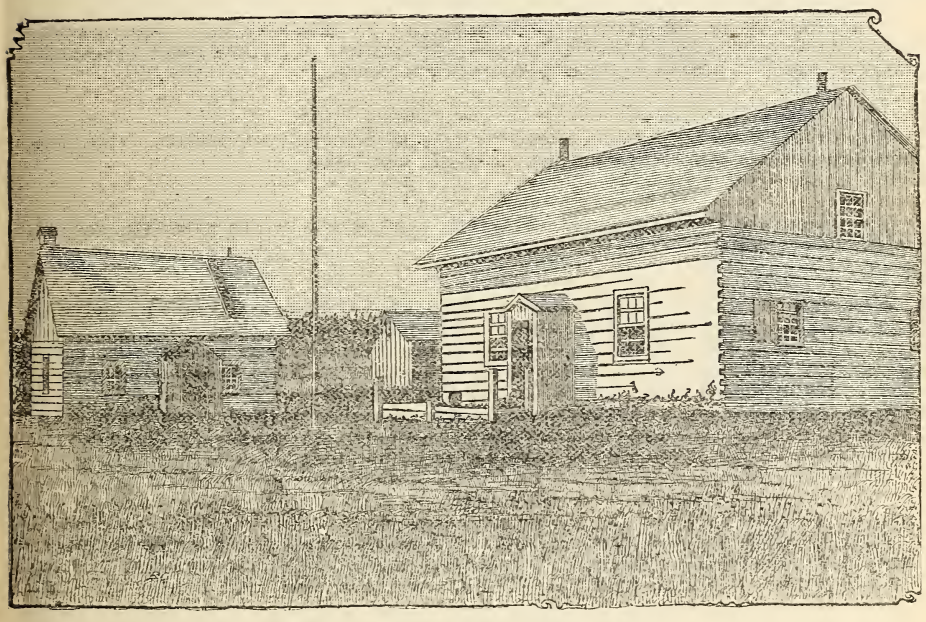
Mr. Prevost, in this far-northern region, has established a printing office and begun the publication of a journal called the Yukon Press.

Point Hope Mission school.—Protestant Episcopal; population, Eskimo; teacher, John B. Driggs, M. D. The work is gradually making progress, but the shifting character of the population, going here and there to secure support, makes the education of the children a difficult problem to deal with. There are so many who go away each year that, although the teacher retains the scholars who have remained in the village, each fall it is almost like beginning over again. When the time comes in which schools are kept at the leading villages the children will have school advantages wherever they may be located for the time being. The daily average and number of pupils was about the same as last year.

In addition to the demands of the schoolroom, Dr. Driggs gave out books to the few men living around the station who were desirous of learning but were too far away to enroll their names as pupils of the mission. This seemed to be greatly appreciated by them, and they gave evidence of progress.

The pupils, when they leave for whaling, are very fond of writing notes to the teacher, which he encourages.

On the 13th of October last, through a very severe blizzard, the sea broke over the site of the village, driving natives from their houses and submerging the first floor of the school building. After remaining away a week, the teacher returned to his house only to be again driven away by the sea to repeat his former experience of



Saint James Mission, Fort Adams, Alaska.

dodging the waves and wading some distance through ice water and slush as he sought a place of safety on the hills, where he was compelled to live in a brush-wood shelter on uncooked, frozen fish for two or three weeks, until the storm had sufficiently abated for him to return to his house.

One of his pupils, a young woman who had taken refuge upon a cliff, is supposed to have been blown off into the ocean, as no trace of her has since been found. The experience of the past fall has led to the recommendation to remove the mission building some 300 yards farther inland.

During July and August, 1893, Point Hope was visited by a terrible epidemic of capillary bronchitis. Dr. Driggs ministered to 25 in one afternoon. Going through the village one afternoon he found an old man dying out in the rain. The family had taken him out so that he should not die in the house. Close by, under a tent cloth, was a dead woman. Under an adjoining cloth, hearing a moan and lifting up the cloth, found a sick child clinging to its dead mother. There were 5 dead in that group. Three-fourths of the adult population were sick and one out of every six died. There were not sufficient well persons in the village to bury the dead, and the corpses were left outside of the houses to be eaten by the dogs of the village. Their bones are still seen scattered through the village or whitening in the stagnant pools from which the people procure their drinking water.

A white man living in the village with a native wife says that during the time of

the epidemic he was disturbed for several nights by a noise around his house. Thinking that it was a dog prowling around for something to eat he got up, and, arming himself with a club, went out to investigate. In place of a dog he found a little four-year-old boy picking up scraps of shoe leather and seal skin to eat. Upon seeing the man the child fled home. He was followed, and found to be, with his little brother, the only living occupants of the hut. But in the same room lay the corpses of father and mother and the maternal grandfather. The man took the boys to his own home.

The number of pupils enrolled during the year was 54, and the average daily attendance 38. The school was in session one hundred and sixty-one days. The principal instruction given was in reading, translating, arithmetic, and writing. Some attention was given also to geography and drawing.

Anvik school.—Mission; Protestant Episcopal Church; Rev. J. W. Chapman in charge; population, Thlingets. This mission during the year has been in charge of the white assistant, Mr. Chapman having returned to the States for additional help. Miss Mary V. Glenton, M. D., has been appointed medical missionary, and Miss Bertha W. Sabine teacher; they will go up in company with Mr. and Mrs. Chapman during the summer. This will give an impetus to the work at that station.

ROMAN CATHOLICS.

In addition to the school at Koserefski, carried on with assistance from the Government, the Roman Catholic Church has small schools at Nulato, Cape Vancouver, and Juneau, from which no reports have been received.

SWEDISH EVANGELICAL UNION.

The Swedes have established a good school at Golovin Bay, Alaska. This is in addition to their contract schools at Unalaklik and Yakutat.

MORAVIANS.

The Moravians sustain a school at Ugavig, Kuskokwim River, as well as the contract schools at Bethel and Carmel.

BAPTISTS.

Wood Island school.—Baptist mission; teachers, W. E. Roscoe and wife and Miss C. C. Currant; enrollment, 30; population, Russian Creole. During the spring and summer of 1893 the ladies connected with the Woman's American Baptist Home Missionary Society erected a large two-story building at Wood Island as an orphanage. This orphanage was completed and opened upon the 4th of July, 1893. It is a house of refuge and of hope, and the one bright light in all that section of ignorance, immorality, and superstition; the only place in all that region where the rising generation can be taught the beauty, purity, and value of a Christian home.

A few sample cases from the diary of Mr. Roscoe will give a more vivid impression of the character of the work of educating and civilizing the population, and the self-denial and heroism of the missionaries engaged.

Last fall Willie Schmakof, whose father was dead, and mother too poor to support him, was taken to the orphanage; the mother made out regular papers of indenture, duly signed and attested, until the child should be of age. Mr. Roscoe, in behalf of the Woman's Missionary Society of the Baptist Church, obligated himself and society to supply the boy with comfortable clothing, lodging, and food, and give him a good common school education. The Russian Greek priest, through the grandmother of the boy, who, by the way, lived 600 miles away, went before Judge Rogers, United States commissioner at Sitka, and asked that the boy should be removed from the care of the school. The judge, ignoring the legal papers placing the child in the custody of the school, took him away from the school and from his mother and gave him into the custody of his grandmother. It is true that the mother gets drunk and is immoral, but it was not on that account the mother's authority was set aside, as she was privately informed that after the boy was taken out of the school she could have him again. The whole move was to remove the child from a good school, which was done. The boy was taken from the school by a United States deputy marshal and turned loose on the streets, where he often goes hungry and in rags, and is living in filth and dirt and is growing up a hoodlum. The mother of the boy sent in a written remonstrance against this outrage of the court. A remonstrance was also drawn up and signed by all the white men at Wood Island and Kadiak.

Last season a widow woman (Russian Creole) with three children came from Nuchek to Wood Island with the hope of getting sufficient washing to support herself and children, but she was rapidly dying of consumption and had no strength to wash; her own people refused to take her into their houses, and in desperation, not knowing which way to turn, she applied to the Baptist orphanage. Mr. Roscoe took her three children into the home and then found a place for the dying mother, he and the agent of the trading company sharing the expense of supporting the

woman until she died. The three children, through inherited scrofula and from impoverished blood from want of proper care, clothing, and sufficient food, were a mass of sores and running ulcers from head to foot. These children were nursed by Mr. and Mrs. Roscoe as tenderly as if they were their own; the offensive sores were dressed and the children doctored until their sores were largely healed, and they are becoming healthy and vigorous; and now the Russian Greek priest, who would do nothing to help the dying mother and starving children, is very active in trying to get the children out of the home and force them back to their former miserable condition. This priest has since been removed by the bishop.

A mother died, leaving a young babe. The father, unable to properly care for it, and being compelled to go off hunting work for a living, intrusted the babe to some of the relatives of the mother, but like so many others of that class of people, they had their occasional spells of drinking and carousals. Upon returning home the father found his child in a dying condition, and, through neglect, covered with sores and ulcers. The sixteen-months-old babe was taken by Mr. Roscoe and placed in the home where it was a very great care, but through judicious treatment and constant attention it is becoming healthy and is doing well.

Last winter a man at Unga was accidentally shot while hunting and his family was left entirely destitute; the widow, unable to clothe and feed her three little children, sent the two older ones to Mr. Roscoe and wanted to send her babe also, but it was too young to be received.

Two boys, hoodlums, were sent there from Unga, both covered with sores; the leg of one was swollen to double its normal size, and the ulcers discharged a cupfull at a time. Both these offensive cases were treated and relieved by Mr. and Mrs. Roscoe.

A boy received from Dutch Harbor was so covered with sores and ulcers from head to foot that his limbs and body had to be bandaged; these bandages were changed every twenty-four hours, and in order to get the old bandages off it was necessary to put the boy in a bath tub and soak them off; his condition was so offensive that he had to be kept in a room by himself. Under the treatment of Mr. and Mrs. Roscoe his sores are healing up and his flesh commences to show a healthy condition.

Two small boys were left orphans and were cared for by a white man who was their uncle. After a while he made out papers transferring the children to the orphanage until they should become 18 years of age. A drunken relative of the boys' deceased mother made so bitter a fight that the boys have so far been prevented from entering the home where they would be well clothed and properly educated, but are left to run wild, with insufficient clothing, and almost constantly hungry.

PRESBYTERIANS.

In addition to the industrial training school at Sitka the Presbyterians have successful boarding and home schools at Haines, Juneau, and Jackson. No reports. Haines has 4 missionaries, Juneau 5, and Jackson 5.

FRIENDS.

The Friends have boarding and home schools at Douglass and Kake. No reports.

Statistics of education in Alaska.

Public schools.	Enrollment.									Teachers in the public schools, 1893–94.
	1885–86.	1886–87.	1887–88.	1888–89.	1889–90.	1890–91.	1891–92.	1892–93.	1893–94.	
Afognak	(*)	35	24	55	38	37	35	40	38	Mrs. C. M. Colwell.
Douglas City, No. 1	(†)	(†)	67	94	50	23	25	13	30	S. A. Keller.
Douglas City, No. 2	(†)	(†)	(†)	(†)	92	68	24	108	87	J. E. Connett.
Fort Wrangell	50	106	106	90	83	93	49	49	54	Miss A. R. Kelsey.
Haines	84	43	144	128	(†)	(†)	89	54	41	W. W. Warne.
Jackson	87	123	110	105	87	100	100	82	90	Mrs. C. G. McLeod.
Juneau, No. 1	96	236	25	36	31	33	26	23	25	D. Davies.
Juneau, No. 2	(†)	(†)	67	58	51	51	75	61	65	Miss E. Saxman.
Kadiak	(*)	59	81	68	67	80	69	74	59	C. C. Solter.
Karluk	(†)	(†)	(†)	(†)	(†)	33	29	(†)	(†)	
Killisnoo	(*)	125	44	90	32	68	33	137	75	L. F. Jones.
Klawock	(*)	184	81	75	68	50	38	(†)	(†)	
Sitka, No. 1	43	60	60	67	58	54	59	50	43	Miss C. Patton. Mrs. G. Knapp.
Sitka, No. 2	77	138	60	51	83	55	54	48	110	Mrs. L. Vanderbilt.
Unga	(†)	35	26	(†)	24	(†)	33	35	36	O. R. McKinney.
Unalaska									24	J. A. Tuck.
Port Clarence	(†)	(†)	(†)	(†)	(†)	(†)	(†)	20	30	W. T. Lopp.

* Erollment not known. † No school.

Statistics of Education in Alaska—Continued.

Contract schools.	Expended by Government.							Denomination.
	1887–88.	1888–89.	1889–90.	1890–91.	1891–92.	1892–93.	1893–94.	
Anvik	$500	$1,000	$1,000	$1,000	$1,000	$1,000	.....	Episcopal.
Point Hope	(*)	(*)	1,000	2,000	2,000	2,000	.....	
Metlakahtla	(*)	2,500	3,000	3,000	2,500	2,000	$600	Independent.
Bethel	500	1,000	1,000	1,000	1,000	1,000	1,000	Moravian.
Carmel	300	1,000	1,000	1,000	1,000	1,000		
Hoonah	(*)	(*)	(*)	200	2,000	8,000	4,400	Presbyterian.
Sitka industrial school	(*)	12,500	18,000	15,000	11,000			
Point Barrow	(*)	(*)	1,000	2,000	2,000	2,000		
Unalaska	(*)	(*)	1,200	2,000	2,000	.....	.....	Methodist.
Nulato	(*)	(*)	1,500	3,050	1,000	1,000	1,200	Catholic.
Kosorefski	(*)	(*)	1,500		1,000	1,000		
Cape Vancouver	(*)	(*)	(*)	(*)	1,000	1,000		
Cape Prince of Wales	(*)	(*)	1,000	2,000	2,000	2,000	.....	Congregational.
Unalaklik Yakutat	(*)	(*)	(*)	(*)	1,000	1,000	800	Swedish Evangelical.

* No school or no subsidy.

Appropriations for education in Alaska.

First grant to establish schools, 1884	$25,000
Annual grants, school year—	
1886–87	15,000
1887–88	25,000
1888–89	40,000
1889–90	50,000
1890–91	50,000
1891–92	50,000
1892–93	40,000
1893–94	30,000
1894–95	30,000

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, $1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, $1,200; superintendent of schools for the southeastern district, William A. Kelly, Pennsylvania, $480.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, Charles D. Rodgers, John G. Brady; Juneau, Karl Koehler, John G. Heid; Douglas, P. H. Fox, Albert Anderson; Wrangel, Thomas A. Willson, Finis Cagle, W. G. Thomas; Jackson, W. D. McLeod, G. Loomis Gould; Metlakahtla, W. Duncan, D. J. Leask; Kadiak, N. Kashevaroff, F. Sargent, H. P. Cope; Unga, C. M. Dederick, M. Dowd, George Levitt; Unalaska, L. R. Woodward, N. B. Anthony.

Teachers of public schools, 1893–94.

Name.	Public schools.
Mrs. C. M. Colwell	Afognak.
S. A. Keller	Douglas City, No. 1.
J. E. Connett	Douglas City, No. 2.
Miss A. R. Kelsey	Fort Wrangel.
W. W. Warne	Haines.
Mrs. C. G. McLeod	Jackson.
D. Davies	Juneau, No. 1.
Miss E. Saxman	Juneau, No. 2.
C. C. Solter	Kadiak.
L. F. Jones	Karluk.
	Killisnoo.
	Klawack.
Miss C. Patton	Sitka, No. 1.
Mrs. G. Knapp	
Mrs. L. Vanderbilt	Sitka, No. 2.
O. R. McKinney	Unga.
J. A. Tuck	Unalaska.
Anna Fulcomer	
W. T. Lopp	Port Clarence.

TEACHERS AND EMPLOYEES IN CONTRACT SCHOOLS.

Metlakahtla.—William Duncan, Mr. and Mrs. E. W. Weesner.

Bethel.—John H. Kilbuck, Mrs. J. H. Kilbuck, Benjamin Helmick, Mrs. B. Helmick, Miss Mary Mack, and George Nokochluk (native).

Carmel.—F. E. Wolff, Mrs. F. E. Wolff, John Schvechert, Mrs. J. Schvechert, Miss Mary Huber, and Miss Emma Huber.

Sitka Industrial Training School.—Rev. L. F. Jones, Rev. A. E. Austin, R. A. Clarke, Miss Nellie Covert, Mrs. A. E. Austin, Mrs. Margaret C. Wade, Miss Hattie E. Weaver, Mrs. Matilda K. Paul (native), Mrs. Ella C. Heizer, Mrs. Margaret A. Saxman, Mrs. Sadie L. Wallace, Miss Essie Gibson, A. T. Simson, Mrs. A. T. Simson, J. A. Shields, John E. Gamble, Willie Wells (native), B. K. Wilbur, M. D., Mrs. Adelia H. Carter, U. P. Shull.

Hoonah.—Rev. John W. McFarland, Mrs. J. W. McFarland, and Mrs. Mary E. Howell.

Point Barrow.—T. E. Beaupre, M. D.

Koserefski.—Holy Cross boarding school; superintendent, Rev. P. Tosi; assistants, Revs. A. Robaut, Fr. Barnum, Fr. Monroe; industrial teachers, Marchisio, J. T. Sullivan, J. Negro, and nine sisters.

Unalaklik.—Rev. A. E. Karlson, Mr. David Johnson, Miss Hanna Svenson, Miss Malvina Johnson.

Yakutat.—Rev. A. J. Hendrickson, Rev. Albin Johnson, Mrs. Albin Johnson, Miss Selma Peterson.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

Point Hope (Protestant Episcopal).—J. B. Driggs, M. D.

Anvik (Protestant Episcopal).—Rev. J. W. Chapman, Mrs. J. W. Chapman, Miss Mary V. Glenton, M. D., Miss Bertha W. Sabine.

Fort Adams.—Rev. J. L. Prevost.

Golovin Bay (Swedish Evangelical).—Rev. August Anderson, Rev. N. O. Hultberg, Mrs. N. O. Hultberg, Mr. Frank Kameroff (native assistant).

Nulato (Roman Catholic).—St. Peter Claver day school; Rev. William Judge, superintendent; assistants, Rev. A. Ragaru, C. Giorano, and J. Rosati.

Cape Vancouver (Roman Catholic.)—Rev. J. Treca and Rev. A. Parodi; assistants, B. Cunningham and J. Twohig.

Ugavig (Moravian).—Rev. Ernest L. Weber, Mrs. E. L. Weber, Miss Philippone Ring; David Skuviuk (native assistant teacher).

Wood Island (Baptist).—Rev. Wesley E. Roscoe, Mrs. W. E. Roscoe, Miss C. C. Currant.

Douglas (Friends).—J. E. Connett, M. D., Charles N. Reploge, Mrs. C. N. Reploge, and Sybil Hanson.

Kake (Friends).—Silas E. Moon, Mrs. S. E. Moon.

Haines (Presbyterian).—Rev. W. W. Warne, Miss Frances H. Willard, Miss Anna May Sheets, Miss Mary A. Cadenhead.

Fort Wrangel (Presbyterian).—Rev. Clarence Thwing, Mrs. Clarence Thwing.

Jackson (Presbyterian).—Rev. J. Loomis Gould, Mrs. R. R. Gould, Miss Mollie E. Gould, Mrs. A. R. McFarland, Miss Christeana Baker, Frank P. Loomis, Mrs. Frank P. Loomis.

Juneau (Presbyterian).—Rev. S. H. King, Rev. E. S. Willard, Miss Susan Davis, Miss Bessie L. Matthews, Miss Mollie E. Gould, Miss Etta R. Berk, Mrs. E. S. Willard.

ITINERARY.

Leaving Washington City on the 16th of April, I reached San Francisco on the 24th. After arranging for the transportation of the Lap colony to the reindeer station in Alaska, and also of the supplies for that station, I left San Francisco on the evening of the 25th and joined the United States revenue-cutter *Bear* at Seattle, Wash., on the 28th. Under instructions from Washington, the *Bear* got under way for Sitka on the 5th of May. The trip up the coast was a rough and stormy one; snow squalls were encountered almost every day. On the morning of May 10, off Dixon's Entrance, in a driving snowstorm, the gale became so severe as to split the fore-staysail, carry away the grips of the third cutter, and deluge the galley with water. At the same time the wheel ropes parted and the ship had to lie to; the sea was so rough that no attempt was made to set the table in the captain's cabin, but we took our meals in our hands in the pilot house as best we could.

Dixon's Entrance was named for Capt. George Dixon, commanding the English ship *Queen Charlotte*, which visited this region between 1775–76. The straits, however, had been discovered by Capt. Juan Perez, of the Spanish expedition of 1774. The first white man to navigate these waters was Captain Douglass, in the *Iphigenia*, in 1789. These waters mark the boundary line between British Columbia and Alaska.

Crossing the mouth of Dixon's Entrance, we were again in American waters—in Alaska—the region of the celebrated exploring expeditions of a century ago.

In 1741 Vitus Bering, in the *St. Peter*, reached as far eastward along the coast of Alaska as Kayak Island and looked upon the glories of Mount St. Elias. The same season his second in command, Alexei Chirikof, in the *St. Paul*, reached the region of Sitka and Cape Prince of Wales Island. The discoveries of Bering and Chirikof, together with their report of the abundance of furs, set the merchants of Siberia wild with excitement. As in later days, there was a rush to the newly discovered gold fields of California, so in Siberia more than sixty companies were organized to gather in the harvest of furs. Unwilling to await the proper construction of seagoing vessels, flatboats and small schooners were hastily constructed of hewn planks lashed together with raw-hide thongs—vessels that would float in fair weather but were unable to hold together in storms. In these frail crafts expedition after expedition followed one another in rapid succession and the half of them were lost, but those that did return in safety with a fair cargo divided profits of from $1,500 to $3,000 per man.

In the eager search for furs new sections were visited, until the whole southern coast from Attou to Sitka became known. Among these early adventurers were Capt. Emilian Bassof, 1743 (the first white man to land on the island of Attou); Mikhail Nevodchikof, 1745; Andrei Tolstykh, 1747; Nicofor Trapeznikof, 1749; Emilian Yugof, 1750; Peter Bashnakf, Feodor Kholodilof, and Simeon Krassilnikof, 1753; Radion Durnef, 1755; Andrei Tolfstykh, 1756; Ivan Shilkin, 1757; Stepan Glotlof, Demetri Paikof, 1758; Gerassim Pribylof, Grigor Shelikof, Alexander Baranof, Lastochkin Lebedef, Ferdinand P. Wrangell, and hundreds of others of lesser note. These trading expeditions were supplemented by explorations under the auspices of the Russian Government and Russian-American companies.

In 1778 the *Trekh Sviatiteli*, in command of Masters Ismailof and Bocharof of the Imperial navy, was dispatched by Shelikof in search of new lands to the eastward of Kadiak. Capt. Joseph Billings, commanding the *Slava Rossie* (*Glory of Russia*), was sent in 1790 on a secret "Astronomical and geographical expedition for navigating the frozen sea, describing its coasts, and ascertaining the situation of the islands in the seas between the two continents of Asia and America."

On the 7th of August, 1803, Lieutenant Krusenstern, in the *Nadeshda*, and Uri Lisiansky, in the *Neva*, sailed from Kronstadt with a party of scientists (among them being the naturalist, Langsdorf), a force of shipwrights and skilled workmen for shipbuilding, supplies of charts, instruments, and nautical works. In April, 1804, the two ships rounded Cape Horn. In June they visited the Sandwich Islands, where they separated, the *Nadeshda* proceeding to Petropavlovsk in Kamchatka, and Captain Lisiansky in the *Neva* continuing on to Alaska, arriving at Kadiak on the 13th of July, 1804, the first Russian expedition to visit Alaska around Cape Horn.

Otto von Kotzebue, commanding the brig *Rurik*, sailed from Petropavlovsk in the summer of 1816 in search of a "northwest passage." He was accompanied by the scientists, Chamisso and Wormskloid, Dr. Escholtz, and Artist Choris. Passing through Bering Strait and discovering a large inlet to the eastward, he rejoiced to believe that he had found the long-looked-for passage. On August 1, 1816, he entered the new sound with the *Rurik* only to find a few days later his mistake.

In 1822 Captains Khramchenco and Etholin, and Master Vassilaief, in the brig *Golovnin*, and schooner *Baranof*, made a detailed survey of the Alaska coast of Bering Sea from Bristol Bay to the mouth of the Kuskokwim, and from St. Michael to Golovin Sound.

In 1827 Capt. Feodor P. Lütke, by directions of the Russian Government, made a careful survey of the northern coast of the Alaska Peninsula.

In 1828 Captain Hagemeister, in the *Krotky*, and Captain Staninkovich, in the *Möller*, made important surveys on the coast of Bering Sea.

In 1828 Master Vassilaief, accompanied by Alexander Kolmakof, a creole, crossed the Alaska Peninsula from Shelikof Straits via the lakes to the Kuskokwim River. During this expedition Kolmakof selected the site of a trading post, which was built in 1831, and in 1841 a redoubt named after him was built near the junction of the Kuskokwim and Kvigin rivers.

In 1830 Midshipman Etholin was placed in command of the brig *Chicagof* and sent to explore Norton Bay, Sledge, King, and St. Lawrence islands. Upon his return he advised the establishment of a station on Stuart Island (St. Michael).

In 1833 Lieutenant Tebenkof was sent in the sloop *Ourupa* to establish a trading post on Norton Sound and make explorations inland. The new post was named Mikhaielovsk. The inland explorations were committed to Andrei Glazanof, a creole. The party, with three native guides, and two sleds, each drawn by five dogs, set out on the 30th of December, 1833, and after great hardships reached as far as Anvik on the Yukon River, and Païnagamute on the Kuskokwim River.

In 1838 Alexander Kashevarof, a Kadiak creole, was sent to explore the Arctic coast. Being landed from the brig *Polyfem*, he continued northward in five three-

holed bidarkas, reaching within 100 miles of Cape Beechey. The same year Vassili Malakhof explored the Yukon as far north as Nulato, where he built a block house. In 1842 Lieutenant Zagoskin, of the Imperial navy, explored the Kuskokwim and Yukon rivers and their tributaries.

The rapid extension of the Russian occupation of the American coast from 1743 to 1800 attracted the attention and excited the jealousy of other European nations, and especially of Spain, who looked upon Russian enroachments in the north as imperiling her interests in California. Consequently, in 1774, Capt. Juan Perez, commanding the *Santiago* was ordered to cruise on the North Pacific coast and take possession of new lands in the name of Spain. He reached as far north as Dixon's Entrance. The next year he was followed by Lieut. Juan Francisco de Bodega y Cuadra in the *Senora*, reaching the Cross Sound. On the shores of Salisbury and Bucarelli sounds wooden crosses were erected as notification of Spanish claims.

In 1779 Lieut. Ignacio Artega, commanding the *Princesa* and *Favorita*, under orders from Spain, sailed from San Blas February 11, and went westward as far as Cooks Inlet, at Nuchek, taking formal possession of the country.

In 1791 Alejandro Malaspina, commanding the corvettes *Descubierta* and the *Atrevida*, sailed May 1 from Acapulco for Prince William Sound in search of the Northwest Passage and new lands for the Crown. In 1788 an expedition in command of Alferez Eslevan Jose Martinez, consisting of the *Fragata Princesa* and the *Paquebot San Carlos*, in command of Pilot Gonzalo Lopez, was sent along the coast to the Aleutian Islands. And in 1790 Lieut Salvador Fidalgo, in the *Paquebot Filipina*, visited Prince William Sound and Cooks Inlet.

England, then as now, wide awake for colonial extension, followed the example of Spain and sent, in 1778, two years after the second Spanish expedition, Capt. James Cook, commanding the *Resolution* and the *Discovery*, and five years later the *Discovery* and the *Chatham*, in the command of Capt. George Vancouver; then in the present century, in search of Sir John Franklin, the expedition of the ship *Blossom* in 1825–1828, Capt. F. W. Beechey commanding, and in 1836–1842 the expedition of Capt. Edward Belcher.

Supplementing the Government explorations were the English trading expeditions of Capt. George Dixon in the *Queen Charlotte*, and Capt. Nathaniel Poetlock in the *King George* in 1786; Captain Hutchins in the *Prince of Wales* in 1787, and Capt. John Mears in the *Nootka* in 1789.

In 1786 France sent out an expedition consisting of the two frigates, *Astrolabe* and *Boussole*, in command of Capt. J. G. F. de la Perouse, and in 1791 Capt. Etienne Marchand, commanding the *Solide*.

In 1790 the Swedish Government sent to the Aleutian Islands the cruiser *Mercury* in charge of Captain Coxe.

American trading vessels were visiting Alaska prior to 1785, but no Government exploration was undertaken by the United States until Commander John Roger's expedition around the world in 1854–55, and of the Aleutian Islands in 1856 by the United States schooner *Fenimore Cooper*, in charge of Lieutenant Gibson, United States Navy.

Returning to Dixon's Entrance, the extreme southwestern point of the Alexandrian Archipelago, which we are entering, is Cape Mazon, near to which, on Kaigahnee Straits, is Jackson, a mission station of the Presbyterian Church to the Haidai tribe. Here in 1881 I established a mission school with Mr. J. E. Chapman as lay teacher. In 1882 he was replaced by Rev. J. Loomis Gould and family, who have faithfully held the fort until the present. Mr. Gould has built up a church of 90 members, and Mrs. A. R. McFarland, under the auspices of the Woman's Executive Committee of Home Missions, a mission home. The day school established by the church in 1881 was, in 1885, turned over to the Government.

Steaming northward along the bleak and snow-covered mountains of Prince of Wales Island, we pass the small outlying Forrester Island, named in 1774 by Perez as Santa Christina, and by Cuadra as San Blas. Wolf Rock Island and Cape Bartolome are reached all unseen in the storm, and we are off Bucareli, which, with Kasaan Bay, almost cuts Prince of Wales Island in two. This large sound seems to have been a favorite with the early Spanish exploring parties. On the 24th of August, 1775, the expedition under Cuadra, being greatly impressed with the location and character of the sound, sent a party on shore, who, after erecting a large wooden cross and celebrating a solemn high mass, took possession for Spain with waving banners and discharge of musketry. The waters were called Bucareli Sound.

In 1779 Lieutenant Artega visited the sound and repeated the solemnities of taking possession. In connection with Cuadra, who was second in command, they made a complete survey of the sound, which survey is the best that has thus far been made. This accounts for the Spanish nomenclature on the charts. The next visit of the Spanish was in 1792, when Lieut. Jacinto Caamano in the frigate *Aranzazu*, came searching for the Northwest Passage.

In the northeast corner of the sound is the small fishing station of Klawak. Here

in 1886 I established a school with Rev. L. W. Currie as teacher. The first winter the school was kept at the native village of Tuxikan in a native house, Mr. Currie and family occupying a portion of the room curtained off with drilling, the owner another portion, and the school and church the center. The following summer they removed to Klawak, where a school and teacher's residence were built.

Passing along the seaward side of Iphigenia Bay at 11.20 a. m., we were off Coronation Island. We were also off the mouth of Sumner Straits, at the eastern end of which is the village of Fort Wrangell with its Government school and Presbyterian mission. Passing Christina Sound and the Hazy Islands, we were soon abreast of Cape Ommaney, the southernmost point of Baranof Island. This island is about 85 miles from north to south, and about 20 miles wide. At 7.30 p. m. we made Biorka Island, at the southern mouth of Sitka Sound. At 9.50, it being too foggy to attempt to make the harbor, the steamer stood off and on until morning. At 1.30 a. m., the *Bear* stood in for Sitka Sound, and at 3.20 a. m. hauled up between Cape Edgecumbe and Biorka Island.

Cape Edgecumbe is the southwestern point of Kruzof Island. This island is noted for the extinct volcano of Edgecumbe at its southern end. Cuadra in 1775 named the cape Cabo de Engano, and the mountain San Jacinto. These names were changed in 1778 by Captain Dixon to the present name of Edgecumbe. The Tchinkitanc of the natives, the Baya de Gaudalupa of the Spaniards, and the Norfolk Sound of Captain Dixon is now known as Sitka Sound.

Just over Biorka, to the eastward a few miles, is a group of hot and cold sulphur and iron springs. The waters are impregnated with sulphur, iron, manganese, and chlorine, 97 per cent being sulphur. During the Russian occupation a small hospital was established and maintained at the springs for the treatment of skin diseases.

At 5 a. m. we were off Vitskari Island, and at 6.25 a. m. dropped anchor in Sitka Harbor in front of the Presbyterian mission. The harbor of Sitka, with its large number of islands and islets, is one of surpassing beauty, and forms one of the most picturesque and attractive locations for a town in the United States.

In the closing years of the eighteenth century, it being found that the fur-bearing animals of western Alaska were rapidly decreasing in number, the attention of Baranof was directed to the new sources of supply in southeastern Alaska. About the same time the Hudson Bay Company was extending its operations eastward across the continent to the coast, and American ships had discovered the profitable fur trade of the same region. Baranof, to extend his trade, hedge off the English, and place himself in easy communication with the American vessels, from whom he could procure breadstuffs and other supplies, determined to establish a settlement in the Alexander Archipelago. After a long period of preparation he set sail on the 10th of April, 1799, from Kadiak in the brig *Elizaveta* and sloop *Konstantin* with 22 Russians and from 500 to 600 Aleutes, with 200 canoes. At Nutchek he was joined by Kuskof with from 300 to 400 Aleutes and 150 canoes. Rounding Cape Suckling 60 men were lost by the capsizing of the boats, and soon after a number of others were killed in a night attack of the natives. However, on the 25th of May, in a driving storm of sleet and snow, the mountains covered with snow to the water's edge, the expedition reached Sitka Sound and effected a landing at Bay of Starri Gavan, 6 miles north of the present site of Sitka.

Negotiations were entered into with Katlian, who seemed to be the leading Sitka chief, and the land for a settlement was purchased of him for some beads. Keeping one-half of the force at hunting sea otters, the other half was set to work on the buildings, and soon the sound of axes and the crash of falling trees proclaimed the commencement of civilization in that region. The place consisted of 6 buildings, a stockade, and 3 fortified blockhouses, and was named Fort Archangel Michael. In the spring of 1800 the force numbered 25 Russians and 56 Aleut men, besides women and children. At the time of Baranof's landing the American ship *Caroline*, of Boston, Captain Cleveland commanding, was at anchor a few miles off, trading for sea-otter skins with the natives. Having established the Sitka settlement, Baranof returned to Kadiak in the fall of 1800, leaving Vassili Medvednikof in command.

With the chief factor absent, and no doubt more or less oppression on the part of the Russians, the natives bided their time. In the spring of 1802 they gathered the warriors from all the surrounding tribes, and on a Sunday in June, when a majority of the Russians and Aleutes were off hunting and fishing, they made an attack on the new settlement, which was quickly taken and burned to the ground; then attacking the outside hunting parties, killed them off in detail, but 3 Russians and 2 Aleutes escaping to the woods. A few days later these were found and taken on board the *Unicorn*, an English ship, under Captain Barber, which was in the vicinity trading. Soon after another English ship and an American trading ship arrived. By detaining the native chief and others on board ship and threatening to hang them, 18 women were ransomed, making 23 in all that were saved. These were taken to Kadiak by Captain Barber.

The destruction of Fort Archangel Michael was a heavy blow to Baranof, but he was so occupied with other sections that it was not until the spring of 1804 that he

was able to set out to reestablish his settlement in Sitka Sound. In March, 1804, Baranof received word that the Emperor had raised him to the nobility, creating him a "Collegiate councilor." This new mark of the Emperor's appreciation of his work affected him to tears, but with the memory of Sitka ever upon his mind he exclaimed: "I am a nobleman, but Sitka is lost. I do not care to live. I will go and either die or restore the possessions of my august benefactor."

Having completed his arrangements on the 2d of April, Baranof sent forward two ships, in command of Demianenkof, and two days later sailed himself with the sloops *Ekaterina* and *Alexander* and 300 bidarkas, making a combined force of 120 Russians and 800 Aleutes with which to meet and overcome the 5,000 or 6,000 native warriors that could be massed against them. Arriving at Yakutat, he was reenforced by Kuskof with the small sloops *Yermak* and *Rostislaf*, which had been built for the occasion. On the 25th of August Baranof left Yakutat on board of the *Yermak*, reaching Sitka Sound September 19, whither the *Alexander* and *Ekaterina* had preceded him; and with them was the ship *Neva*, Captain Lissianski, having unexpectedly arrived from Russia via Cape Horn and Kadiak. The natives were found intrenched upon an island rock 60 feet above tide water.

On the 1st of October four of the ships were anchored off the native stronghold, and fire was opened from the ships, followed by a desperate charge, led by Baranof himself. The assault was repulsed, with the loss of 11 men and the wounding of Baranof and Lieutenants Arbuzof and Pofalishin. The following day the ships opened a furious bombardment, which caused the natives to sue for peace. Three days were consumed in negotiations without the stronghold being surrendered, when, on October 6, Captain Lissianski, who at the request of Baranof had taken charge of the hostilities, constructed a raft, upon which he moved two guns nearer the fort. An interpreter was again sent to demand an immediate surrender of the post, and brought back word that the natives would leave at high tide. But the tide rose and fell without any apparent movement within the fort. Late in the night a weird, wailing chant was heard in the fort and all was still. It was the death dirge, as they killed their infants and small children lest their cries should betray their flight. Then silently stealing out of the fort into the woods they escaped unobserved. In the morning a flock of ravens circled over the fort and fed on the slain. When the Russians entered the stockade they found the bodies of 30 warriors and all the small children.

This place had been originally selected by Baranof as a site for a settlement, and it was now taken for that purpose. The log fortress was burned to the ground and its site was taken for the location of the residence and offices of the Russian commander, and the foundations laid for Novo Arkhangelsk, the capital of Russian America—the Sitka of to-day. During the winter of 1804–05 8 buildings were erected and surrounded with a substantial stockade, with blockhouses and mounted cannon at the angles. In the spring the ground was cleared and several vegetable gardens started. But that the accommodations were still far from comfortable we may see when Count Rezanof writes a few months later in an official report:

"We all live poorly, but worse than all lives Baranof, in a miserable hut, so damp that the floor is always wet, and during the constant heavy rains the place leaks like a sieve."

In 1809 Baranof's hut was destroyed by fire, giving place to a more comfortable residence, so that Captain Golovin, of the Russian navy, in 1810 writes the fort "consisted of strong wooden bastions and palisades; the houses, barracks, magazine, and manager's residence of exceedingly thick logs. In Baranof's house the furniture and finishing were of fine workmanship and very costly, having been brought from St. Petersburg and England. But what astonished me most was the large library, in nearly all European languages, and the collection of fine paintings."

In 1827 the second castle, being thrown down by an earthquake, was removed and the summit of the rock crowned with a still larger building, which has since been known as the governor's palace. The building was constructed of large cedar logs squared on the sides and dovetailed together at the corners. To prevent its being destroyed by an earthquake, copper rods were run through the logs and bolted to the rocks upon which the house stood. It was 140 by 70 feet in size, two stories high, and crowned with a cupola, in which at night lamps were placed to guide incoming mariners. The building was surrounded by a stockade and defended by a battery of guns that extended halfway around it on the seaward side. At the northwest or land side it was approached by a long flight of steps. Upon a landing halfway up was another battery and a sentry. The second floor of the palace was given up to state apartments, and used for receptions, balls, public dinners, etc. In the center was the grand saloon, 70 feet square. Opening out from the saloon on the one end was a drawing-room, extending the whole breadth of the building, 35 by 70 feet in size, and from the other end a drawing-room and billiard room each 35 feet square. On the first floor were the parlor, library, bedrooms, dining room, and kitchen. In the grand saloon, upon the anniversary of the Emperor's birthday and other festive occasions, the governor was accustomed to give a dinner to all the officials and lead-

ing chiefs in the place. Sir George Simpson, governor-general of Rupert Land, in his journey around the world, visiting Sitka in 1842, writes of the farewell dinner given him by Governor Etholin:

"The farewell dinner, to which about 30 of us sat down, exceeded in sumptuousness anything I had yet seen even at the same hospitable board. The glass, the plate, and the appointments in general were very costly; the viands were excellent, and Governor Etholin played the part of host to perfection."

The last of these regal festivities was on the 18th of October, 1867, in honor of the transfer on that day of the Territory to the United States. That night a grand ball and dinner were given to the distinguished officials and naval officers of the United States and Russia who were present at the ceremonies, followed by an illumination and fireworks.

After the transfer this historic building was occasionally occupied by American officials until, gradually falling into decay, it was abandoned. Its portable furniture, lamps, brass chandeliers, and even the great, quaint hinges on its doors, were stolen. Tourists cut out and carried away its carved railings, and town boys amused themselves by throwing stones through its windows. The doors and sash were boldly carried off to do service in other habitations, and when I first saw the building in 1879 many of its windows and doors were gone and the floor of the grand saloon covered with rubbish. It remained, however, until the last a favorite resort for tourists from the steamers, and an opportunity to dance in the grand saloon was greatly prized. In late years added interest has been given to the building by speaking of it as haunted by the ghost of a beautiful Russian lady, the daughter of a former governor, who disappeared from the ballroom on her wedding night, and was found dead in one of the smaller drawing-rooms. On the anniversary of her wedding night, and again on Easter night, clad in her wedding garments and wringing her jeweled hands, her spirit is said to glide from room to room, leaving the perfume of wild flowers behind her.

In 1893 the Government expended $14,000 in repairing the castle for the uses of the United States district court. At 2 o'clock on the morning of March 17, 1894, flames were seen issuing from the building, and in four hours the most noted landmark and historic building of Sitka was a heap of ashes.

With the erection of the first governor's residence and fort in 1804–05 the tongue of land at the base of the fortified rock was gradually cleared of trees and stumps and a commencement made in the building of the village. From time to time several large apartment houses or flats were erected for the use of the employees of the company. There was special activity in the erection of large public buildings during the time that Count Rezanof was governor. Some of these log buildings were 150 by 80 feet in size and from two to three stories high, with large attics under the roof. A heavy stockade was erected around the whole village, with fortified blockhouses at the angles. Upon the removal of the United States troops in 1877, the natives, believing that the country had been abandoned by the Government, arose in 1877, tore down the stockade, and would have murdered the white inhabitants but for the timely arrival of a British gunboat.

A small portion of the stockade remains in the rear of the governor's garden, and also two of the blockhouses.

Under the indomitable energy of Baranof, Sitka (Nova Arkhangelsk) became not only the political capital of Alaska (Russian America) and the headquarters of the Russian-American Company, but also the commercial metropolis of the Pacific Coast, possessing docks, shipyards, brass, iron, and bell foundries, machine shops, saw and flour mills, brickyards, woolen cloth mills, besides manufactories for agricultural implements, a copper-engraving establishment, large warehouses, an observatory, hospitals, a library, Russo-Greek and Lutheran churches, the bishop's residence, schools, a theological seminary, and an officers' clubhouse. During this period San Francisco was known simply as a Roman Catholic mission to the Indians.

Two and one-half years from the commencement of the settlement of Sitka a fine brig was launched from its shipyard and christened *Sitka*. The following summer a three-masted schooner of 300 tons was launched and named *Otkrytie* (*Discovery*); and Mr. A. J. Findlay, writing to the Nautical Magazine in June, 1849, says:

"The arsenal is the next object which arrests the attention of a stranger, from the number of men employed either building new or repairing old vessels. At this moment they are building a new steamer, destined, I think, for Mr. Leidesdorf, of California. The workmanship appears good and solid; everything for her is made on the spot, for which purposes they have casting houses, boiler makers, coopers, turners, and all the other 'ers' requisite for such an undertaking. The boiler is almost completed and is made of copper. They also have their tool makers, workers in tin and brass, chart engravers, sawyers, and sawmills, for all which occupations suitable establishments have been made."

At the time of the transfer a fleet of 15 sailing vessels and 2 ocean steamers went and came from its harbor. Before the American occupation of California the Sitka

foundry furnished the Romish missions of California with their chimes of church bells, and Sitka manufactories supplied the California ranchmen with their agricultural implements.

The annual reports of the observatory were published by the Academy of Sciences at St. Petersburg. The Sitka Library, established by Count Rezanof in 1805, contained, in 1835, 1,700 volumes, 400 periodicals and pamphlets, and a valuable collection of charts. Of the books, 600 were in the Russian language, 300 in French, 130 in German, 35 in English, 30 in Latin, and the rest in Swedish, Dutch, Spanish, and Italian. The 39 copper plates of Tebenkof's celebrated Atlas of Alaska were engraved at Sitka by Terentief, a creole.[1]

To provide more comfortable accommodations for unmarried officers and officials of the higher rank, many of them sons of the nobility of Russia, Governor Etholin built a large clubhouse.

Within a year from the commencement of the settlement (1805) a school was established. In 1820 its efficiency was greatly increased. In 1839 a home school for orphan girls, daughters of the employees of the company, was established. In 1840 a similar school was opened for orphan boys. In 1841 a theological school was also opened.

The first Russo-Greek priest arrived at the new settlement in 1816. Before the transfer to the United States the Russo-Greek Church had a resident bishop, with 15 priests, deacons, and followers; also a cathedral, church, and episcopal residence. The Lutheran Church had its minister and church building, both the Greek and Lutheran churches being sustained by the Imperial treasury.

With the American occupation, a great change came over the scene. Shipbuilding ceased, and the shipyard was filled up to make a parade ground for American soldiers. Manufactories, foundries, and all other industries were closed, only two sawmills and a beer brewery remaining. The skilled mechanics and Russians largely returned to Siberia. The bishopric and theological seminary were removed to San Francisco. The books of the public library were "lost, strayed, or stolen." No trace of them now remains. Three of the large Russian buildings, including the castle and hospital, have been destroyed by fire. The Lutheran Church, condemned as unsafe, has been torn down. The clubhouse, too, has been adjudged unsafe, and, with some of the warehouses and other buildings, will have to be torn down. The civilized, industrious population of several thousand has dwindled down to several hundred, and where thousands earned a living by their trades, the few hundred that remain are largely dependent, directly or indirectly, upon the salaries of the Government officials and the summer patronage of curio-buying tourists.

For a short time after the transfer Sitka had a boom, as wide-awake speculators rushed in, anticipating the creation of a large city. A region several miles square, reaching from the sea to the tops of the mountains, was mapped on paper into streets, parks, and city lots. A municipal government was organized, with a mayor and common council. A newspaper, the Sitka Times, was started and published weekly for eighteen months. But the enterprising speculators, failing to realize their hopes, one after another returned south, and the withdrawal of the troops in 1877 seemed to complete the decline of Sitka. The census of 1880 revealed the presence of but 157 Americans and 219 creoles in the deserted city. The same census, however, showed a native Thlinget population of 540.

The Thlinget village of Sitka is about as large to-day as in Russian times, and in much better condition. Largely under the influence and teaching of the mission and school maintained among them since 1880 by the Home Missionary Society and the Woman's Executive Committee of Home Missions—both of the Presbyterian Church—the Thlingets have made considerable advance in civilization. The old damp, dark, and smoky native buildings, with their bark roofs, are giving place to modern buildings with windows, doors, wooden floors, chimneys, and shingle roofs. Stoves are taking the place of a fire on the floor in the center of the room; chairs, tables, dishes, and bedsteads are becoming common; and on Sundays the crowds that wend their way to church are dressed in good "store clothes" of American manufacture. And to-day the only ones learning trades are not the sons of Russian creoles, but of the Thlingets, at the Presbyterian Industrial Training School, at Sitka. This institution has 14 buildings, and is distinctively coeducational. The boys and girls recite in the same classes, dine together in the same dining room, and, under wholesome restraint, have opportunities for social intercourse.

A few years of sedulous training have developed in some of the older pupils a spirit of emulation, a sense of personal responsibility, self-respect, self-reliance, and self-helpfulness which command respect. Most of the large boys, advanced far enough to read intelligently in the second reader, are learning a trade (all being in school half of each day and at work half a day), and the diligence with which they pursue their studies and the zest with which they enter upon industrial work day after day are most praiseworthy of them and encouraging to their instructors. All

[1] Creole is used here to designate persons of mixed blood, of Russian descent.

of the shoes for the pupils of the school are handmade in the shop, under the direction of a competent foreman. Considerable custom work is also done.

The supply of barrels and half-barrels far exceeds the demand, yet coopering is considered an excellent trade for the young men. Owing to high freight, barrels are usually made at the fishing stations where needed, and coopers are in demand at those places.

The variety and scope of carpenter work have proved a most valuable source of instruction to the boys, most of whom are aptly adapted to mechanical industry. The boys have made commendable progress during the past year. Young men who can do carpenter work fairly well can find opportunity to ply their trade in any of the villages of Alaska.

There are eight model cottages, six of which are occupied by young married couples from the school. These young folks have been thrown entirely upon their own responsibility and resources, and they are doing right well in earning a livelihood, while their houses are kept clean, neat, and homelike. The environments of family life among the young folk, in contradistinction to that in vogue among the natives, tend to create new conditions and inspire new impulses among their own people.

The general work of the school—patching, mending, refitting, making new garments (aprons, towels, underwear, dresses)—is no light task. Each girl 8 years old and upward knits her own stockings, and the large girls find time to learn useful tidy work in order that they may be able to beautify their own homes with the work of their own hands.

The girls are trained in every department of household industry—kitchen, dining room, teachers' room, etc. The girls numbering but 50, the matron and her assistants find time to give each girl individual care in the details of housekeeping, thus gradually inculcating and developing a sense of personal responsibility.

The boys do the bread baking for the school, while the girls in turn are taught how to bake and cook for a family. This special instruction in the art of cooking is given in the teachers' kitchen, the cooking for the teachers and employees being done by the native girls. They are also trained to wait upon the table, and they serve the teachers and guests in a graceful manner. The young boys are also trained in the school kitchen and dining room.

The pupils, from the children to the adults, sing with a spirit and understanding that outrival many of the public schools.

The brass band of 20 members dispenses music for the school and for the town on public occasions.

There is a military company of 35 members. The guns were kindly loaned them by the governor of the Territory.

Lessons in patriotism are constantly inculcated. The Alaskans are a loyal, patriotic people.

The time has fully come when a normal department should be added to this important school, and a beginning be made in training native teachers.

After a very busy week spent at Sitka, the *Bear* got under way at 4.45 a. m. on May 19 for Prince William Sound. The trip up the coast was grand. The Fair Weather range of mountains stood out bold and white, covered with snow to the water's edge. On the afternoon and evening of the 20th we had fine views of Mount St. Elias, it being visible from base to top. One of the most remarkable stretches of coast for a combination of snow, glaciers, and mountains is the region between Cross Sound and Cape St. Elias—no language can do it justice. At 1 o'clock a. m. on May 22 we entered Prince William Sound. There being no good chart of the region, the captain felt his way slowly with constant soundings of the lead. At 8.30 a. m. anchor was dropped off the east end of Hawkins Island, Cordova Bay, in the vicinity of two large salmon canneries. In the neighborhood of these canneries reside 25 white men living with native women. It is reported that last winter they manufactured 2,500 gallons of liquor for the use of the Indians. The two salmon canneries at Cordova Bay, and one near by at the mouth of Copper River, represent a capital of $375,000. The output of these canneries for last season was 80,000 cases of canned salmon, with four dozen 1-pound cans to the case, with a valuation of $280,000.

On the 23d, availing myself of the kind invitation of Captain Humphry to make a trip across the delta of the Copper River, I went aboard their little fishing steamer. The distance across the delta is about 50 miles. Passing to the southwest of the canneries and skirting the mountains down the peninsula east of Hawkins Island and around Cape Whitshed, our little craft boldly pushed to the eastward across the delta, the steamer channel being marked by spruce trees which, at low tide, when the flats are bare, had been set at the principal turns. The afternoon was rainy and we only got occasional glimpses of the beautiful snow-clad mountains to the southward. About 9 p. m. we reached our destination at Pete Doll Slough. Upon stilts on the bank was a small frame house where twelve fishermen and a cook abide during the few weeks in which salmon run at this point. As we came up to the mud bank

there were six piles of red salmon and six of king salmon waiting to be loaded upon the steamer. The catch for the day was 4,000 fish, which were soon loaded on board. For the common salmon, averaging 8 pounds each, the fishermen receive 3 cents per fish, and for the king salmon, weighing from 40 to 80 pounds, 10 cents each. Soon after midnight, the tide being up, the steamer started to return to the canneries, but before fairly getting out in the stream, ran aground, and the tide falling, we were left where we could get off the steamer and walk ashore. This detained us until high tide at noon on the 24th, when we again got under way, reaching the canneries about 5 p. m. While en route we passed five bidarkas with natives hunting the sea otter.

Returning to the *Bear* at 6.45 p. m., we were under way for Nuchek. At 10.35 the cutter ran ashore on a sand shoal, but was able to back off without any serious damage. On the morning of the 25th we dropped anchor at Nuchek, where we remained until 2.35 a. m. on the 27th, at which time a start was made for Cooks Inlet. Glaciers and snow-covered mountains were visible the entire day. At 6.30 a. m. on the 28th, rounding Chugatz Island, we entered Cooks Inlet. At 9 o'clock, overhauling the *Ida Etta*, the steamer was stopped to send a boarding party to the sealer. At 9.20 we were again under way northward, and at 1 p. m. passed Coal Point (Kachekmack Bay); at 3 p. m. Staritchkof River was abeam; at 4.50 we anchored off Munia (Nilchik). The village being 4 miles distant, the sailors had a long, hard pull to shore. The whole male and child population of the village came down to the beach to meet us. The only American in the place was Mr. J. M. Cooper, the trader. The village is composed of 17 families of Russian creoles, comprising 53 people, of whom 23 are children between 6 and 21 years of age. The houses are small but comfortable, and well built of logs. The village has also a small log church recently reconstructed. The priest comes from Kenai once a year. In the meantime, the principal men take turns in conducting church services. The community possesses 15 head of cattle (small Siberian breed). They raised 600 bushels of potatoes, besides cabbages, turnips, ruta-bagas, etc. They have about 5 acres under cultivation. Each season they salt down a sufficient quantity of fish for their winter use. Eighteen head of moose were killed the past season; also a number of bears, lynx, etc. The community was anxious for a school. These people are interesting as the descendants of those who were sent in 1812 by the Russian American Company to found the Ross colony and raise provisions for the Alaska colonies. When the attempt was abandoned in 1841 the people were returned to Alaska, and many of them settled at this point.

At 4.20 o'clock on the morning of the 29th we got under way, again steaming north, and at 9.30 a. m. came to anchor 5 miles off Fort Kenai, where we again went ashore. As the people of this place see but two or three ships a year, an arrival is a great event, and large numbers of the people gathered on the bluff to see us land. We were met at the landing by Mr. Wilson, formerly a naval officer of the United States, but who for twenty-five years has been in the employ of the Alaska Commercial Company in the vicinity of Cooks Inlet. Making a call upon the Russo-Greek priest, we found that his wife talked English fluently. The population of Kenai is given by the priest as 152, 89 males and 63 females; to this population there are but 16 children; these are all in a school taught by the assistant priest. The people are rapidly dying off; four years ago, in an outbreak of the grip, 40 people died in one month from this small population. The place is divided into two small settlements; the one on the bluff overlooking the beach is Russian creole, and the other, about a mile away, overlooking the valley of the Kaknu River, is occupied by the Kenai Indians. The slope of the bluff from the creole village down to the beach is covered with the vegetable gardens of the people. The creoles have gotten out the logs for a new church building, and are awaiting the expected arrival of their bishop from San Francisco to secure permission to build. The priest lives in a large, comfortable, log building, and has taken a stand for temperance and morality among his people that will do them much good. This can not be said of many of his predecessors. The range of the thermometer at this place is from 90° above zero in summer to 35° and 40° below zero in winter.

Near the Indian village is a large salmon cannery, on the Kaknu River, which is a large stream flowing from the Skillokh Lake. Across the bay, immediately in front of Kenai, is Redoubt Mountain, an active volcano. At the head of Cooks Inlet, on Turnagain Bay, are some gold placer mines, worked by 30 white men. A few miles to the south of Kenai is the mouth of Kassiloff River, a large stream taking its rise in Tustumena Lake; at its mouth are two salmon canneries. Near the mouth of Cooks Inlet, on the east bank, is the village of Soldavia, on Kachekmak Bay. It has two stores, and is the largest settlement on the inlet. The place has applied to the general Post-office Department to be placed on the mail route as a distributing point for Cooks Inlet.

Having finished our duties in Cooks Inlet, at 2.30 a. m. May 30 we were again under way, bound south to Karluk. Going on deck at half past 7 o'clock, we were abreast of Illiamna Volcano (1,260 feet high), which from base to peak, under the

morning sun, glistened in its white robe of snow and ice. In the crater, apparently to the southwest of the peak, were occasional puffs of smoke. As far as the eye could reach, north and south along the west coast of the inlet, stretched the wonderful panorama of high, sharp peaks and rugged mountains, all covered with snow to the water's edge. In front of us Mount St. Augustin arose from the sea, and with regular sloping sides formed a conical-shaped mountain, covered with ice and snow. It is evidently of volcanic formation, as the ravines formed by the lava flows radiate from the cone to the base in regular lines.

A few years ago a volcanic eruption split off a portion of this mountain and cast it into the sea. The mountain forms an island about 27 miles in circumference. This island was ever present and formed a conspicuous landmark through the entire day's sail. Prominent on the horizon in front of us in the morning, and which we only passed in the evening, was Cape Douglass, which marks the southwest boundary of Cooks Inlet. In the far distance it looms up an island cone apparently separated from the mainland, but a nearer approach reveals a large group of sharp peaks covered with snow and their ravines filled with glaciers. At noon a shout on deck took us out of the cabin to see a wonderful display of bird life. The water was black with them, forming a belt from 50 to 100 yards wide and almost as far as the eye could reach. The birds had evidently found a school of small fish, upon which they were gorging themselves. At different times in the inlet a number of fur seal were seen disporting themselves in the water.

At 3.30 p. m. the ship was hove to to board a small schooner, the *Jayhawker*, of Juneau, E. H. Bogues, master. The only occupants of the vessel were Mr. Bogues and a boy of 11 years of age. Mr. Bogues was sick. The schooner had sprung a leak and was half full of water, and the two sailors were entirely out of provisions. The captain offered to tow them into a neighboring harbor, but they declined his assistance. He then sent them some provisions and left them. It was afterwards learned that the schooner and master were famous for smuggling. A superb sunset closed a day of wonderful scenery. For grandeur of scenery Cooks Inlet greatly surpasses the properly famed scenery of southeast Alaska. Early in the morning of May 31 the *Bear* dropped anchor at Karluk. In the harbor were the American barks *Harvester*, *Merom*, and *Nicholas Thayer*. During the forenoon I went ashore and inspected the Government schoolhouse, which was erected several years ago at this place. During the past two years, owing to the smallness of the appropriation of Congress, the schoolhouse has been closed. Karluk is the most famous place in the world for salmon, having six or seven large canneries.

Returning from the visit to the village, at 2.15 p. m. the ship got under way for Afognak. The wind freshening into a gale and being dead ahead, with a heavy sea, the captain put into Uyak Bay and anchored. This bay runs inland some 27 miles, and in connection with Kaliuda Bay, on the eastern side of the island, almost cuts the great island of Kadiak into two portions. The trail between the bays is about 8 miles. At anchor in the bay was the small fishing steamer *Ella Rolhffs*. Rich quartz-gold mines are reported at the head of the bay. The storm having somewhat abated, at 2.50 a. m., June 2, we were again under way. At 9 o'clock we turned from Shelikof in Karluk Straits. These straits, which separate Afognak and Kadiak islands, are about 20 miles long and 2 miles wide. On a clear day the trip through them furnishes beautiful scenery. Soon after entering the straits we overtook the Alaska Commercial Company's schooner the *Kadiak*, which had been reported lost. Captain Healy very kindly offered to tow the schooner into Kadiak, which offer was gladly accepted. Several times during the day we again saw the wonderful sight of myriads and myriads of birds covering the face of the sea. Among the birds several whales were seen.

At 1.15 p. m. we came to anchor abreast of the village of Afognak, and an opportunity was afforded me to go on shore and inspect the schoolhouse and interview the teacher. Returning on board, the *Bear* got under way. At 3.20 p. m., turning southward from Karluk Straits, we entered the romantic and beautiful Ozinkey Narrows between Kadiak and Spruce islands. With a strong tide in our favor, we swept swiftly through the Narrows past the village of Ozinkey, where I lay at anchor in 1886 in the schooner *Leo*. We again met myriads of birds darkening the water in search of fish. Those met in the forenoon were of a white color; those in the afternoon were brown. About 7.10 p. m. the ship anchored about midway between Kadiak and Wood Island villages. Going ashore at Wood Island, I had the privilege of spending the night with Mr. Roscoe, at the mission of the American Baptist Woman's Home Missionary Society. Mr. Roscoe's work has met with bitter opposition, and even persecution, from some who should have stood by him; at times even his life has been in danger, but through it all he has come out triumphantly, and now has 18 Russian creole and Aleut children in the home. The next day I went over to Kadiak and visited Mr. Washburn, agent of the Alaska Commercial Company, and Mr. Solter, teacher of the Government school. Here I was reminded that, although so little is known by the general public of Alaska that it is considered a comparatively new coun-

try, yet the citizens of Kadiak at the time of my visit were making preparations to celebrate the centennial of the establishment of the Russian church in their village.

In the afternoon of June 4 the ship got under way for Unga. The trip through the southern entrance to the harbor of Kadiak out to sea is one of great interest and beauty. Passing between Wood and Picknick islands, by the southwest end of Long Island, through Chiniak Bay, a large number of needle rocks are seen rising from the sea. Long Island has been leased from the Government and stocked with silver-gray foxes. Passing Cape Greville, 15 miles south, carries us abreast of Ugak Island, which is a landmark for sailors bound for Kadiak by the southern entrance. Here in 1784 a decisive battle was fought between the natives and the Russians. After the repulse of the attack of the natives on the newly formed settlement of the Russians at Three Saints Bay, Shelikof concluded that his only safety was in giving the natives a severe lesson. Hearing that they were intrenched on the island, he took one of his vessels and with an armed force made an attack upon them. Being unable to reach them with his small cannon, a landing was effected and a successful assault was made upon the native stronghold. A number of the natives in their desperation leaped from the cliffs into the sea and were drowned and about one thousand were taken prisoners.

To the west of Ugak Island is St. Orlovsk, an old Russian settlement. Twelve miles farther down the coast is Kiliuda Bay, also containing an old Russian settlement. A few miles farther south and we pass Sitkalidak Island, behind which is the Bay of Three Saints. This bay was first visited by Grigor Ivan Shelikof in 1784 and named the Three Saints Bay after his three vessels, the *Archangel Michael*, *Simeon*, and *Anna*. He formed a fortified settlement, which was soon attacked by the natives, who were smarting under the wrongs which they had suffered from previous parties of Russian fur seekers who had visited their shores in ships. Peace was only secured for the settlement through a bloody war. Making Three Saints his central station, Shelikof soon had settlements located at all desirable points along the east shore of the island, and also at Karluk, on the west coast, where in 1785 he placed 52 Russians and a number of native hunters. As Three Saints was the first permanent Russian settlement in Alaska, it also had the honor of securing the first church building, erected in July, 1796. A school had been taught in 1785 by Shelikof and his wife, and again by Father Juvenal, who opened his school on the 19th of June, 1796. In 1796 the headquarters of Russian operations was removed from Three Saints to Kadiak. From Three Saints to Kadiak there is almost continuous inland navigation for kyaks and small boats, formed by the straits between the main island and smaller outlying islands.

Steaming southward, we pass beyond the southern point of Kadiak and lay our course for Ukamok Island. Alitak Bay, in the southwestern end of Kadiak Island, is the first point on the island visited by the Russians. This was by Stepan Glottov, who landed here in the fall of 1763, and subsequently wintered at Kiyavak (Kahgovak), on the southwest side of the island.

At 2.45, on the morning of June 5, we passed Trinity Island, 11½ miles south of the southern point of Kadiak Island. At noon we were abeam of Chirikof Island. This island, discovered by Captain Cook on April 4, 1794, is about 10 leagues in circumference. Passing along its eastern side, it seemed high and rocky. This island is historic as the "Botany Bay" of Russian America, being the place where murderers and the more desperate criminals were taken and left largely to themselves. The island was treeless and without vegetation except moss and lichens. However, innumerable wild fowl nested on its cliffs, schools of fish frequented its surrounding waters, and the marmot abounded in the crevices of the rocks. As marmot fur is highly prized for parkas, the convicts set themselves to procuring it for a living.

In 1869 Captain Evans, of the United States revenue cutter *Lincoln*, making an inspection of the southern coast of Alaska, called at the island. He was accompanied by Mr. Vincent Collyer, secretary of the Board of Indian Commissioners. Not knowing the character of the settlement, and moved by their stories of privation and destitution, a large supply of provisions and goods were landed for their relief. The sugar was at once brewed into beer (quass) and the whole community reveled in drunkenness as long as the supplies lasted. From the visit of the ship they learned that they were no longer under Russia, and were free to go or come. Stimulated by the memory of the good things left by the ship, they determined to abandon their island prison and make a desperate venture for liberty. Packing the whole population into two skin-covered bidarkas, they safely made the island of Kadiak, 80 miles distant.

June 6, at 6 a. m., we passed 4 miles north of Castle Rock. We were now at the eastern entrance of the Shumagin Archipelago. To the south of us were the Big and Little Koninski, Simeonoff, and many smaller islands; to the north of us, Point Kupreanoff, with the rock-bound coast, snow-covered, glacial-swept mountains and ravines of the peninsula. Directly in front were the islands of Nagai, Andronica,

Korovin, Popoff, and Unga, with innumerable islets and rocks. About 9 o'clock we entered Gorman Straits, passing between Korovsin and Andronica islands, on the former of which is a small Russian settlement of two families, with four or five houses and a small Greek chapel. We were now in the neighborhood of the point where, on August 30, 1741, Bering landed to bury Shoomagin, one of his seamen. As the natives destroyed the cross that marked the grave as soon as the Russians left the beach, all trace of the exact spot has been lost. From the account of the expedition it was probably either on Popoff or Nagai islands.

Leaving Pirate Cove, with its sheltered cod fishery, to the right of us, we pass down the east coast of Popoff Island, round the head, and make direct for Delaroff Harbor, where we make anchor at 11.45 a. m., abreast of the village of Unga. Taking an early lunch, I went ashore and found Mr. O. R. Kinney, the teacher, on the beach waiting for me. Under his guidance we visited the schoolhouse, which has been enlarged and repainted since I left there a year ago. From the schoolhouse we visited the "Martha Ellen Stevens" cottage, where he resides, and while there discussed school matters.

The entrance to the harbor is most picturesque. At the southern side a large opening or cave extends through a rocky headland, giving the appearance of an immense elephant, the cave or open space separating the elephant's trunk from his fore legs. The southern point of the island is a precipitous rock, making a high cape, with a large number of needle rocks clustering around its base, while a few miles beyond, as outlying sentinels, are the Sea Lion Rocks. At the northern entrance of the harbor are large, detached, precipitous rocks at the base of high, perpendicular rock cliffs, cliffs and rocks alike being covered with nesting birds. In a sheltered nook on the north side of the harbor is the village, with a population of 159.

Returning to the ship, at 6.25 p. m. we were under way for Sand Point. Steaming up Popoff Straits and passing a small settlement at Squaw Harbor, we rounded Sand Point, and at 8.25 p. m. anchored in Humboldt Harbor, off the village of Sand Point. This village consists of a half dozen houses belonging to Lind & Hough, of San Francisco, and a United States custom-house. A small hotel is in process of erection. At anchor in the harbor were the British sealers *Venture* and *San Jose* and *Walter L. Rich*, all of Victoria, British Columbia, and the American schooners *Czarina* and *Venture*. The sealers had large crews of British Columbia Indians, and were awaiting the end of the closed season to engage in sealing. This is the central depot of the North Pacific cod fishing, the *Czarina* being at the dock loading codfish for San Francisco. At the wharf, and forming the foundation of a portion of the same, was the hull of the schooner *John Hancock*, wrecked at the Sand Point Wharf. The *John Hancock* was built as a naval steamer at the Charlestown (Massachusetts) Navy-Yard in 1850–1852, and was in Commodore Perry's Japan expedition in 1853–54, after which it was condemned and sold into the merchant service. While in the merchant service and loaded with lumber it was abandoned at sea, off the coast of Oregon. Being recovered and brought into port, it was resold to Lind & Hough, who placed it in their codfish trade in the Shumagin Islands, where it has left its "bones" in the harbor of Sand Point.

June 8, at 2.10 a. m., the *Bear* got under way. Passing out from the north end of Popoff Straits, we skirted the north end of Unga Island, through Unga Straits, and passed the entrance of Portage and Beaver bays down past Seal Cape. About 6 a. m. we passed a small settlement of Aleutes on Wosnesewsky Island. The Alaska Commercial Company, who have had a small trading station at this village, have this season closed it.

Passing to the north of Ukolsnoy Island, almost directly ahead was the celebrated Pavloff Volcano, smoking with its old-time fidelity. Pavloff and Canoe bays, on the Pacific Ocean side, extend inland across the peninsula to within 4 miles of the waters of Herendeen Bay and Port Moller, on the Bering Sea side. In several places the peninsula is nearly cut in two by the fiords that extend nearly across from the Pacific Ocean to Bering Sea.

Turning southward, we soon entered the narrow straits between Dolgoi and Goloi islands and the Belkofsky peninsula and Inner Iliasik Island, then through Iliasik Pass, after which we hauled up for Belkofsky, situated upon the bluffs directly in front of us, coming to anchor abreast of the village at 11.45 a. m. After lunch I went ashore, visiting the traders, the Russo-Greek church, and Father Metropolski, the priest.

The trader reported no school. The priest reported one taught two days in English, two days in Russian language, and the remaining two days of the week given to instruction in the church catechism.

Got under way at 1.30 a. m., June 9, standing south between Bold Cape and Deer Island with Unca Rock directly ahead. At 3.10 raised Ugomok Island in the fog and soon after were flying through Unimak Pass with wind and sea in our favor, and leaving a gale behind us in the Pacific Ocean. Once in the lee of Akun and Akutan Islands we had smooth sailing.

Sunday, June 10, at 5.40 a. m., the *Bear* made fast to wharf at Dutch Harbor.

Monday, June 11, I went over to Unalaska to spend the morning with Mr. Tuck, but found that he was about sailing for Puget Sound on the ship *Wooster* for his vacation. He expects to visit his mother in Maine.

June 12, at 1 p. m., a whaleboat was seen entering the harbor and the steam launch was sent off to meet her. It was found to be one of the wrecked boats of the whaling bark *James Allen*, and contained Capt. A. Huntley and 6 men.

They reported having left in an old barabara on Umnak Island 9 of their comrades.

One boat containing 8 men was found by Alexander Sheisinkoff, Alaska Commercial Company, trader at Atka. Discovering them lost at sea, he built a fire upon the top of a neighboring hill to attract their attention and then went out in a kyak through a dangerous sea to intercept and bring them in. He then furnished them with needed clothing and kept them until the Alaska Commercial Company's steamer *Dora* called in and took them off. The *Dora* meeting the U. S. S. *Petrel* (Captain Emory commanding) at sea, gave them over to him. They were then brought to Unalaska and some of them found employment with the North American Commercial Company.

Upon the arrival of Captain Huntley and crew on the *Bear*, word was at once sent to Captain Healy, who was on shore. With his usual promptness, orders were issued to prepare for sea. The boilers had been "blown down" and the engine taken apart for repairs, but with lives at stake the men worked with such a will that in four hours the engine was repaired, the boilers filled, steam got up, and we were off to sea at 7.05 p. m.

Wednesday, June 13, a head wind and a heavy head sea made our progress very slow. One hour under full head of steam we made but 1.6 knots.

We expected to reach Umnak Island early in the morning, but the storm was so severe that we did not reach it until the following forenoon. To-day the U. S. S. *Albatross* started out to join in the search, but returned to the harbor on account of the storm.

Having arrived Thursday, June 14, at 10.30 a. m., in the neighborhood of the camp, the ship lay "off and on" while Lieutenant White and Captain Huntley were sent in charge of two cutters through a heavy sea to rescue the men.

Upon reaching the shore and entering the hut, they found nine men gathered around the fire with a pot of human flesh on cooking, which they had cut from the body of the man who had died and been buried two weeks. Upon perceiving the rescue party they gave a feeble hurrah, and, laughing and crying by turns, remarked that they were sorry to say that they were cannibals, but that starvation had stared them in the face and they were compelled to resort to that food. They reported that Gideon had died June 7 and they had eaten him. When he was gone, they had dug up Pena, who had been buried on May 30, and were now (June 14) eating him. When they reached the ship they were so weak that some of them had to be carried and all of them helped to the forecastle, where the clothes, swarming with vermin and reeking in filth, were cut off of them and thrown overboard. They were then thoroughly washed and hair cut. When stripped of their clothing their emaciation showed their suffering.

It has since been learned that the wrecked men in the hut were within 6 miles of a small Aleut village. But they knew nothing of the existence of the village, and the villagers saw nothing of the sailors. At 12.40 the ship started for return to Unalaska, reaching there at 4.20 a. m. on June 15.

The mail steamer *Crescent City* had arrived during our absence. At 3 p. m. the U. S. S. *Alert* came in.

On Saturday, June 16, at 7.30 p. m., the Alaska Commercial Company's steamer *Bertha* arrived from San Francisco. Schooner *Carrier Dove* anchored just outside of the spit. At 9.50 p. m. U. S. S. *Concord* came to anchor in the harbor.

On board the steamer *Bertha* were Rev. John W. Chapman and wife, Miss Bertha W. Sabine, and Miss Mary Glenton, M. D., for Anvik, Yukon River; Miss Margaret F. Macdonald for Church of England Mission, Buxton, Yukon River, and Miss Home for the Swedish Mission at Golovin Bay. Among other passengers were Mr. Fredericks and Mr. Wilson, Alaska Commercial Company traders at St. Michael.

At 11 a. m., June 17, fourteen of the rescued sailors were sent with Capt. Arthur Huntley on board the *Crescent City*, Captain Healy having arranged for their transportation to San Francisco.

After they had gone, in cleaning up, one of the sailors found a piece of human flesh in the pocket of an oilcloth coat which the shipwrecked men had left on board the *Bear*. At 12.15 p. m. the *Crescent City* went over to Unalaska for the mail, and in the afternoon went to sea. At 9.10 p. m. the Hawaiian steamer *Alexander*, Captain Green master (whaling), dropped anchor. Captain Green reported the loss of the whaling bark *Abraham Barker*, of New Bedford, Gifford master, in the ice off Capt Navarin about the middle of May. All hands saved.

Monday, June 18, immediately after breakfast, I went over to Unalaska and had a

conference with Mr. Rudolph Neumann concerning the boundaries of the school lot, after which, with Captain Hayes, representing the Alaska Commercial Company, I staked off about 600 feet square to the east of the Alaska Commercial Company's barnyard. Was on shore all day. Took lunch with Captain Hayes on the *Dora*, and dinner with Captain Hague and Rev. Mr. Chapman and party on the *Bertha*. At 6.35 p. m. the U. S. S. *Albatross* returned to the harbor, reporting no traces of the wrecked whalers.

On Wednesday, June 20, at 8.15 a. m., the *Bear* got under way for Seguam Island, where it was rumored there were some shipwrecked whalers.

Passing along the Four Mountain group of islands, we made Seguam Island June 22 at 3.45 a. m. The engine was slowed down and a careful examination of the coast was made. At 9.15 a. m. Lieutenant Dodge and crew of men were sent off in a cutter to examine a portion of the coast which a reef of rocks made it dangerous for the ship to approach. Becoming satisfied that there were no men on the beach, at 11.15 a. m. the course was shaped for Cape Navarin, Siberia, where we will make an effort to secure some reindeer.

June 26, 11.50 a. m., land was sighted to the westward of Cape Navarin, Siberia, distant about 15 miles, and at 3.40 we came to anchor in the bight to the westward of Cape Navarin. We remained at anchor all night, hoping to get in communication with some of the deer men that have herds in that neighborhood.

On Wednesday, June 27, 5.30 a. m., no deer men having shown themselves on the beach, the ship got under way for Cape Aggen, Siberia. At 3 p. m. we were abreast Cape Navarin, a beautiful, bold, and rugged promontory. At 7.12 p. m. we were abreast Cape Thaddeus.

Upon reaching Port Clarence we were informed by the whalers that the inhabitants around Cape Thaddeus were in a starving condition. They also reported the whaler *Archangel Gabriel* was still fast in the ice.

Thursday, June 28, at 10 p. m., being unable to make Cape Aggen on account of the fog, the course of the ship was changed and we made for Plover Bay, Siberia.

June 29, at 9.45 a. m., we stopped abreast of Eutoxia's village. The surf being too bad to land and no one coming off from shore, we turned into Plover Bay, Siberia, where we came to anchor at 11.40 a. m. A number of the natives came on board ship. Not hearing of any reindeer in the neighborhood, at 5.40 p. m. the ship got under way for St. Lawrence Island. A stop was again made abreast of Eutoxia's village, but no one coming off the ship was soon on its way. Before reaching Eutoxia's village we passed seven or eight native boats filled with men. They had evidently sighted a whale.

At 4.25 a. m., June 30, the ship came to anchor off south side of St. Lawrence.

Having given Captain Warren and party their mail and supplies at 8.40 a. m., we got under way for Cape Tchaplin, Siberia.

We soon encountered our first ice and saw a number of walrus and seal. Two of the walrus were shot by the captain.

Working our way through the ice, at 4.40 p. m. we came to anchor off the village at Indian Point (Cape Tchaplin), Siberia. Koharri, one of the principal men, and a large number of the natives came on board.

At 7.20 p. m. ship got under way for South Head, Siberia, where at 5.45 a. m., July 1, we came to anchor off the village of Ahkahahnee, on south side of Cape Krleougoune. A large number of natives came off to the ship, among them being Peter, with whom had been left last season some barter goods to trade for reindeer. Finding that the herd was a few miles to the westward, the ship got under way at 8.40 a. m., and, working to the westward through the broken ice, came to anchor at 10.55 a. m. off the small native village of Toray. A runner was at once sent to have the deer driven to the beach. In the afternoon while waiting for the reindeer I accompanied Mrs. Healy and a number of the officers on shore to visit the village, returning to the ship about 5 p. m., when the herd was seen coming over the slope of a mountain. At 8 p. m. the first load of 17 deer was taken on board, at 9.50 a load of 15, and at 11.45 p. m. the last load of 16, after which the owners were paid off, it being after 1 o'clock a. m. before the work was completed.

July 2, at 5.40, we got under way for King Island and reached there at 7.50 p. m. The natives were soon on board in large numbers, from whom I purchased 7 walrus skins for the use of the reindeer station. At 10.10 p. m. we got under way for the Teller Station, Port Clarence, Alaska.

At 5.25 a. m., July 3, came to anchor off Cape Spencer, in the midst of the whaling fleet. The steamer *Jeanie*, Mason master, with stores and supplies for the whaling fleet, brought us our mail. The letters were written from the 13th to the 23d of May, and are the last that I will be able to receive until I return to Unalaska, the last of September.

At 10.35 a. m. got under way for the Teller Reindeer Station at the upper end of the bay, and at 12.20 noon dropped anchor off the station. Soon after, Mr. W. T. Lopp came on board for his mail. After lunch, returned ashore with Mr. Lopp

to look after the landing of the deer; also, lumber and poles for the station. Finding that the ship would remain at anchor over the 4th, I remained on shore over night. Mr. Lopp and I conferred together until late in the night.

At 4 a. m., July 4, was awakened by the firing of the morning gun from the *Bear*. At noon a national salute of 21 guns was fired, and at 7 p. m. another gun was fired. The ship was gaily dressed with bunting, and looked finely with broadside to the shore.

Immediately after breakfast Mr. Lopp, Mr. Grubin, and myself went into the business of taking an inventory of the Government property at the reindeer station, finishing about 5 p. m.; after which I went over to the *Bear* with a quantity of reindeer trade goods that had been left at the station last fall.

At 7.30 p. m. the *Bear* got under way and steamed over to a watering place on the south side of the bay.

July 6, having secured 4,275 gallons of fresh water, at 1.15 p. m. the *Bear* returned to Cape Spencer, coming to anchor at 3.05 p. m.

July 7, 8, and 9 were spent in coaling ship.

On the evening of July 9 Captain Weeks, Sherman, and Porter, and myself, Lieutenant Dodge being in charge, went with the steam launch to the reindeer station after the herders that were to be returned to Siberia. When two-thirds of the way over we met Mr. Lopp and the herders coming to the ship; taking them in tow we returned to the station, where the herders were paid off.

Returning to the ship about 11 o'clock p. m., Mr. Lopp and I went to the pilot house of the *Bear* and discussed plans until 2 o'clock in the morning.

July 10 letters were sent on board the *J. D. Peters*, to be taken down to Unalaska, and the *Bear* got under way for Ahkahahnee, Siberia, to return Enker and Ranken, together with Kimok, Peter, and Nowatat, deer men. I spent the afternoon in reading papers (two months old) just received.

July 11, 4.34 a. m., we dropped anchor off Ahkahahnee, South Head, where the herders and visitors were landed. The deer men having asked for some barter goods to trade for reindeer during the winter and have them ready to deliver to the *Bear* in the summer of 1895, were supplied.

There being every appearance of a storm outside, at 11.30 a. m. we got under way and went around to Lutke Harbor, St. Lawrence Bay, where we dropped anchor at 2.20 p. m. The captain and nearly all the officers went duck hunting. The officers brought back 44 ducks, the captain 25. This is the harbor where the U. S. S. *Rogers*, while in winter quarters, burned to the water's edge. The crew after suffering many hardships were rescued the following spring by Capt. M. A. Healy, on the U. S. R. M. S. *Corwin*.

At 7.40 a. m., July 12, came to anchorage off East Cape Village. An Umiak load of natives from Lutke Harbor left the ship and went to the village. At 8 o'clock a. m. we got under way and steamed into the bight to the southwest of the cape, and at 9.30 a. m. came to anchor near a native settlement. The steam whaler *Belvidere* was also at anchor at same place.

Captain Healy concluded to send Lieutenant White and Seaman Edwards along the Arctic Siberian coast to visit the deer men and purchase reindeer in advance of the arrival of the ship. An Umiak was secured of Tom Cod and the following natives hired for a trip of from six to eight weeks: Tom Cod, leader, 2 sacks of flour and knife; Claturnan, Claturnan's wife, Kolurigan, Emyia, Tetluk, Amoia, Atukea, each 1 sack of flour and knife.

Provisions and supplies were taken out and packed.

A courier came from Eskimo Frank at Whalen, stating he had 10 deer to sell and would be over as soon as ice and wind would allow.

Sunday, July 15, steam whaler *Belvidere* left and stood through the straits. At 10.05 p. m. got under way for Whalen, Siberia, where we arrrived at 1.10 a. m. July 16.

July 18, about 9 a. m., Lieut. Chester M. White and Seaman Edwards, with Tom Cod and six other natives, left the ship for a boat trip up the coast to Cape Serdze, going in advance of the ship to purchase deer.

July 20, at 12.05 noon, ship got under way and moved up the coast 7½ knots to the mouth of the lagoon, anchoring at 1.20 p. m. At 3 p. m. Lieutenant Reinburg was sent off with some men in the sailing launch after the deer. At 6.10 p. m. the officer returned and reported his inability to reach the deer on account of the surf.

The delay of ten days consumed in securing the 16 deer at Whalen illustrates the difficulty of procuring them on the Siberian coast.

Early in the morning of July 11 the ship dropped anchor on the south side of East Cape, in the vicinity of a herd of reindeer, but the owners lived on the north side of the cape, where the ship could not go on account of the ice. Five days were consumed in trying to open communication overland with the deer men and waiting for the wind to change.

At length the wind having started from the south, which would drive the ice off-

shore from Whalen, near midnight on the fifth day, the ship got under way and went around to the north side of the cape, where communication was secured with the deer men and the deer purchased. After making arrangements for the purchase of the deer on the 16th, nothing further could be done toward catching the deer and bringing them on the ship until the wind should change. It being from the south, the surf would not allow landing where the herd was. After waiting in vain till the 19th for the wind to change, negotiations were commenced with the deer men to drive their herd across the peninsula. They finally agreed to bring them to a lagoon, from whence they could be secured by the boats.

At length, on the 20th, they were reported at the lagoon, but then the surf was so bad on the lagoon that the boats could not be landed, and it was only on the 21st, after eleven days of waiting, that the deer were actually secure on board. There are no harbors in the neighborhood of the deer on the Siberian side. The ship

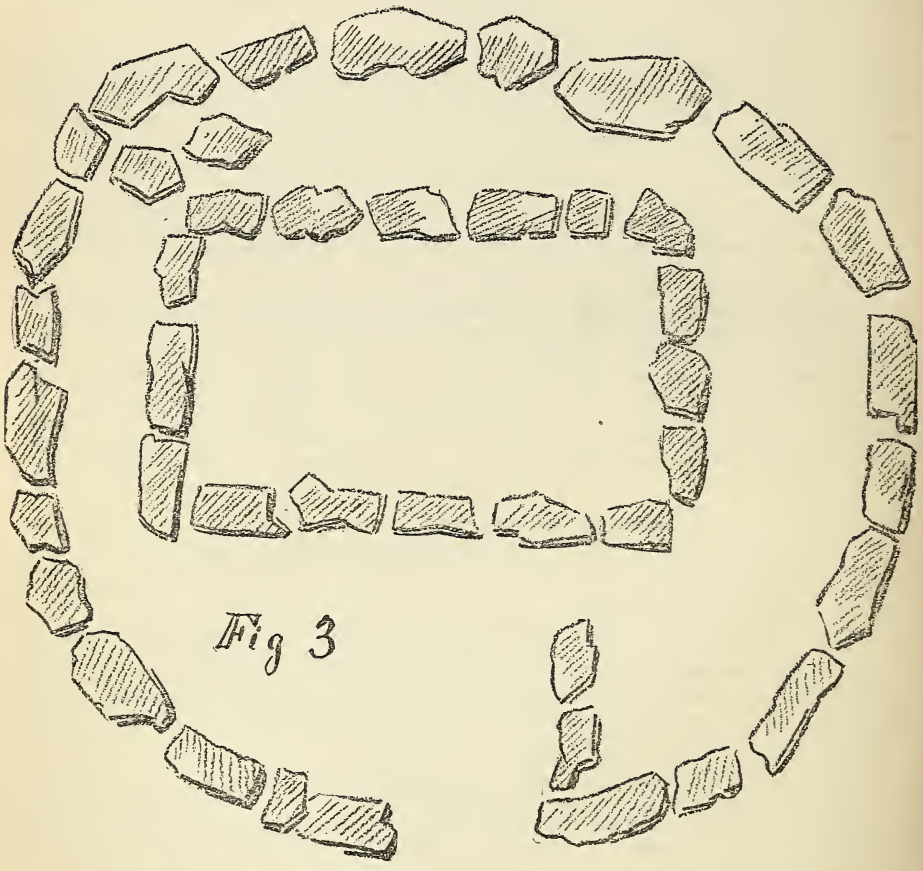


Fig 3

usually anchors offshore in from 7 to 15 fathoms of water, and if the wind comes to blow strong on shore the anchor is raised and the ship goes out to sea, whether she has secured the deer or not. Another difficulty is with the ice. A strong wind offshore blows the great fields of ice seaward, and into the open water near shore the ship steams.

Dropping anchor in the neighborhood of a village, the natives come off. Negotiations are commenced with the deer men and a certain number of deer purchased. The men are at once dispatched to drive the deer near to the beach, catch and bring them off to the ship.

In the meantime the wind may change, and the great fields of ice that a few days or hours before were driven seaward are now driven landward, and it has sometimes happened that the ship has been compelled to heave up the anchor and leave without procuring the deer already bought. And at other times, in holding on to the last moment in order to get the deer on board, the ship has become inclosed in the ice and

has been held a prisoner until the wind again changes and scatters the ice seaward. Again, the ship, by constant butting, has had to break her way through the ice. In doing this upon two seasons the ship has broken her propeller.

July 21, at 8.30 a. m., the sailing launch and second cutter, in charge of Lieutenant Dodge, were sent into the lagoon after reindeer. At 10.50 a. m. the steam launch, in charge of Lieutenant Reinburg, was sent into the lagoon to assist with the deer. At 3.55 p. m. the boat returned to the ship with 16 reindeer.

Got under way for Chachong at 5.40 a. m., July 22; at 8.20 a. m. was abeam of Utan; at 1.20 p. m. stopped and picked up Lieutenant White and party, and at 1.50 p. m. came to anchor off Chachong. Lieutenant White reported having purchased a number of reindeer at this place. Men were dispatched at once to drive the herd to the place.

At 3 p. m. Lieutenant White and party left the ship to visit the deer men in the vicinity of Cape Serdze.

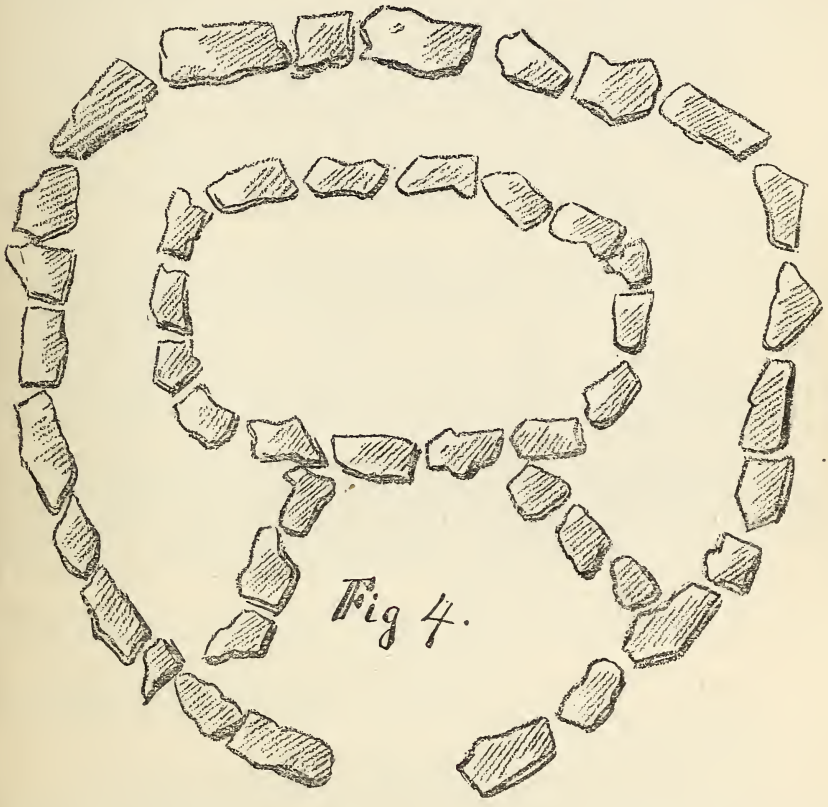


Fig 4.

July 23, the captain being notified that the herd had arrived, the sailing launch and second cutter, in charge of Lieutenant Reinberg, were sent ashore for deer. Dr. White and myself also went ashore.

At 2.30 p. m. the second cutter returned with 8 reindeer, and at 5.30 p. m. the launch and second cutter arrived with 14 more, making 22 in all secured at this place.

Fifteen others had been contracted for, but when the time came the owners refused to sell. This was probably due to the influence of the medicine man, who had a misunderstanding with Lieutenant White.

While ashore Dr. White and myself ascended a high hill about a mile east of the village of Ceshan (Tsha-Tshang). The top of the hill contained an area of perhaps 20 to 25 acres, and along the sea front had a number of stone heaps and circles, probably connected with the religious rites of the people. The stones are large, flat flakes of basalt. In the same locality was a circle 50 feet in diameter with a small heap of stones in the center (figs. 3 and 4).

During the day the wind had shifted and large masses of ice were beginning to gather around the ship. As soon, therefore, as the reindeer were on board, and their

owners paid, the ship got under way (7.30 p. m.), picking her way carefully through the ice. During the afternoon Mr. Liebes went off with a party of Siberians in an umniak and shot a walrus, which was brought back to the ship.

July 24, stiff breeze and very foggy. Passed through Bering Straits without seeing land. At 12.30 noon had a glimpse of Fairway Rock through the fog, and at 9 p. m. came to anchor off Teller Reindeer Station. Was much disappointed at the nonarrival of the ship *Myers* with the superintendent, assistant superintendent, and Lapps with their families and supplies. Mr. Lopp came off to the ship and remained until after midnight. Commenced landing reindeer at 6 a. m. July 25. The surf was so bad that the boat with the first load swamped on the beach and came near drowning the reindeer; as it was, 3 had their hip bones broken and had to be killed.

The subsequent landings were made in the lagoon west of the station.

July 26, being very anxious to visit Grantley Harbor and the lakes beyond, Captain Healy very kindly gave me the use of the steam launch for the purpose. I was accompanied by Mr. Lopp. At 8.30 a. m. we steamed away from the *Bear*, and soon after picked up the second cutter with a party of sailors going off to draw the line for fish in the Grantley Harbor, which we towed to the fishing place. Then we crossed the harbor and passed through Eaton River to the first of the two lakes. There we went ashore for a few minutes and then started on our return to the ship at 1.18 p. m. On our way down the river we ran on a sand bar, which detained us five or ten minutes. On the trip we passed many summer fishing camps of the natives. The long lines of fish hanging on the pole and frames to dry attested to the success they were having in fishing. On the south side of the mouth of Grantley Harbor we passed the small native village of Nook, with three winter houses. On the sand spit to the north side is one winter house, with ten or twelve summer fishing camps.

On the south side of the sand spit at the mouth of the river is the village of Synowgok with three winter houses. There is also a settlement of one or two houses on the north side. The native village near the reindeer station is called Synok.

Picking up the fishing party (who had caught no fish) at Grantley Harbor we returned to the ship at 5.30 p.m. After dinner went ashore with Mr. Lopp and remained until 11 o'clock. While on shore one of the herders brought in 2 quarts of milk taken from 6 reindeer cows. Had an interview with Charlie, a herder, concerning his future course; offered to keep him another year and give him 15 reindeer for his services, or loan him and his friends 100 reindeer this fall. Also attended to much business connected with the station.

July 27, after breakfast, I wrote a letter to the superintendent of the station with reference to the distribution of the herd—giving 100 head to the American Missionary Association at Cape Prince of Wales, and loaning, under certain specified circumstances, 100 head to Antesilook and his friends. Mr. Lopp came off with the accounts of the station, which were audited. Arrangements were made for him to remain until relieved by Mr. W. A. Kjellmann, the new superintendent. At 1.15 p. m. the ship got under way for Kotzebue Sound.

On July 28 we came to anchor at 7.30 p. m., near Cape Espenburg, to allow some of the officers and Mr. Liebes to go ashore hunting. At 11.40 p. m. we got under way again.

At 4.55 a. m., July 29, the vessel grounded off Cape Blossom, and it was 7.55 p. m. before she floated again. Much of the day the engine was at work trying to get afloat. Four or five umniak loads of natives came on board, and considerable trading was done by officers and crew.

July 30, at 8.25 a. m., we got under way for Point Hope.

The next morning, at 5.30 a. m., Cape Thompson was sighted, and at 8 a. m. it was abreast, 3 miles distant. At 11.40 a. m. we reached the whaling station at Point Hope, and at 3.15 the ship was moved up nearer the village, anchoring at 4.20 p. m. Men and natives soon flocked aboard. Among the visitors were Dr. Driggs and Rev. Elijah H. Edson, of the Episcopal Mission. The day was pleasant.

August 1, after breakfast, I went ashore with some of the officers and Mr. Liebes.

Last October a great storm flooded the village, so that nearly all the people left their homes. The sea was waist deep around the Episcopal Mission house.

Dr. Driggs upon one occasion gave one of the sick natives some powders to take. Meeting him four months afterwards, the patient was profuse in his thanks, saying that the medicine had completely cured him, that he was a well man now, and ended by pulling the package of powders out of his pocket to show that he had not lost them.

At another time, meeting a funeral procession, it was stopped by the widow, who wanted to tell the missionary how much his medicine had relieved her late husband; and, as a token of their appreciation, the corpse had the bottle in his hand, taking it to the grave with him.

At 1 p. m. I returned to the ship. The whalers *Emily Schroder*, Bain, master, and *Silver Wave*, Calighan, master, were found hard ashore in the lagoon to the west of Point Hope. They were blown ashore in the hurricane of October 13, 1893.

August 2, at 8.30 p. m., got under way for Point Barrow.

August 4, overcast and foggy; light rain; fresh breeze. At 12.15 a. m. took in all sail. At 1.30 a. m. large field of packed ice ahead and to the north. At 1.50 a. m. sounded in 25 fathoms. At 1.25 p. m. came to anchor off a native village to the north and east of Wainwright Inlet.

August 5, at 1.40 a. m., got under way. At 3.15 a. m. steamed through masses of floating ice resting on Cape Belcher and Sea Horse Islands. At 1.05 a. m. made fast to a large field of grounded ice off the United States Refuge Station, Cape Smythe (Point Barrow).

August 6, after breakfast I went ashore with Captain Healy in the steam launch. Mr. Stevenson, the missionary, was busy framing the foundation timbers of the Presbyterian mission building.

During the spring the Cape Smythe Whaling Company (Brower, Gordon, Liebes & Co.) took three large, one medium-sized, and some small whales, making 7,700 pounds of marketable bone.

Mr. Kelly, of the Pacific Steam Whaling Company, secured 11,000 pounds of bone.

Last June one of these stations had three whaling boats driven out to sea in a gale. Two of the boats succeeded in returning to the shore, but the third was crushed in the ice and the crew of two men, a woman, and a boy had to take refuge on a piece of ice, which was driven out to sea. After a while the ice upon which they had floated was broken up and they escaped to other pieces. Finally, after being out upon the ice sixty-one days, they were driven ashore 100 miles south of where they started from, and escaped to land. A portion of the time they were on the ice they had no water to drink, and for eight days they were without food.

At Point Hope one of the young men out seal hunting was driven to sea on a cake of ice. Fortunately, after some days, the wind changed and floated him back again to land. While floating around the sea he shot and lived on three white polar bears.

The provisions and supplies for the refuge station were landed and the captain took on board about 19,000 pounds of whalebone for the two companies, which he will take to Unalaska, from whence it can be shipped to San Francisco. In the evening the ice floe to which we were fastened showing signs of breaking up, the captain cast off and anchored.

At the close of the whaling season the natives have a great celebration. Mr. Kelly decorates the station with bunting and gives a feast. At this festival one of the games (called Neklakatah) is tossing a woman into the air from a blanket. To be thus tossed is considered a great honor, and is given to the women who have distinguished themselves by efficiency in whaling.

August 7 a strong current set in to the north and brought large quantities of floating ice. This became so bad that at 1 p. m. the captain sent ashore to get Lieutenant Reinburg on board. A dense fog set in and the captain being compelled to constantly shift his position in the ice, Lieutenant Reinburg when he came off was unable to find the ship. Finding late in the night a comparatively open space of water, the ship was anchored.

August 8, at 7.25 a. m., taking Lieutenant Reinburg on board, the ship got under way on account of the heavy running ice. On heaving up anchor found a chain cable about 1⅝ inches hooked to it, but the heavy ice prevented our saving it. Vessel at half speed, working to the south through the ice.

August 10, during the afternoon we passed Blossom Shoals, and at 10.40 p. m. came to anchor south of Blossom Shoals.

August 12, at 2.55 a. m., came to anchor off Corwin Coal Mine, where the men watered the ship. In the afternoon, seeing a brig in the distance, the *Bear* got under way and steamed out to meet her. At 8 p. m. spoke the brig *W. H. Myers*, of San Francisco, with a cargo of freight for the whalers and the new mission at St. Lawrence Island. As the carrying of the St. Lawrence mission supplies into the Arctic might jeopardize and delay the establishment of the mission for a year, Captain Healy very considerately transferred those supplies to the *Bear* to be returned to the island.

August 14 the officer of deck reported two vessels in sight, supposed to be the whalers *Northern Light* and *California*. At 11 a. m. we got under way and went out to meet the incoming vessels, which proved to be the *California* and *Andrew Hicks*. From the *California* we received a batch of papers as late as June 23. After boarding the vessels we made for Point Hope, where we dropped anchor abreast the mission at 10.40 p. m.

On August 16 we got under way at 3.30 a. m. At 9.25, the fog lifting, we made out East Cape. At 11.45 p. m. we rounded south point of East Cape, and at 1.20 on the morning of the 17th came to anchor off the village of Enmatowan, Siberia.

At 1.20 p. m. Lieutenant White returned on board and reported his camp at East Cape village. The ship was at once got under way and steamed around to East Cape, where Lieutenant White's party were taken on board and the native Siberians who had assisted him were paid off, also Siberian Jack who had acted as interpreter to the ship.

At 8 p. m. the ship got under way, steaming to the northwest.

August 18, at 2.45 a. m. passed Enchowan. At 4 a. m. we noticed large quantities of ice packed in along shore. At 6.30 a. m. ice appeared in the distance, and at 7.30 the ship entered it. Finding it too heavy to proceed we turned around and returned to anchorage off Enmatowan village on the south side of East Cape, where we dropped anchor at 3.55 p. m.

On August 19, getting under way, we steamed around to East Cape village; at 8.25 a. m. stood across to the Diomedes, encountering considerable floating ice; at 9.15 a. m. cleared the ice, and at 11.30 stopped off big Diomede village. At 12.20 p. m. we started for Teller Reindeer Station, where we came to anchor at 10.30 p. m. The evening of the 21st Mr. and Mrs. V. Gambell, teachers and missionaries for St. Lawrence Island, were taken on board, and on the morning of the 22d Mr. Lopp's supplies were received for Cape Prince of Wales. At 10.10 a. m. the ship got under way for the Cape.

At 4 p. m. spoke the whaler *Northern Light*, Captain McKenna master, and we secured papers as late as July 3. At 5.50 p. m. we were under way again, and at 7.30 p. m. dropped anchor off Cape Prince of Wales. I went ashore and visited Mr. Thornton's grave as a beautiful moon was appearing above the mountain tops. Returned on board at 10 p. m., and at 10.15 p. m. the ship was under way for St. Lawrence Island.

August 23, passed Kings Island. There being no landing at St. Lawrence Island, the ship was headed for Indian Point, Siberia, where we anchored at 6.30 a. m. August 24. Koharri and a number of the natives visited the ship. Captain Healy commended Mr. and Mrs. Gambell to the good will of Koharri. They afterwards went ashore and visited Koharri.

At noon of August 24 we were again under way, and stood for St. Lawrence Island, where we came to anchor at 7.50 p. m. the same day. Owing to the surf none of the natives were able to come off to the ship, but the following day, the sea having gone down, large numbers visited the vessel. Captain Warren and the Leary Brothers, who had spent the winter at the whaling station on the island, were received on board the ship. The lumber, provisions, and other supplies for the mission were landed in the native boats. Mr. Gambell, the missionary, went ashore to get the house ready for occupancy; to assist him Captain Healy very kindly sent the ship's carpenter and a sailor; I also went ashore, rendering what assistance I could. On the 29th, the captain feeling it necessary to make another trip to Siberia, Mrs. Gambell was kept on board while the carpenter with Mr. Gambell were left on shore to get the house ready. At 8 o'clock the ship got under way for Bering Strait and Arctic Siberia. At 5 o'clock on the morning of the 30th we were again in the midst of floating ice; at 7.40 called at East Cape village, and at 10.15 anchored off Whalen. At 5 in the afternoon we took on board 3 reindeer, which had been secured at this place, and at 8.10 in the evening got under way and stood to the northwest up the Siberian coast, finding considerable drift ice close inshore.

We passed Enchowan and Killourrun villages at 2 o'clock on the morning of August 31, with increasing quantities of drift ice. Working slowly through the ice, we passed Tchupa village, and at 7 o'clock rounded High Cape and hauled in for Cesang village, where we stopped at 7.40 a. m. The ice being very heavy and thick the ship did not anchor, but kept working backward and forward, dodging the heavy ice floes. At 9.50, finding that there were no deer to be had at Cesang, the ship went ahead, working through the ice up to Killourrun village, which we reached at 10 o'clock. Soon after I went ashore with Lieutenant White after reindeer. On shore we found that it was general slaughter day. On the beach were the tents of several canoe loads of East Cape natives, who had come up to buy and kill reindeer for their own use. In one place I counted 70 slaughtered deer, while a mile away another band was being killed. The deer men were so busy supplying the East Cape natives that we could secure no attention, and at 2.15, the ice having become dangerous, we were recalled to the ship, having secured but 2 deer. Soon after, the ice becoming lighter, we again went ashore, and returned to the vessel with 14 animals. The next day we secured 5 additional deer.

On September 2, at 4 o'clock in the morning, we got under way and started north, working through heavy drift ice, and at 6 o'clock came to anchor off Kerneeshgoun village. Upon going ashore we found that the herd had been driven off to the north side of the Cape Serdze. Again getting under way, we steamed around the cape and came to anchor off Enwonnan at 10 o'clock. Lieutenant White and myself at once went ashore for deer. There were 3 large herds in the vicinity. Again we encountered a number of natives, from Cape Prince of Wales, who were buying and killing on their own account. While one of the herds was being driven down to the beach I took occasion to visit one of the camps of the deer men. I found 7 deerskin tents. Around the largest were stacked 34 sleighs; another had 29, and the others, respectively, 15, 12, 9, 7, and 6. The camp aggregated 102 sleighs. In the fall the tents, household effects, and families are carried on these sleighs and taken with the herd from 50 to 150 miles into the interior. The following spring they return again to

the coast, thus making two migrations every year. During the day 15 deer were secured. The next day Lieutenant White went ashore, but soon returned and reported that the deer had stampeded during the night and that the herders had gone after them. All day was consumed in waiting in vain.

On September 4, there being signs of heavy ice coming in and shutting off our escape from the bay, at 4 a. m. the ship got under way in a dense fog and worked slowly southward through the heavy floes, occasionally striking one miles in extent. By noon we were clear of the ice, but the fog became so dense that the captain was afraid to venture to pass through Bering Straits, and kept off until morning—the next morning passing through Bering Straits. At noon we stopped at the village of Cape Prince of Wales. Mr. Lopp being absent and there being no communication with the shore, the ship again got under way, reaching the reindeer station at half past 9 o'clock that evening. The next morning, under the directions of Mr. Kjellmann and the Lapps, the reindeer were thrown overboard and made to swim ashore, instead of being carried ashore by boat, as upon previous occasions. This was a great improvement in the method of landing them. The ship remained at anchor until the evening of September 26, the time being consumed in looking after the interests of the station. At 10 p. m. the ship got under way for St. Michael, which was reached at noon, September 10. At St. Michael Mr. Funston, of the Department of Agriculture, who has been spending two years in botanical studies in the Arctic, was received on board; also Capt. J. J. Healy, of the Yukon River, and Mr. V. Wilson, correspondent of the Century Magazine, and Capt. C. Constantine, of the Canadian mounted police and customs service; also 20 destitute miners from the Yukon region.

At noon on the 13th of September, bidding the good friends at St. Michael good-by, the ship got under way for St. Lawrence Island, where we arrived on the morning of the 15th. Mr. Gambell and several boat loads of natives were sent on board, and in the afternoon a number of us returned with them to the shore. During the absence of the ship Mr. Gambell and the carpenter had built a storm door to the house and a good storehouse for the supplies, and fenced the whole in with a good, tight board fence. Various changes had also been made in the interior arrangement of the house, so that everything was made comfortable. At 3.15 on the 16th, waving our adieus to Mr. and Mrs. Gambell, who were the only white people on the island left alone with 300 barbarous Eskimos until the good cutter should return next year to see how they were getting on, our ship got under way for the seal islands, which were reached on the 19th. No one coming from the shore, on the 20th the captain steamed away for St. George Island, stopping a short time to get the mail; the voyage was continued to Unalaska, which we reached on the morning of the 21st. Here we found a very large mail had accumulated during the summer; also the United States mail steamer was in the harbor, soon to leave for Sitka. Packing my effects and bidding adieu to Captain and Mrs. Healy and the officers and sailors of the *Bear*, I went aboard the *Dora*, which expected to sail at 6 o'clock on the morning of the 22d. The day opened, however, with a southeastern gale so severe that it was not considered wise to leave the wharf. This gave me an opportunity, that I very much desired, of spending the day with the teacher, Mr. Tuck, and the new United States commissioner, Mr. Woodward, United States deputy marshal, Mr. Anthony, and conferring with them in relation to school matters in that place.

Before daylight on the morning of the 23d the whistle of the mail steamer notified us all to get aboard. At 7 o'clock the steamer pushed off from the wharf and started for Sitka. Night finding us in a very dangerous part of the coast, the ship hove to until morning. The ship rolled badly and the deadlight window to my stateroom leaked to such an extent that the bed was saturated with salt water. On the afternoon of the 24th a landing was made at Belkofsky, where the ship remained at anchor all night. Father Alexis (a Greek priest), with wife and child, went ashore. He has been placed in charge of Belkofsky and Unga, the former priest (Metropolsky) having been returned to San Francisco. The monk that was in charge of the Unalaska parish has been ordered back to Russia, and a young priest just out from Russia and a young Russian deacon have been placed at Unalaska. On the morning of the 25th we had a beautiful view of Pavaloff volcano; a little smoke was seen issuing from the crater; the mountain was covered from crater to base with a fresh coat of snow. In the afternoon the steamer called a short time at Sand Point, and then getting under way reached Unga about half past 3 o'clock in the afternoon. That afternoon and the next day were spent in looking after matters connected with the school at this point. The Aleut girl Mary Dushkin, 13 years of age, was placed in my charge to go to the Baptist school at Wood Island.

At 5 p. m. on the 26th the ship got under way for Karluk, making the distance in the short space of twenty-six hours. Leaving there at midnight, Wood Island was reached about noon on the following day. At Wood Island the time was spent at Mr. Roscoe's school. The next morning I visited and inspected the school at Kadiak

and arranged for the school gradings. Leaving Kadiak at 10 a. m. we reached Nuchek at 5 o'clock the following afternoon. At this point we were joined by the Rev. Mr Donskoi, the Greek priest from Sitka, who came aboard the vessel. Leaving Nuchek at 3 a. m., Kyak was reached the middle of the afternoon, where we went ashore and visited the two trading posts that are located at that point. The barometer being very low and still falling, the captain concluded to remain in the harbor; a northeast gale continuing, we remained there the following day. In the morning a report was brought to the ship that the natives had brought in the night before two corpses of people killed from the mainland. After breakfast a number of the officers and passengers from the steamer went ashore and a court of inquiry was instituted. It seems that in a drunken row a native man had shot his wife and afterwards shot himself. Their friends had brought the two bodies to Kyak for burial.

Much evil is being done among the native population through the smuggling of liquor, with the attending drunkenness and demoralization. The traders at the several posts speak of it very freely, but their information always concerns some other post than their own. At A they would tell you of the drunkenness at B, and when you reached B they would tell you of the drunkenness and disregard of the law going on at A. Crime was freely confessed, only it always existed at some other point than the one at which you were at the time visiting. The traders also report that large quantities of opium are smuggled in through the salmon canneries. If one is to believe what the traders say of one another, the condition of things is very disreputable along the whole coast.

About noon of October 3, the gale having somewhat abated, the steamer got under way for Yakutat, which we reached the next day at noon. Going ashore, I made a short visit to the Swedish mission and school. Since their disastrous fire of two years ago they have built, but not completed, a very neat church They have built two large hayracks, upon which they were hanging hay to cure after the old country fashion. After a short stay we were again under way, and at 7 o'clock on the morning of the 6th of October reached the wharf at Sitka, just twenty-four hours too late to connect with the steamer for the States, which runs only once every two weeks. The two weeks, however, passed very quickly and pleasantly with the teachers and schools at that place.

Bidding the friends at Sitka good-by, on the morning of the 18th I took the mail steamer *City of Topeka* for the States, having in charge John Reinkin of Unalaska, and Samuel Kendall Paul of Sitka, native boys, to go to the Indian training school at Carlisle, Pa. That afternoon a three-hours' stop was made at Killisnoo, which enabled me to arrange with Mr. Spuhn with regard to suitable school grounds at that place. At 5 o'clock on the morning of October 19 we reached the wharf at Juneau, where I was met by Mr. S. A. Keller and Mr. D. Davies, teachers at that place. Although it was still dark, I visited the native school building, which had been erected during the summer. At 8 o'clock we were again under way, but stopped some two hours at Douglas Island; from thence into the Sum Dum Harbor, where freight was landed for the new gold mine. The forenoon of the 20th was spent at Wrangel with the teachers and friends at that place. Early on the morning of October 21 a half hour was given us at Jackson, which was improved in visiting the school and mission station. That afternoon we again got under way and anchored at Mr. Miller's saltery at Hunters Bay. After taking aboard some salmon we crossed the bay to Suquam, reaching there about 8 p. m. The waters being unsurveyed, the ship remained at anchor until daylight of October 22. Then getting under way, we reached the saltery at Nutquah, where some salmon was taken on board. From thence we reached the saltery at Cordova Bay that afternoon, but, no one being at home to deliver the salmon, the ship turned around and went to Ketchikan, where we anchored for the night.

The next morning we were at Metlakahtla, where I went ashore and had an interview with Mr. William Duncan on school and colony matters. While there I met a delegation of the Tongas natives, who were looking for a new location where they can unite with the Cape Fox natives in having a missionary and school. While at breakfast the passengers of the steamer were serenaded by the brass band, composed largely of former Sitka students. After breakfast the common council of the village asked an audience with Mr. Duncan and myself, the main questions of discussion being means for increasing mail facilities and schools.

At 11 a. m. the ship got under way and went up a fiord to the Cape Fox saltery; taking on the salmon, the ship returned to the custom-house at Mary Island, where the "inspector afloat" went ashore, and the ship at last got under way for Puget Sound, which we reached on the evening of the 26th. Taking the train for San Francisco, and spending a day in settling up the accounts of the season with San Francisco merchants, I took the overland train for Washington, D. C., where I arrived on November 6, having completed a trip of 23,029 miles.

SHELDON JACKSON.

Hon. W. T. HARRIS,
Commissioner of Education.

CHAPTER XIII.

A PRELIMINARY LIST OF AMERICAN LEARNED AND EDUCATIONAL SOCIETIES.[1]

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HISTORICAL INTRODUCTION.

The term "academy," so commonly applied to learned societies on the Continent, does not obtain to the same extent in England and America. In these countries the terms "society," "association," etc., are used in its place. The Academy, *Ἀκαδήμεια*, of the Greeks was originally the name of a northern suburb of Athens, which formed a part of the Ceramicus, or tile field, on the Cephissus. It was surrounded with a wall by Hipparchus. In the fifth century B. C. it belonged to Cimon, the son of Miltiades, who beautified the grounds, gave free admission to the public, and at his death bequeathed it to the State. It was in this public resort that Socrates was accustomed to meet the inquirers of his day, and Plato taught his philosophy in its groves. It was from this fact, and to distinguish it from the Peripatetics, that his school was called the Academy and his pupils Academists. The Academy lasted from the days of Plato to those of Cicero, and the number of successive schools is put by different authors as ranging from two to

[1] Prepared by Dr. Stephen B. Weeks.

five. Whenever one of the young academists of Plato started a school of his own he called it an academy, in imitation of his master.

In England the term "academy" is applied to a certain class of military and naval schools, such as the Royal Military Academy at Woolwich, the Royal Military College at Sandhurst, and the Royal Naval College at Portsmouth. It is also used in this sense in America, as the Military Academy at West Point, and the Naval Academy at Annapolis, but in its unambitious sense it means an institution for secondary education. In its wider or continental sense the term "academy" means an association of learned men, established for the promotion of science, literature, the arts, etc.

There was a kind of literary society at Athens during the fourth century B. C., although it would hardly be accurate to regard it as a learned society in the graver sense. It was called "The Sixty," met in the temple of Heracles, and its members were noted for their wit.

The first academy, in the higher sense, of which we have information was the μουσεῖον, or Museum, and was founded in Alexandria by Ptolemy Soter (B. C. 323–283), one of the generals and successors of Alexander the Great. After getting possession of Egypt, Ptolemy devoted his energies to maintaining a defensive balance of power and to the cultivation of letters. He gathered about him a large body of learned men, whom he employed in collecting books and treasures of art. This was the origin of the library of Alexandria, which was the most famous of the ancient world. It was organized and established in separate buildings under Ptolemy Philadelphus (B. C. 285–247). The larger library was in the Museum, the smaller in the Serapeum. Philadelphus sent into every part of Greece and of Asia to secure the most valuable books, and no expense was spared to enrich the collections.

There was an academy in Rome under the Emperors. It is mentioned by several of the epigramists, and was called the Schola Poetarum. It was composed of poets, who reciprocally read their works to each other and had an annual banquet. It seems to have been one phase of the public readings of authors in Rome, and was kept up till the fall of the Western Empire.

The idea of Ptolemy Soter was imitated by the Jews in Palestine and Babylonia, and to a degree by the Nestorian Christians. In the same way the Arabian caliphs profited by the lessons taught them by their Jewish and Christian subjects, and founded establishments for the preservation of learning from Granada and Cordova in the West to Samarcand in the East.

The first instance we have of a learned society in western Europe was that founded by Charlemagne, at the instigation of Alcuin, to promote the study of grammar, orthography, rhetoric, poetry, history, and mathematics. In order to equalize all ranks, each member took the pseudonym of some ancient author or celebrated person of antiquity. Charlemagne called himself David, which indicated his preference for biblical

subjects. Alcuin became Flaccus Albinus, Einhard was Callimachus, another was Virgil, another Homer, and a third Lucretia. None of their labors have come down to us, but the society undoubtedly exercised considerable influence in modeling the language and reducing it to rules.

In the next century Alfred founded an academy at Oxford, but this was rather a grammar school than a society, and was the basis of the University of Oxford.

We hear no more of academies for the time. They were swallowed up in the general darkness; but, as was to be expected, the Renaissance was a period fruitful in academies. With the awakening at the end of the thirteenth and the beginning of the fourteenth century, with the developing influence of Dante, Petrarch, and Boccaccio, societies became more and more common. At first they were devoted chiefly to the cultivation of poetry. Italy was the country where they flourished most. With the overthrow of the Eastern Empire, and with the culmination of the revival of the classics in western Europe, societies were established in every city and large town. They became very numerous in the sixteenth century. Tiraboschi, in his History of Italian Literature, enumerates 171, and Jarkius, in his Specimen Historæ Academiarum Conditarum, gives nearly 700.

Being an outgrowth of the spirit of the Renaissance, the earliest of these academies were literary in form and character. They directed their attention to classical literature. "They compared manuscripts; they suggested new readings or new interpretations; they deciphered inscriptions or coins; they sat in judgment on a Latin ode or debated the propriety of a phrase. Their own poetry had, perhaps, never been neglected, but it was not till the writings of Bembo furnished a new code of criticism in the Italian language that they began to study it with the same minuteness as modern Latin." (Encyclopædia Britannica, article "Academy," quoting Hallam.) These academies were oligarchical in their constitution. They encouraged culture, but hampered genius and extinguished originality. They were patronized very largely by the Italian nobility, who, living in the cities as they did and being at the same time excluded from participation in the government, naturally turned to literature as a consolation and career. Many of these societies gave themselves names expressive of ignorance, or which were simply ludicrous. Among them were the Lunatici of Naples, the Extravaganti, the Fulmiales, the Trapassati.

One of the earliest of these academies was the Accademia Pontaniana, which was founded at Palermo in 1433 by Antonio Beccadella; but perhaps the best known is the Platonic Academy, founded at Florence by Cosimo de' Medici. The original idea of this academy was the study of Plato. To this was added later the explanation of Dante and other Italian authors and the improvement of the Italian language and literature. Its principal ornament was Marsilio Ficino, who developed a

system of philosophy borrowed principally from the later Platonists of Alexandria, but as it seemed to coincide with some of the later doctrines of Christianity it was allowed by the church. The Platonic Academy continued to flourish at Florence until 1522, when it was suppressed on occasion of the conspiracy against Giulio de' Medici. Duke Cosimo revived it in 1540 under the name of the Florentine Academy, when its labors were wholly devoted to Petrarch and the Italian language. (Symonds, Revival of Learning, 366.) The Platonic Academy had Machiavelli among its number and became the model of many others.

The most celebrated of these academies was the Accademia della Crusca, or Furfuratorum, founded at Florence in 1472 by the poet Grazzini. Its object was to purify the Italian tongue. Its great work is the Vocabulario della Crusca, of which the first edition was published in 1613. It was composed on Tuscan principles and regarded the fourteenth century as the Augustan age of the language. This exclusive Tuscan spirit has disappeared in the later editions. This academy is now incorporated with two others that are still older, and the whole is known as the Royal Florentine Academy.

Scientific academies were also founded in Italy at an early date. The Academy of Milan was instituted in 1485 for the study of arts and sciences. The first society for the study of physical science was founded in Naples in 1560 by Baptista Porta. It was called the Academia Secretorum Naturæ. It arose from a meeting of scientific friends at Porta's house, and no members were admitted who had not made some useful discovery in medicine or natural philosophy. Porta was accused by the ignorant of magic, and went to Rome to justify himself before the authorities there. He was acquitted by the pope, but his academy was dissolved. While in Rome Porta was admitted to the Accademia dei Lincei, or The Lynx. This academy was founded in 1603 by Frederico Cesi and devoted itself exclusively to physical science. The meetings were private and were held three times a week. There were five lectures at each meeting. Porta became a member in 1610; Galileo in 1611. Throughout his long controversy with the church Galileo was given almost unanimous support by the academy, and some of his greatest works were published at its expense. It also published the great work of Hernandez on the Natural History of New Spain. The Lincei finally became extinct about 1650. It was revived in 1784 and has since come to the front of European scientific societies. But the fame of The Lincei was outstripped by that of the Accademia del Cimento, established in Florence under the patronage of the Grand Duke Ferdinand II in 1657. The object of this society was to make experiments and relate them, abjuring all preconceived notions. It flourished only ten years.

When we come to France, it will be found that conditions there did not differ essentially from those in Italy. Many poetical societies were established in the twelfth, thirteenth, and fourteenth centuries, and

kings did not think it beneath their dignity to preside at their meetings. The most celebrated societies were at Caen, Dieppe, Rouen, Beauvais, Amiens, Arras, and Valenciennes. These generally met once a year. The Society of Puy, at Amiens, was a regularly organized academy and distributed prizes twice a year. The Academy of the Floral Games was established in 1323. Its object was to distribute prizes and rewards to the troubadours. These prizes consisted of flowers of gold and silver. It was first recognized by the State in 1694, when it was confirmed by letters patent from the King and its members limited to 36. It was suspended a few years during the Republic, but was revived and still distributes prizes annually.

These societies sang of poetry and love. We can see that their connection with the troubadours and with the minnesingers was close.

The Institute of France is now the most important organization of this kind in the world. It is itself composed of five societies.

(1) The best known of the French societies is the French Academy. It was established by order of the King in 1635, but in its original form came into existence a few years earlier. About 1570 a company of wits and musicians, under the lead of Jean Antoine Baïf, a poet, organized themselves into an academy "to study grammatically the language of sound." It was incorporated under letters patent by Charles IX and was patronized by Charles IX and Henry III. Some wits renewed the design in the early part of the reign of Louis XIII. In 1612 David Rivault published a pamphlet setting forth "The design of an academy and its introduction into Court." He proposed to embrace all sciences save theology in his academy.

Toward 1630, Valentine Conrart, a counselor, secretary to the King, established at his own house a reunion of learned men more or less esteemed. From these reunions came the French Academy. These meetings were informal, but turned often on literary topics, and members submitted their own work for criticism. A report of their work coming to the ears of Cardinal Richelieu pleased him, and he offered to incorporate the society. The offer was accepted, and the academy was organized on this new basis. Its principal object was the purification of the French language, "to render it pure, eloquent, and capable of treating the arts and sciences." The registration of its letters patent was resisted by the Parliament as the registration of the letters patent of the Academy of Charles IX had been. The academy was at first the butt of satire and the object of ridicule; but when Louis XIV became its patron, it became more popular and its titles were sought.

The number of members was fixed at 40, and they have since come to be known as "the Immortals." There is hardly a name among the French writers of the first rank that is not on its roll of members; but of its influence on the language and literature the most opposite opinions have been advanced. It is asserted, on the one hand, that it has corrected the judgment, purified the taste, formed the language of

French writers, and that to it we owe the most striking characteristics of French literature, its purity, delicacy, and flexibility. On the other hand, it is said that while it has given flexibility, brilliancy, and polish, it has done so at the expense of its masculine qualities, its originality, vigor, and natural grace.

> It has disciplined it, but it has emasculated, impoverished, and rigified it. It sees in taste, not a sense of the beautiful, but a certain type of correctness, an elegant form of mediocrity. It has substituted pomp for grandeur, school routine for individual inspiration, elaborateness for simplicity. (Lanfrey in Encyclopædia Britannica.)

Voltaire said that academies uniformly suppressed the efforts of genius instead of exciting them, and defined the French Academy as "a body where they received titled persons, men in office, prelates, lawyers, physicians, geometricians, and even scholars."

The great work of the academy has been the preparation of its Dictionary of the French Language. The first edition appeared in 1694; the seventh edition was published in 1879. The academy was suppressed in 1793 and reconstituted in 1795 as the second class of the institute. It received its old name again in 1816.

(2) The old Academy of Science, which became the first class of the institute, had its origin very much in the same way as the French Academy. A private society of scientific men had been meeting for some thirty years at private houses to converse on their studies and communicate their discoveries. In 1666 Colbert, just as Richelieu had done, conceived the idea of giving the society an official status. This was done, pensions were given by the King to each of the members, and a fund for instruments and experiments were placed at their disposal. At first the society was rather a laboratory and observatory than an academy proper. Experiments were undertaken in common and results discussed. A number of foreign scholars joined the society. It was reconstituted in 1699; was overthrown by the Revolution, but reconstituted in 1816.

The other academies constituting the Institute of France are: (3) the Academy of Inscriptions and Belles Lettres, an offshoot of the French Academy, founded by Colbert. It is concerned with general history, sociology, religious and philosophical systems, chronology, geography, medals, inscriptions, monuments, and comparative philology. (4) The Academy of Fine Arts, founded by Mazarin in 1648, has to do with painting, sculpture, architecture, engraving on copper, and musical composition. The Academy of Architecture, founded in 1671, was joined to this academy in 1795. (5) The Academy of the Moral and Political Sciences, founded in 1795, concerns itself with philosophy, moral philosophy, legislation, public law and jurisprudence, political economy and statistics, and general history. It was suppressed in 1803, but reestablished in 1832.

Academies also exist in many of the provinces of France. In the

seventeenth century literary reunions became very brilliant in France, and exercised a vast influence over literature. From the French coteries England derived her Blue Stocking assemblies which took their rise after the Peace of Paris in 1763.

There are numerous learned societies in other countries of Europe, and in them, as in France and Italy, the name "academy" is generally used. There were great numbers of literary societies in Germany after the Renaissance. One of the most ancient was established at Heidelberg in 1480, under the title Societas Litteraria Rhenana. It was occupied with Latin, Greek, Hebrew, astronomy, music, poetry, and jurisprudence. Its members found recreation in balls and other festivities. The Collegium Curiosum was founded in 1672 by J. C. Sturm, professor of mathematics and natural philosophy in the University of Altorff, in Franconia. The Royal Academy of Sciences at Berlin was founded by Frederick I in 1700. Its present constitution dates from 1812, and it is divided into four sections, physical, mathematical, philosophical, and historical. The Academy of Sciences at Mannheim dates from 1755; the Electoral Academy at Erfurt from 1754; the Electoral Bavarian Academy of Sciences at Munich from 1759.

The Imperial Academy of Sciences at St. Petersburg was projected by Peter the Great. His inspiration and ideas were drawn from similar institutions which he had seen in other countries. It was chartered in 1724, and several learned foreigners were invited to become members. It received the protection and patronage of Catherine I, of Elizabeth, and also of Catherine II. The last corrected many of its abuses and infused a new vigor and spirit into its researches. The buildings and apparatus of the academy are on a vast scale; it has a fine library of 36,000 curious books and manuscripts, together with an extensive museum which is very rich in native productions.

The Royal Swedish Academy dates from 1793. Linnæus was one of its original members. The Royal Academy of Sciences at Copenhagen dates from 1742; the Royal Spanish Academy at Madrid dates from 1713, and the Academy of Sciences at Madrid from 1774.

Besides academies of this class devoted to literature and sciences in general, there are others that have restricted themselves to narrower fields. Among them may be mentioned the Academy of Herculaneum, which was established in Naples about 1755. Its object was to explain the paintings and other antiquities found at Herculaneum, Pompeii, and other places.

Of academies of medicine and surgery, one of the earliest mentioned was that founded in 1662 by J. L. Bausch, a physician of Leipsic. It was called the Leopoldine Academy. An Italian Academy of Painting and Sculpture was founded at Turin in 1778. The Academy of Architecture of Milan dates from 1380. The Swedish Academy of Fine Arts was founded in Stockholm in 1733. The Russian Academy of Fine Arts at St. Petersburg was established by the Empress Elizabeth (1741–1762)

and annexed to the Academy of Science. It was made a separate institution by Catherine II, who augmented its revenue.

The term "academy" is used on the Continent as a general rule to denote a body organized for the advancement of a common object in the learned world. This is particularly the case in France and Italy, where the academies are all-powerful; but France has "societies" also, among others the Société Géographique, which publishes a well-known bulletin. The Société Asiatique has called into existence Oriental societies in England and Germany. The latter country had in the latter part of the eighteenth century a poets' union (Göttinger Dichterbund or Hainbund) among its societies, with Klopstock at its head. This seems to have been a sort of return to the older idea of the association of literary men, which was seen in the meistersingers, who flourished till the sixteenth century. The guild idea was very prominent in these early poetical associations. Hallam considered them as the prototypes of the Italian academies.

In Germany and the Netherlands societies acquired prominence during the fifteenth century by promoting classical studies. In the seventeenth century bodies were formed in Germany after the manner of the Florentine Accademia della Crusca and the Academie Française for the improvement of the language.

The term "academy," as we have seen, has not been much used in England in the sense in which it is used on the Continent. In England this term is used to designate institutions for the education of young men for the army and navy. Learned societies took their rise in England in the seventeenth century. This association of learned men was due to the influence of Bacon. The Novum Organum and the Advancement of Learning inspired them with the desire of examining the mysteries of nature and of thus freeing themselves from the "logic of the schools." The scientific society as it now exists is prophetically described in the New Atlantis.

The most important of these is the Royal Society. It is also the oldest of the scientific bodies. Its full name is The Royal Society of London for Improving Natural Knowledge, and is devoted to the advancement of mathematical and physical science. The Royal Society is usually considered as dating from 1660, but its nucleus is still older, for as early as 1645, "divers worthy persons, inquisitive into natural philosophy, and other parts of human learning, and particularly of what hath been called the New Philosophy or Experimental Philosophy" were accustomed to meet weekly, and there is little doubt but that this meeting of philosophers is the same as the "Invisible College" of which Boyle speaks in 1646 and 1647. They were also royalists and intrigued for the restoration. They met first at Wadham College, Oxford. Wallis says these meetings were suggested by Theodore Haak, a German then resident in London; that they sometimes held meetings at Dr. Goddard's lodgings in Wood street, London, some-

times at Bull-head Tavern in Cheapside, but were often at Gresham College. The first formal meeting of which we have record was held on November 28, 1660, when the Lord Brouncker, Hon. Robert Boyle, Mr. Bruce, Sir Robert Moray, Sir Paul Neile, Dr. Wilkins, Dr. Goddard, Sir William Petty, Mr. Ball, Mr. Rooke, Sir Christopher Wren, and Mr. Hill, assembled at Gresham College to hear a lecture by Mr. Wren. After the lecture was ended they withdrew according to their usual custom for mutual converse, and at that time "something was offered about a designe of founding a college for the promoting of Physico-Mathematicall Experimentall Learning."

It was agreed that the meetings should be continued weekly. Dr. Wilkins was appointed chairman for the time. The King approved the plan of the meetings. Gresham College was to be the meeting place. Sir Robert Moray was chosen president March 6, 1661, and remained until the incorporation of the society, when he was succeeded by Lord Brouncker. July 15, 1662, the society was incorporated as "The Royal Society," but this first charter was modified by a second one in 1663.

These early scientists were not free from superstition. Everything in the shape of a marvel or a monstrosity was grist for their mill. Nothing ever came amiss to them, but they contributed to science, and by the end of the seventeenth century the Royal Society had struck root throughout the world of cultivated mind, for it labored in every region of knowledge.

During its early years one of the main features of the society was the correspondence which was actively maintained with the continental philosophers, and it was from this correspondence that the Philosophical Transactions took its rise. This journal was at first issued in parts, beginning with March 6, 1664–65, and was issued in this form up to 1750 when 46 volumes had been published. From that time the division of the publication into numbers disappears. About 185 volumes have been issued to date.

The society also turned its attention to the formation of a museum, the basis for the same being the collection of rarities which belonged to Mr. Hubbard and the library of the Earl of Arundel. It now possesses some 45,000 volumes of scientific works.

From the time of the presidency of Sir Joseph Banks (1780) there has been a tendency to make the attainment of membership in the Royal Society more difficult than it had been previously. In 1847 a further step was taken in the same direction when the number of candidates for election by the council was limited to 15 and the election was made annual. The Royal Society is a close corporation and membership is very difficult to obtain. The candidate must produce a certificate signed by 6 fellows; he must have invented a machine, discovered a truth, written a book or memoir of merit, distinguished himself in some art or profession, or he must have shown that he was eminent in some particular department of research.

But, synchronous with the narrowing of membership in the Royal Society, was the rise of other learned bodies, for it began to be recognized that one society could not embrace so many sciences.

During the reign of Queen Anne, Swift had undertaken to establish an English Academy on the lines of the French Academy. It was to have devoted itself to the English language and was to have been a part of the Royal Society. Pope, Prior, and Congreve were also in the project, but the death of the Queen put an end to the whole.

A number of important societies were organized during the eighteenth century. Among them were the Society of Antiquaries (London, 1707), which some enthusiasts trace to Archbishop Parker in 1572; the Royal Society of Dublin (1731); the Medical Society (1752); Royal Society of Edinburgh (1783); Linnæan Society (London, 1788)—this was the first instance of the establishment of a distinct scientific association under royal charter; and the Royal Institution of Great Britain (London, 1800).

From this time the increase of learned societies was more rapid, and there are now societies in the United Kingdom for almost every branch of science, letters, learning, and art. The Geological Society (1807) and the Royal Geographical Society (1830) have done much toward stimulating many of the important discoveries of the century. Those engaged in antiquarian and archæological research have displayed great vigor. The societies devoted to the exploration of Palestine have met with signal results, and others have been of particular value, such as the Royal Astronomical Society (1820); Statistical Society (1834); the Royal Asiatic Society of Great Britain and Ireland (1823), which has branches in Bombay, Madras, and Hongkong; the Royal Asiatic Society of Bengal (Calcutta, 1784); the British Association for the Advancement of Science (1831); and the National Association for the Promotion of Social Science (1857), etc. The last of these societies embraced at first the five departments—jurisprudence, education, punishment and reformation, public health and social economy; a sixth relating to trade and international law was added in 1860.

Such is a brief survey of the rise and progress of learned societies in England and on the Continent. When we turn to America, it will be found, in the first place, that we have followed English rather than continental forms in naming institutions of this class societies rather than academies. In America the term "academy" is used as a rule to indicate an institution for secondary education. It is also applied to naval and military schools, such as the Military Academy at West Point and the Naval Academy at Annapolis. In this respect also it follows English precedent. In the second place, unlike many English and continental institutions, American societies are, for the most part, independent of government. Most of them are private organizations and are supported by fees of members and by endowments from private sources. A few institutions, like the American Historical Association,

the National Academy of Sciences, and the Smithsonian Institution, have a connection, more or less direct, with the Federal Government.

Other institutions again, are under control of the State governments, are a part of the State machinery, and receive aid from the public treasury. This is the case with the State Historical Society of Wisconsin and the Historical Society of Nebraska.

The first American learned society originated from A Proposal for Promoting Useful Knowledge among the British Plantations, which was issued by Dr. Franklin in 1743. There was at that time small opportunity for anyone to acquire information in the American Colonies. Franklin says that when he established himself in Philadelphia in 1723 there was not a good bookseller's shop in any of the Colonies to the southward of Boston. There was but one printer in New York and two in Philadelphia, and both of these were poorly qualified for their work. They were stationers, but they sold only paper, almanacs, ballads, a few common schoolbooks, etc. Those who wished to purchase books, had to send to England for them.

When Franklin found himself fairly well established in Philadelphia as a printer, his interest in philosophy and literature led him to combine with certain associates to form a debating society. This society was called The Junto. It met on Friday evening.

> The rules that I drew up required that every member in his turn should produce one or more queries on any point of morals, politics, or natural philosophy, to be discussed by the company; and once in three months produce and read an essay of his own writing on any subject he pleased. Our debates were to be under the direction of a president, and to be conducted in the sincere spirit of truth, without fondness for dispute or desire of victory. (Autobiography, Sparks's edition, vol. 1, p. 81.)

This club, he says, continued almost 40 years—

> and was the best school of philosophy, morality, and politics that then existed in the province; for our queries, which were read the week preceding their discussion, put us upon reading with attention on the several subjects, that we might speak more to the purpose; and here, too, we acquired better habits of conversation (pp. 82–83).

Franklin, as the leader of The Junto, brought about the establishment of a small library by it. This library, he says, was "the mother of all the North American subscription libraries." Franklin continues:

> We had left the alehouse where we first met and hired a room to hold our club in. I proposed that we should all of us bring our books to that room, where they would not only be ready to consult in our conferences, but become a common benefit, each of us being at liberty to borrow such as he wished to read at home. This was accordingly done, and for some time contented us.
>
> Finding the advantage of this little collection, I proposed to render the benefit from the books more common by commencing a public subscription library. I drew a sketch of the plan and rules that would be necessary, and got a skillful conveyancer, Mr. Charles Brockden, to put the whole in form of articles of agreement to be subscribed, by which each subscriber engaged to pay a certain sum down for the first purchase of the books, and an annual contribution for increasing them. So few were the readers at that time in Philadelphia, and the majority of us so poor, that I was not able with great industry to find more than 50 persons, mostly young trades-

men, willing to pay down for this purpose 40 shillings each and 10 shillings per annum. With this little fund we began. The books were imported. The library was opened one day in the week for lending them to the subscribers on their promissory notes to pay double the value if not duly returned. The institution soon manifested its utility, was imitated by other towns and in other provinces. The libraries were augmented by donations; reading became fashionable, and our people, having no public amusements to divert their attention from study, became better acquainted with books, and in a few years were observed by strangers to be better instructed and more intelligent than people of the same rank generally are in other countries (pp. 98–99).

The instrument inaugurating this new library movement was signed July 1, 1731. It gave place to the charter of incorporation, which was obtained from the proprietaries of Pennsylvania in 1742.

Our club, The Junto, was found so useful, and afforded such satisfaction to the members, that some were desirous of introducing their friends, which could not well be done without exceeding what we had settled as a convenient number, viz, 12. I was one of those who were against any addition to our number, but instead of it made in writing a proposal that every member separately should endeavor to form a subordinate club, with the same rules respecting queries, etc., and without informing them of the connection with The Junto. The advantages proposed were the improvement of so many more young citizens by the use of our institutions; our better acquainance with the general sentiment of the inhabitants on any occasion, as the Junto member might prepare what queries we should desire, and was to report to The Junto what passed at his separate club; the promotion of our particular interests in business by more extensive recommendation, and the increase of our influence in public affairs, and our power of doing good by spreading through the several clubs the sentiments of The Junto. The project was approved, and every member undertook to form his club, but they did not all succeed. Five or six only were completed, which were called by different names, as the Vine, the Union, the Band. They were useful to themselves, and afforded us a good deal of amusement, information, and instruction, besides answering, in some considerable degree, our views of influencing the public on particular occasions (pp. 129–130).

Franklin was now growing in prominence and influence, and in 1743 published A Proposal for Promoting Useful Knowledge among the British Plantations in America. This proposal is dated at Philadelphia, May 14, 1743.

Franklin begins his "proposal" with a review of the size of the English possessions in America, their differences in soil, climate, productions, etc. The drudgery of the first planting was now pretty well over, and there were men of leisure in every province.

To such of these who are men of speculation many hints must from time to time arise, many observations occur, which, if well examined, pursued, and improved, might produce discoveries to the advantage of some or all of the British plantations, or to the benefit of mankind in general.

But as, from the extent of the country, such persons are widely separated and seldom can see and converse or be acquainted with each other, so that many useful particulars remain uncommunicated, die with the discoverers, and are lost to mankind, it is to remedy this inconvenience for the future proposed that one society be formed of virtuosi or ingenious men residing in the several Colonies, to be called The American Philosophical Society, who are to maintain a constant correspondence.

It was suggested that Philadelphia, being near the center of the

colonies and having the advantage of a good growing library, should be the center of the society; that in Philadelphia there should always be at least seven members, a physician—a botanist, a mathematician, a chemist, a mechanician, a geographer, and a general natural philosopher. The president, secretary, and treasurer were to have their offices there also. It was proposed that the members meet once a month or oftener at their own expense to communicate to each other their observations and experiments, to receive, read, and consider such letters, communications, or queries as shall be sent from distant members; to direct the dispersing of copies of such communications as are valuable to other distant members, in order to procure their sentiments thereupon.

That the subject of the correspondence be all new discovered plants, herbs, trees, roots, their virtues, uses, etc.; methods of propagating them, and making such as are useful but particular to some plantations more general; improvement of vegetable juices, or ciders, wines, etc.; new methods of curing or preventing disease; all new discovered fossils in different countries, as mines, minerals, and quarries; new and useful improvements in any branch of mathematics; new discoveries in chemistry, such as improvements in distillation, brewing, and assaying of ores; new mechanical inventions for saving labor, as mills and carriages, and for raising and conveying of water, draining of meadows, etc.; all new arts, trades, and manufactures that may be proposed or thought of; surveys, maps, and charts of particular parts of the seacoasts or inland countries; course and junction of rivers and great roads, situation of lakes and mountains, nature of the soil, and productions; new methods of improving the breed of useful animals; introducing other sorts from foreign countries; new improvements in planting, gardening, and clearing land, and all philosophical experiments that let light into the nature of things, tend to increase the power of man over matter, and multiply the conveniences or pleasures of life.

That a correspondence, already begun by some intended members, shall be kept up by this society with the Royal Society of London, and with the Dublin Society.

It was proposed also that everything of value communicated to the secretary of the society should be sent in abstract quarterly to all of the members; that such communications should be forwarded post free; that the fees should be 1 piece of eight per annum.

That at the end of every year collections be made and printed of such experiments, discoveries, and improvements as may be thought of public advantage, and that every member have a copy sent him.

That the business and duty of the secretary be to receive all letters intended for the society and lay them before the president and members at their meetings; to abstract, correct, and methodize such papers as require it, and as he shall be directed to do by the president, after they have been considered, debated, and digested in the society; to enter copies thereof in the society's books and make out copies for distant members; to answer their letters by direction of the president and keep record of all material transactions of the society.

Benjamin Franklin, the writer of this proposal, offers himself to serve the society as their secretary till they shall be provided with one more capable. (Works, Sparks's edition, Vol. VI, 14–17.)

The suggestions of Franklin were not carried into execution immediately. The next reference we find to the proposed society is in a

letter written by Cadwallader Colden to Franklin in October, 1743: "I long very much to hear what you have done in your scheme of erecting a society in Philadelphia for promoting useful arts and sciences in America." Franklin answered on November 4, 1743, that absence from home had caused a rush of business and he had "had no leisure to forward the scheme of the society." But on April 5, 1744, he writes Colden from New York, "that the society, as far as it relates to Philadelphia, is actually formed, and has had several meetings to mutual satisfaction." The original members were Dr. Thomas Bond, physician; John Bartram, botanist, and father of William Bartram, the botanist; Thomas Godfrey, mathematician, and father of Thomas Godfrey, the poet; Samuel Rhoads, mechanician; William Parsons, geographer; Dr. Phineas Bond, as general natural philosopher. The officers were Thomas Hopkinson, president; William Coleman, treasurer; Benjamin Franklin, secretary. These were all of Philadelphia. To these preliminary members others had been since added—Mr. Alexander, of New York; Mr. Morris, chief justice of the Jerseys; Mr. Home, secretary of the Jerseys; Mr. John Coxe, of Trenton; and Mr. Martyn, of Trenton. (Works, VI, 24–25, 28–29.)

Colden suggested to Franklin in December, 1744, that he print by subscription a selection from the papers that might be sent in by the members. Nearly a year after this date Franklin announces to Colden his determination to publish an American Philosophical Miscellany. But this design was not executed. There is, moreover, no evidence that the society was ever in a flourishing state during this period. Nothing is known of its transactions. Its records are lost, and if papers were contributed by the members they were not published. Franklin was himself drawn off by his studies in electricity. The society seems to have languished, and in a few years regular meetings were discontinued. (Works, I, 577.)

While this society had no connection with the earlier society known as The Junto, which had been organized by Franklin soon after he came to Philadelphia and of which mention has been made already in this sketch, it is but natural to conclude that the experience gained in connection with that organization stood him in good stead in his efforts to bring together on a higher plane the learned men of the whole country, and that The Junto was therefore indirectly responsible for the idea embodied in the American Philosophical Society.

In the meantime another society sprang up in Philadelphia which was called The Junto, or Society for the Promotion of Useful Knowledge. The date of the origin of this society has been lost. Its records begin with September 22, 1758, but it had an earlier origin. The records seem to indicate that it was a society rather for the mutual improvement of the members by a discussion of a variety of subjects "than for enlarged philosophical inquiries, designed for public as well as private benefit." It seems that this society began to decline in

1762. No records have been found between October, 1762, and April 25, 1766, when the society met and took the name, The American Society for Promoting and Propagating Useful Knowledge. Thirty members signed the roll, and the society was evidently intended to embrace a larger compass of objects than formerly, and to have more of a public character.

We may conclude that the reorganization of The Junto as the American Society, etc., had a good influence on the dormant American Philosophical Society, for in November, 1767, this society was revived by a few of the original members then residing in Philadelphia. A union was proposed by the other society. This proposition was accepted on February 2, 1768, by choosing all the members of that association as members of the American Philosophical Society. But the former refused to unite on any terms that did not indicate perfect equality between the two associations. September 23, 1768, the American Society was again reorganized, new rules were adopted, and its title was changed to The American Society Held at Philadelphia for Promoting Useful Knowledge. Franklin had been elected to membership in it on February 19, 1768. On the 4th of November following he was chosen its president, although absent in Europe, and on the same day the Medical Society of Philadelphia was incorporated with it.

After much negotiation, it was agreed that the two societies should unite on equal terms, each electing all the members of the other. This was accomplished January 2, 1769, and the new society became The American Philosophical Society Held at Philadelphia for Promoting Useful Knowledge.

In a letter to Franklin, written in the spring of 1769, Dr. Thomas Bond says:

> I long meditated a revival of our American Philosophical Society, and at length I thought I saw my way clear in doing it, but the old party leaven split us for a time. We are now united, and with your presence may make a figure; but till that happy event I fear much will not be done. The assembly have countenanced and encouraged us very generously and kindly.

At the time of the union Franklin was chosen president of the society, and was reelected annually to this office till his death. (Works, I, 576–579.)

The American Philosophical Society is therefore the oldest learned society in America, and is still active. Its published Transactions begin with 1771. In the address which accompanied a copy of this work presented to each member of the general assembly of Pennsylvania it is said that the volume is "wholly American in composition, printing, and paper, and which, we flatter ourselves, may not be thought altogether unworthy of the attention of men of letters in the most improved parts of the world." It seems proper, therefore, for us to consider that this volume marks the beginning of that breaking away from English direction and control which was given still further impetus by the war of

the Revolution. Before the revival and reorganization of the American Philosophical Society, learned Americans had looked to England for guidance. The Royal Society was then for America what it still is for the British colonies. All Americans eminent for their scientific attainments were on its list of fellows. Among them were Cotton Mather, the three Winthrops, James Bowdoin, and Paul Dudley in New England; Franklin, David Rittenhouse, and Dr. John Morgan in Pennsylvania; John Bannister, John Clayton, John Mitchell, and William Byrd in Virginia; Hugh Williamson and Dr. Alexander Garden in North and South Carolina. In its Philosophical Transactions were published all the records of American research.

Indeed, the proposition had been made early in the seventeenth century that "the great Mr. Boyle, Bishop Wilkins, and several other learned men" should leave England and establish a society for promoting knowledge in the new Colony of Connecticut, of which John Winthrop (1606–1676), F. R. S., had been appointed governor.[1]

While the programme of a learned migration to America in the seventeenth century was frustrated by the incorporation of its members by Charles II as the Royal Society of London, and while they were thus saved to Great Britain, their influence was paramount in America, and the American Philosophical Society, as its name indicates, was organized on lines of British precedent.

It was different with the next learned society organized in the United States. This society was the American Academy of Arts and Sciences, organized in Boston in 1780. Its field of labor was broad and comprehensive: "To cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people." Its name and the time of its organization both indicate that it was due to French influence rather than English, and, after the manner of the French, it has continued to issue its Memoirs, while the American Philosophical Society still publishes its Transactions. The Boston society was due largely to the influence of John Adams. In 1809 he prepared a memorandum giving an account of the events leading up to the organization. He says:

> In traveling from Boston to Philadelphia in 1774, 1775, 1776, and 1777 I had several times amused myself, at Norwalk in Connecticut, with the very curious collection of birds and insects of American production made by Mr. Arnold; a collection which he afterwards sold to Governor Tryon, who sold it to Sir Ashton Lever, in whose apartments in London I afterwards viewed it again. This collection was so singular a thing that it made a deep impression upon me, and I could not but consider it a reproach to my country that so little was known, even to herself, of her natural history.
>
> When I was in Europe in the years 1778 and 1779, in the commission to the King of France, with Dr. Franklin and Mr. Arthur Lee, I had opportunities to see the King's collection and many others, which increased my wishes that nature might be examined and studied in my own country as it was in others.

[1] See Goode's "Origin of the national scientific and educational institutions of the United States," in Report of American Historical Association, 1889.

In France, among the academicians and other men of science and letters, I was frequently entertained with inquiries concerning the Philosophical Society of Philadelphia, and with eulogiums on the wisdom of that institution and encomiums on some publications in their Transactions. These conversations suggested to me the idea of such an establishment at Boston, where I knew there was as much love of science and as many gentlemen who were capable of pursuing it as in any other city of its size.

After his return to America in 1779 Adams was present at a dinner given by the corporation of Harvard College in honor of the Chevalier de La Luzerne, the French ambassador to the United States, and chanced to sit next to the Rev. Dr. Samuel Cooper, an eminent patriot, who was long pastor of Brattle Street Church, in Boston, and a leading member of the corporation of Harvard.

I entertained him,

Adams continues—

during the whole of the time we were together, with an account of Arnold's collections, the collection I had seen in Europe, the compliments I had heard in France upon the Philosophical Society of Philadelphia, and concluded with proposing that the future legislature of Massachusetts should institute an academy of arts and science.

To this proposition Dr. Cooper objected, partly because it would be difficult to find men to attend such a society, but chiefly because it was setting up a sort of rival to Harvard College, and might draw off to a certain extent the attentions and affections of the public from it. But these objections were explained away.

The doctor at length appeared better satisfied, and I entreated him to propagate the idea and the plan as far and as soon as his discretion would justify. The doctor accordingly did diffuse the project so judiciously and effectually that the first legislature under the new constitution adopted and established it by law. (Works of John Adams, IV, 259–261.)

The next oldest society, and the oldest of its particular class, is the Massachusetts Historical Society, which was organized in 1791 and incorporated three years later.

Then comes the Connecticut Academy of Arts and Sciences, organized and incorporated in 1799. This academy, although restricted as far as the name goes, took for its model the American Academy of Arts and Sciences, defined its sphere of activity in substantially the same words, and, like it, publishes Memoirs instead of Transactions.

Other institutions were organized in the United States in the eighteenth century, but soon perished. A scientific society was organized at Williamsburg during the Revolution, but it soon failed. The most ambitious of these attempts was l'Académie des États-Unis de l'Amérique, proposed by the Chevalier Quesnay de Beaurepaire in 1788. It is said that the plan for this academy was submitted to Louis XVI, to the Royal Academy of Science, and to the Royal Academy of Paintings and Sculpture, and received the approval of each. It was to be modeled after the French Academy of Sciences, and was to be located in Rich-

mond, Va. A large sum was subscribed by the planters of Virginia and by the citizens of Richmond; a building was erected; one professor was appointed, who was commissioned mineralogist in chief and instructed to make natural history collections in Europe and America. The academy was to be national and international, for branches were to be established in Baltimore, Philadelphia, and New York; the academy was to be affiliated with the royal societies of London, Paris, and Brussels, and with other learned bodies in Europe. It was to be composed of a president, a vice-president, 6 counselors, a treasurer-general, a secretary, a recorder, an agent for taking European subscriptions, French professors, masters, artists in chief attached to the academy, 25 resident and 175 nonresident associates. It promised to communicate a knowledge of the natural products of North America to the Old World and to enrich its collections with specimens of the fauna and flora of the New. It also promised to publish an almanac yearly from its own press in Paris.

But the population of Virginia was too scattering for such a project, and the proposed academy died almost before it was born. The French Revolution crushed also any hopes that its promoters might have had of getting aid from France. The building in Richmond was used as a meeting place for the Virginia convention of 1788 and became, at a later period, a theater.

From the beginning of the century to the time of the civil war there was a slow but steady increase in the number of societies that were founded and lived through the period of infancy. It will be noted that the proportion of these that were national in their design is relatively larger than of the State societies. Among the national societies founded during this period are the American Antiquarian Society, founded in 1812; the National Academy of Design, 1826; the American Statistical Association, 1839; the American Ethnological Society, 1842; the American Oriental Society, 1843; the American Medical Association, 1847; the American Association for the Advancement of Science, 1848; the American Geographical Society, and the American Society of Civil Engineers, both founded in 1852. There were, however, a few State societies older than any of the above.

Sources of information: Encyclopædia Britannica, article, Academy, Societies, and Royal Society; American Cyclopædia, article, Academy, Societies; John Addington Symonds, The Renaissance in Italy; Bureau of Education, Report on Public Libraries in the United States; Odd Phases of Literature, article in Irish Quarterly, 6: 439, 647; English Scientific Societies, article by W. Winwood Reade in Galaxy, 3: 732; Scientific Societies, in British Quarterly, 39: 86; Works of John Adams; Works of Benjamin Franklin; G. Brown Goode, Origin of Scientific Institutions, in Report of American Historical Association for 1889.

[The Commissioner of Education expresses his thanks to Mr. Appleton Morgan, President of the New York Shakespeare Society, who called his attention to the importance and value of a review of the work of learned and educational societies and collected much of the material found in the following list.]

I. GENERAL SCIENCE.

[Societies occupying themselves with several branches of science, or with science and literature jointly.]

NATIONAL.

AMERICAN ACADEMY OF ARTS AND SCIENCES.

BOSTON, MASS.

First meeting, May 30, 1780; chartered May 3, 1780.

Object.—"To promote and encourage the knowledge of the antiquities of America and of the natural history of the country, and to determine the uses to which the various natural productions of the country may be applied; to promote and encourage medical discoveries, mathematical disquisitions, philosophical inquiries and experiments; astronomical, meteorological, and geographical observations, and improvements in agriculture, arts, manufactures, and commerce, and, in fine, to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people."

The founders were 62 persons, including the following officers: James Bowdoin, president; Samuel Cooper, vice-president; Joseph Willard, corresponding secretary; Caleb Gannett, recording secretary; Ebenezer Storer, treasurer; Stephen Sewall, vice-treasurer; James Winthrop, cabinet keeper; councillors: Thomas Cushing, Henry Gardner, John Hancock, Samuel Langdon, John Lowell, Robert Treat Paine, Phillips Payson, James Warren, Edward Wigglesworth, Samuel Williams.

Officers for 1894–95.—Alexander Agassiz, president; Augustus Lowell, vice-president; Charles L. Jackson, corresponding secretary; William Watson, recording secretary; Eliot C. Clarke, treasurer; Henry W. Haynes, librarian. Councillors: William R. Livermore, Benjamin O. Peirce, Benjamin A. Gould, of Class I; Henry P. Walcott, Benjamin L. Robinson, Henry W. Williams, of Class II; Andrew M. Davis, Thomas W. Higginson, James B. Thayer, of Class III. Member of the committee of finance: Augustus Lowell. Rumford committee: John Trowbridge, Erasmus D. Leavitt, Benjamin O. Peirce, Edward C. Pickering, Charles R. Cross, Amos E. Dolbear, Benjamin A. Gould. C. M. Warren committee: Francis H. Storer, Thomas M. Drown, Charles L. Jackson, Samuel Cabot, Henry B. Hill, Leonard P. Kinnicutt, Arthur M. Comey. Committee of publication: Charles L. Jackson, William G. Farlow, Charles G. Loring. Committee on the library: Henry P. Bowditch, Amos E. Dolbear, William R. Livermore. Auditing committee: Henry G. Denny, John C. Ropes.

PUBLICATIONS.

Memoirs, Vols. I-IV, 4 vols., Boston [Charleston, Cambridge], 1785–1821. 4to.
———, new series, Vols. I-XII, No. 1, Cambridge and Boston, 1833–1893. 4to.
Proceedings, Vols. I-VIII, 8 vols., Boston and Cambridge, 1848–1873. 8vo.
———, new series, Vols. I-XXI, Boston, 1874–1894. 8vo.
Complete works of Count Rumford, 4 vols., Boston, 1870–1875. 8vo.
Memoir of Sir Benjamin Thompson, Count Rumford, with notices of his daughter, by George E. Ellis. Published in connection with an edition of Rumford's complete works. Boston, 1871. 8vo.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

SALEM, MASS.

First meeting held in Philadelphia, September 20, 1848; incorporated under the laws of Massachusetts, April 3, 1874.

"The objects of the association are, by periodical and migratory meetings, to promote intercourse between those who are cultivating science in different parts of America, to give a stronger and more general impulse and more systematic direction to scientific research, and to procure for the labors of scientific men increased facilities and a wider usefulness." (Constitution.)

Incorporators, 1874.—Joseph Henry, of Washington; Benjamin Pierce, of Cambridge; James D. Dana, of New Haven; James Hall, of Albany; Alexis Caswell, of Providence; Stephen Alexander, of Princeton; Isaac Lea, of Philadelphia; F. A. P. Barnard, of New York; John S. Newberry, of Cleveland; B. A. Gould, of Cambridge; T. Sterry Hunt, of Boston; Asa Gray, of Cambridge; J. Lawrence Smith, of Louisville; Joseph Lovering, of Cambridge, and John Le Conte, of Philadelphia.

First officers, 1848.—President, W. C. Redfield; Walter R. Johnson, secretary; Jeffries Wyman, treasurer.

Officers for 1895.—President: E. W. Morley, Cleveland, Ohio. Vice-presidents: A. Mathematics and astronomy—E. S. Holden, Mount Hamilton, Cal.; B. Physics—W. Le Conte Stevens, Troy, N. Y.; C. Chemistry—William McMurtrie, Brooklyn, N. Y.; D. Mechanical science and engineering—William Kent, Passaic, N. J.; E. Geology and geography—Jed. Hotchkiss, Staunton, Va.; F. Zoology—D. S. Jordan, Palo Alto, Cal.; G. Botany—J. C. Arthur, Lafayette, Ind.; H. Anthropology—F. H. Cushing, Washington, D. C.; I. Economic science and statistics—B. E. Fernow, Washington, D. C. Permanent secretary: F. W. Putnam, Cambridge, Mass. General secretary: Jas. Lewis Howe, Louisville, Ky. Secretary of the council: Charles R. Barnes, Madison, Wis. Secretaries of the sections: A. Mathematics and astronomy—E. H. Moore, Chicago, Ill.; B. Physics—E. Merritt, Ithaca, N. Y.; C. Chemistry—W. P. Mason, Troy, N. Y.; D. Mechanical science and engineering—H. S. Jacoby, Ithaca, N. Y.; E. Geology and geography—J. Perrin Smith, Palo Alto, Cal.; F. Zoology—S. A. Forbes, Champaign, Ill.; G. Botany—B. T. Galloway, Washington, D. C.; H. Anthropology—Anita Newcomb McGee, Washington, D. C.; I. Economic science and statistics—E. A. Ross, Palo Alto, Cal. Treasurer: R. S. Woodward, New York, N. Y.

PUBLICATIONS.

Transactions of the Association of American Geologists and Naturalists, first, second and third meetings, 1840-1842, 1 vol., 1843. 8vo, pp. 544, pls. 21.

Memoirs of the American Association for the Advancement of Science. 4to. No. 1, Fossil Butterflies. By S. H. Scudder. 1875. pp. 100, pls. 3.

Presidential Addresses. 8vo.

Report of the Committee on Zoological Nomenclature. 8vo, pp. 56. Nashville meeting, 1877.

Proceedings of the American Association for the Advancement of Science. Vols. I-XLIII, 1848-1895, 8vo, averaging about 500 pages each.

THE AMERICAN PHILOSOPHICAL SOCIETY HELD AT PHILADELPHIA FOR PROMOTING USEFUL KNOWLEDGE.

PHILADELPHIA, PA.

Organized 1743; incorporated 1780.

Object.—For the advancement of useful knowledge.

First officers.—Thomas Hopkinson, president; William Coleman, treasurer; Benjamin Franklin, secretary.

Officers, 1894.—Frederick Fraley, president; vice-presidents, E. Otis Kendall, W. S. W. Ruschenberger, J. P. Lesley; secretaries, George F. Barker, Daniel G. Brinton, Henry Phillips, George H. Horn; curators, Patterson Du Bois, J. Cheston Morris, Richard Meade Bache; treasurer, J. Sergeant Price.

PUBLICATIONS.

Transactions, Vols. I-VI, 1759-1809.

———, new series, Vols. I-XVII, 1818-1893. Vol. XVIII, ——.

Proceedings, Vols. I-XXXII, 1838-1894, issued in 143 numbers, or parts.

AMERICAN PSYCHOLOGICAL ASSOCIATION.

COLUMBIA COLLEGE, NEW YORK, N. Y.

Organized July 8, 1892.

Object.—To advance the science of psychology.

First officers.—President, Dr. G. Stanley Hall; vice-president, Prof. Geo. T. Ladd; secretary and treasurer, Prof. Joseph Jastrow.

Officers, 1896.—President, Prof. G. S. Fullerton; secretary and treasurer, Dr. Livingston Farrand.

PUBLICATIONS.

Proceedings. 8vo.

NATIONAL ACADEMY OF SCIENCES.

WASHINGTON, D. C.

Incorporated by act of Congress March 3, 1863.

Object.—To promote the cause of science.

Incorporators.—Louis Agassiz, Massachusetts; J. H. Alexander, Maryland; S. Alexander, New Jersey; A. D. Bache, at large; F. B. Barnard, at large; J. G. Barnard, United States Army, Massachusetts; W. H. C. Bartlett, United States Military Academy, Missouri; U. A. Boyden, Massachusetts; Alexis Caswell, Rhode Island; William

Chauvenet, Missouri; J. H. C. Coffin, United States Naval Academy, Maine; J. A. Dahlgren, United States Navy, Pennsylvania; J. D. Dana, Connecticut; Charles H. Davis, United States Navy, Massachusetts; George Engelmann, St. Louis, Mo.; J. F. Frazer, Pennsylvania; Wolcott Gibbs, New York; J. M. Gilless, United States Navy, District of Columbia; A. A. Gould, Massachusetts; B. A. Gould, Massachusetts; Asa Gray, Massachusetts; A. Guyot, New Jersey; James Hall, New York; Joseph Henry, at large; J. E. Hilgard, at large, Illinois; Edward Hitchcock, Massachusetts; J. S. Hubbard, United States Naval Observatory, Connecticut; A. A. Humphreys, United States Army, Pennsylvania; J. L. Le Conte, United States Army, Pennsylvania; J. Leidy, Pennsylvania; J. P. Lesley, Pennsylvania; M. F. Longstreth, Pennsylvania; D. H. Mahan, United States Military Academy, Virginia; J. S. Newberry, Ohio; H. A. Newton, Connecticut; Benjamin Pierce, Massachusetts; John Rodgers, United States Navy, Indiana; Fairman Rogers, Pennsylvania; R. E. Rogers, Pennsylvania; W B. Rogers, Massachusetts; L. M. Rutherford, New York; Joseph Saxton, at large; Benjamin Silliman, Connecticut; Benjamin Silliman, jr., Connecticut; Theodore Strong, New Jersey; John Torrey, New York; J. G. Totten, United States Army, Connecticut; Joseph Winlock, United States Nautical Almanac, Kentucky; Jeffries Wyman, Massachusetts; J. D. Whitney, California.

Officers, 1894–95.—O. C. Marsh, president; F. A. Walker, vice-president; Wolcott Gibbs, foreign secretary; A. Hall, home secretary; John S. Billings, treasurer. Additional members of council: G. J. Brush, B. A. Gould, S. P. Langley, T. C. Mendenhall, S. Newcomb, Ira Remsen.

PUBLICATIONS.

Memoirs, 4to, issued by United States Government. Vol. VI was published in 1893.

THE SMITHSONIAN INSTITUTION.

WASHINGTON, D. C.

The Smithsonian Institution, with its dependencies and affiliations, is unique and unparalleled in its relations to the Government. It corresponds more closely at the present time to Barlow's proposed "National Institution" than any organization existing elsewhere in the world. Its history is a remarkable one. James Lewis Macie, afterwards called Smithson, was a natural son of Hugh Smithson, Duke of Northumberland. He was a graduate of the University of Oxford, a fellow of the Royal Society, a chemist and mineralogist of well-recognized position. He was the friend and associate of many of the leading scientific men in England, but found it advisable to spend most of his life on the Continent. He died in 1829, and left in trust to the United States property amounting on September 1, 1838, to $515,169, to establish in Washington "an institution for the increase and diffusion of knowledge among men."

The institution was organized under a law passed in August, 1846, which vested the management in a Board of Regents, to be composed of the Vice-President of the United States, the Chief Justice, [the governor of Washington], 3 members of the Senate, 3 Members of the House of Representatives, and 6 other persons. This Board elects one of its number as presiding officer, and he is styled chancellor. It also elects the secretary of the Institution. In December, 1846, it chose Prof. Joseph Henry, then of Princeton College, as secretary. He served until his death in 1878, when he was succeeded by Prof. Spencer Fullerton Baird, who had been assistant secretary since 1850. He died in 1887, and Prof. Samuel Pierpont Langley became the third secretary. Prof. George Brown Goode is the assistant secretary.

The programme of organization submitted by Professor Henry still constitutes the basis of management. He insisted that it ought to be a rule of the Institution to do nothing which could be equally well done by any organization or instrumentality already in action; but that men of talent and learning should be afforded means for conducting and publishing their researches.

In the matter of research the countenance and aid of the Institution has been given to matters of widest influence and benefit to the race. It issues three series of publications: (1) The Smithsonian Contributions to Knowledge, 4to, consisting of original scientific investigations, in many cases expensively illustrated; (2) The Smithsonian Miscellaneous Collections, 8vo, comprising meteorological and physical tables, treatises on subjects of practical or scientific interest, manuals for the collection and preservation of objects of natural history, methods of various physical observations, etc.; (3) Annual Reports, 8vo, containing reports of proceedings, summaries of progress, bibliographies, and papers on scientific subjects, usually reprints.

The Institution also conducts a system of international exchange, and in this way has become the exclusive means of communication between the literary and scientific

institutions of the Old World and the New. It also carries on a scientific correspondence extending to all parts of the world. It directs the work of the Bureau of Ethnology of the National Museum, of the National Zoological Park, and of the Astrophysical Observatory. It receives also the annual reports of the secretary of the American Historical Association.

The funds of the Institution are deposited permanently in the Treasury of the United States and draw 6 per cent interest. In 1891 it received a bequest of $200,000 from Thomas G. Hodgkins, of New York, one-half of which was to be devoted to the investigation and spread of knowledge concerning all the phenomena of atmospheric air. Its total funds now amount to about $1,000,000.

STATE.

ALABAMA INDUSTRIAL AND SCIENTIFIC SOCIETY.

UNIVERSITY, ALA.

Organized at the University of Alabama, at Tuscaloosa, December 11, 1890.

Objects.—The promotion of scientific examination and the discussion of various questions of interest to the material progress of the State.

First officers.—President, Cornelius Cadle, Blocton; vice-presidents, Thomas Seddon, Birmingham; W. E. Robertson, Anniston; C. P. Williamson, Birmingham; M. C. Wilson, Florence; J. W. Burke, Jacksonville; Horace Harding, Tuscaloosa; secretary, William B. Phillips, University; treasurer, Henry McCalley, University.

Officers, 1895.—President, William B. Phillips, Birmingham; vice-presidents, T. H. Aldrich, Birmingham; L. C. Harrison, Warrior; F. M. Jackson, Brookwood; George B. McCormack, Pratt City; Ernst Prochaska, Birmingham; secretary, Eugene A. Smith, University; treasurer, Henry McCalley, University.

PUBLICATIONS.

Proceedings, annual, 12mo, averaging about 75 pages, with plates and figures. The second part of Vol. IV is now in press.

SOCIETY OF ALASKAN NATURAL HISTORY AND ETHNOLOGY.

SITKA, ALASKA.

Organized October 24, 1887; incorporated April 11, 1888.

Object.—To collect and preserve, in connection with the Sitka Industrial Training School, specimens illustrative of the natural history and ethnology of Alaska, and the publications relating thereto; also to form a museum of Alaskan natural history and ethnology and a consulting library for the Territory.

Founder.—Rev. Sheldon Jackson, D. D.

First officers.—President, William Millmore; secretary and ex officio treasurer, Ida M. Rodgers.

Officers, 1894.—President, John G. Brady; secretary and ex officio treasurer, Cassia Patton.

PUBLICATIONS.

Bulletin, of which three have been issued.

CALIFORNIA ACADEMY OF SCIENCES.

SAN FRANCISCO, CAL.

Organized April 4, 1853; incorporated ——.

Object.—The advancement of science.

Founders.—Henry Gibbons, M. D.; Albert Kellogg, M. D.; T. J. Nevins, Andrew Randall, M. D.; Lewis W. Sloat, John B. Trask, M. D.

Officers, 1895.—President, H. W. Harkness; first vice-president, H. H. Behr; second vice-president, J. G. Cooper; corresponding secretary, George A. Moore; recording secretary, Gulian P. Rixford; treasurer, L. H. Foote; librarian, Carlos Troyer; director of museum, J. Z. Davis; trustees, W. C. Burnett, Charles F. Crocker, D. E. Hayes, E. J. Molera, George C. Perkins, W. S. Chapman, John Taylor.

PUBLICATIONS.

Proceedings, first series, Vols. I–VII. 8vo.
———, second series, Vols. I–IV +. 8vo.
Bulletin, Vols. I–II. 8vo.
Occasional Papers, Vols. I–IV +. 8 vo.

Memoirs, Vols. I–II +. 4to. All issued at irregular intervals.
The academy has a museum, open to the public every day, including Sundays and holidays; about 100,000 visitors during the past year; and a library of over 10,000 volumes of natural history publications.

COLORADO SCIENTIFIC SOCIETY.

DENVER, COLO.

Organized December 8, 1882; incorporated 1885.
Objects.—To promote scientific intercourse, observation, and record in the State of Colorado.
Founders.—Hermann Beeger, P. H. Van Diest, S. F. Emmons, H. M. Hart, W. F. Hillebrand, Richard Pearce, Whitman Cross, Anton Eilers, J. B. Grant, N. P. Hill, A. H. Low, A. von Schulz.
Officers, 1894–95.—Prof. Charles S. Palmer, president; John B. Farish, first vice-president; A. J. Dwight, second vice-president; Franklin Guiterman, recording secretary; P. H. Van Diest, corresponding secretary and librarian; R. M. Hosea, treasurer; executive committee, Richard Pearce, A. A. Blow, P. H. Van Diest, Philip Argall, Irving Hale.

PUBLICATIONS.

Proceedings, Vols. I–IV, 1885–1890, 8vo, averaging about 250 pages each. Since 1891 all papers read are printed in pamphlet form, subject to revision.

NATURAL SCIENCE CLUB OF THE STATE AGRICULTURAL COLLEGE.

FORT COLLINS, COLO.

Objects.—To promote the advancement of science by the discussion and investigation of scientific questions.
Officers, 1894–95.—President, Prof. C. P. Gillette; vice-president, Prof. W. W. Cooke; secretary, Celia May Southworth; treasurer, Charles J. Ryan.

STATE HISTORICAL AND NATURAL HISTORY SOCIETY OF COLORADO.

DENVER, COLO.

Organized and incorporated July 12, 1879.
Objects.—To preserve historical data and found a State museum.
First directors.—Richard Sopris, John Evans, William N. Byers, Roger W. Woodbury, F. J. Bancroft, H. K. Steele, Aaron Gove, William D. Todd, William E. Pabor.
Officers, 1894–95.—F. J. Bancroft, president; William D. Todd, treasurer; Charles R. Dudley, secretary.

CONNECTICUT ACADEMY OF ARTS AND SCIENCES.

NEW HAVEN, CONN.

Organized March 4, 1799; incorporated October, 1799.
Objects.—"To cultivate every art and science which may tend to advance the interest and happiness of a free and virtuous people."
Officers elected October, 1799.—Rev. Timothy Dwight, D. D., president; His Excellency Jonathan Trumbull, vice-president; His Honor John Treadwell, Rev. James Dana, D. D., Dr. Aeneas Munson, Rev. Bela Hubbard, and Chauncey Goodrich, counsellors; Simeon Baldwin, keeper of records; corresponding secretaries, Noah Webster, jr., John C. Smith, Enoch Perkins; Josiah Meigs, librarian; Isaac Beers, treasurer.
Officers, 1894–95.—Prof. William H. Brewer, president; Prof. Charles S. Hastings, vice-president; Prof. Samuel L. Penfield, secretary; publishing committee, Prof. Hubert A. Newton, Prof. George J. Brush, Prof. Addison E. Verrill, Prof. Charles S. Hastings, Prof. Edward S. Dana, Prof. Russell H. Chittenden, Addison Van Name; Addison Van Name, librarian; William W. Farnam, treasurer.

PUBLICATIONS.

Memoirs, Vol. I, 4 pts., 1810–1816. 8vo, pp. 412.
Statistical account of the towns and parishes of the State of Connecticut, Vol. I, 3 pts., 1811–1819. 8vo, pp. xi+124+154.
Transactions, Vol. I–IX, pt. 1, 1866–1892. 8vo, plates.

THE MERIDEN SCIENTIFIC ASSOCIATION.

MERIDEN, CONN.

Organized 1880; incorporated 1887.

Object.—The promotion of science, including geology and paleontology, anthropology, astronomy, botany, geography, mechanics, electrical science, ornithology, conchology, general science, archæology and ethnology, biology, microscopy, zoology, chemistry, technology, entomology, ichthyology, herpetology, necrology.

Incorporators, 1887.—J. H. Chapin, J. T. Pettee, Mrs. J. T. Pettee, Charles H. S. Davis, Albert B. Mather, E. B. Everitt, Robert Bowman, H. H. Kendrick, Mrs. E. B. Kendrick, G. H. Wilson, A. H. Hall, Henry S. Pratt, and Melville A. Stone.

PUBLICATIONS.

Transactions, 4 vols. 8vo.

MIDDLETOWN SCIENTIFIC ASSOCIATION.

MIDDLETOWN, CONN.

Organized March 17, 1871.

Object.—To diffuse information on scientific matters and to promote interest in scientific study among the people of Middletown.

First officers.—President, Prof. John Johnston, LL. D.; vice-president, Rev. F. Gardner, D. D.; corresponding secretary, Prof. W. N. Rice; recording secretary, G. Brown Goode; treasurer, Prof. J. M. Van Vleck.

Officers, 1895.—President, Prof. J. H. Barbour; vice-president, Prof. E. B. Rosa, Ph. D.; corresponding secretary, Prof. M. B. Crawford, M. A.; recording secretary, Prof. W. P. Bradley, Ph. D.; treasurer, A. R. Crittenden.

NEW BRITAIN SCIENTIFIC ASSOCIATION.

NEW BRITAIN, CONN.

Organized December 8, 1881.

Object.—"The design of the New Britain Scientific Association is to afford assistance to its members in the study of science and to encourage in the community an increased interest in the progress and results of scientific investigation."

First officers.—President, Elihu Thomson; vice-president, John H. Peck; secretary and treasurer, Martin S. Wiard; executive committee, Elihu Thomson, John H. Peck, Martin S. Wiard, Henry E. Sawyer, and Albert L. Wiard.

Officers, 1895.—President, James Shepard; vice-president, Albert L. Wiard; secretary and treasurer, Martin S. Wiard; executive committee, James Shepard, Albert L. Wiard, Martin S. Wiard, E. M. Hulbert, William R. Stone, William A. House, Mrs. Annie S. Churchill, Miss C. A. Shepard, and Miss Sarah P. Rogers.

PUBLICATIONS.

Reports, articles in the local newspapers, and a few monographs by some of the individual members.

NATIONAL SCIENCE CLUB.

WASHINGTON, D. C.

Officers, 1895.—Mrs. Rosa Smith Eigenmann, president; Mrs. Almena B. Williams, A. M., vice-president; Miss Isobel Lenman, treasurer; Mrs. Laura O. Talbott, general secretary, 927 P street; Mrs. Edward Goodfellow, recording secretary.

PHILOSOPHICAL SOCIETY OF WASHINGTON.

WASHINGTON, D. C.

Organized at the Smithsonian Institution March 13, 1871.

Object.—The free exchange of views on scientific subjects and the promotion of scientific inquiry among its members.

Founders.—Prof. Joseph Henry, M. C. Meigs, Benjamin Peirce, Theo. Gill, Peter Parker, F. B. Meek, T. R. Peale, William B. Taylor, Charles A. Schott, E. B. Elliott, F. V. Hayden, J. E. Hilgard, J. H. Lane, S. F. Baird, Walter L. Nicholson, William H. Dall, B. F. Greene, S. V. Benét, Horace Capron, Thomas Antisell, J. J. Woodward, J. S. Billings, J. K. Barnes, C. H. Crane, George A. Otis, A. J. Myer, A. A. Humphreys, Asaph

Hall, Simon Newcomb, William Harkness, B. F. Craig, J. H. C. Coffin, Thornton A. Jenkins, George H. Elliot, W. T. Sherman, G. C. Schaeffer, Thomas L. Casey, John G. Parke, B. F. Sands, A. B. Dyer, J. B. Wheeler, A. B. Eaton, Elisha Foote, S. P. Chase.

First officers.—President, Joseph Henry; vice-presidents, M. C. Meigs, J. E. Hilgard, Horace Capron, William B. Taylor; treasurer, Peter Parker; secretaries, B. F. Craig, Theodore Gill.

Officers, 1895.—Secretary, W. C. Winlock.

PUBLICATIONS.

Bulletin, 8vo., published with the cooperation of the Smithsonian Institution.

SOCIETY FOR PHILOSOPHICAL INQUIRY.

WASHINGTON, D. C.

Organized January 20, 1893.

Object.—The discussion of problems or questions in philosophy.

First officers.—President, Dr. J. McBride Sterrett; secretary, Dr. Edward Farquhar; corresponding secretary and treasurer, E. A. Playter.

Officers, 1896.—Same as above.

CHICAGO ACADEMY OF SCIENCES.

LINCOLN PARK, CHICAGO, ILL.

Organized 1857; incorporated 1865.

Object.—The promotion and diffusion of scientific knowledge by the reading and publication of original papers and by the maintenance of a library and museum.

Founders.—Drs. J. V. Z. Blaney, N. S. Davis, J. W. Freer, C. Helmuth, H. A. Johnson, E. Andrews, H. Parker, F. Scammon, R. K. Swift, J. D. Webster, E. W. Blatchford, H. W. Zimmermann.

Officers.—President, Dr. Selim H. Peabody; vice-president, T. C. Chamberlin; secretary, Frank C. Baker; treasurer, Charles F. Gunther; trustees, C. M. Higginson (president), E. W. Blatchford, W. C. Egan, John J. Geer, C. F. Gunther, Dr. S. J. Jones, Prof. J. H. Long, H. W. Thomas, Joseph R. Putnam, George C. Walker, Andrew Crawford (ex officio), and Dr. S. H. Peabody.

The various sections for the work of the academy and the officers of each are as follows:

Astronomy and mathematics—George W. Hough, LL. D., chairman; T. J. J. See, Ph. D., recorder. Photography—Gayton A. Douglass, chairman; A. W. Watriss, recorder. Chemistry—John H. Long, Sc. D., chairman; C. L. Kennicott, recorder. Geology—Charles H. Gordon, M. Sc., chairman; Charles S. Raddin, M. Sc., recorder. Microscopy—Lester Curtis, M. D., chairman; Frank L. Morse, M. A., recorder. Pathology—Weller Van Hook, M. D., chairman; Louis J. Mitchell, M. D., recorder. Entomology—W. E. Longley, chairman; A. J. Snyder, recorder. Biology—To be organized. Curator of museum, Frank C. Baker; ornithologist and assistant curator, Frank M. Woodruff.

PUBLICATIONS.

Transactions, Vol. I, 1867–1869, 4to, pp. 337, pls. 34; Vol. II, 1870, pp. 24, pl. 1.
Bulletins, Vol. I, 1883–1886, 10 Nos., 8vo., pp. 127, 20 cuts, pls. 6; Vol. II, No. 1, 1891, 8vo., pp. xxiv, 168, 2 cuts, pl. 1.

ELGIN SCIENTIFIC SOCIETY.

ELGIN, ILL.

Organized February 4, 1876; incorporated January 6, 1881.

Objects.—(1) The intellectual culture and entertainment of its members by lectures, essays, discussions, and conversation upon the sciences, history, art, metaphysics, or any other topic in which its members may feel an interest; (2) the collection of books, works of art, relics, and natural specimens of all kinds of an educational and entertaining nature; (3) the collection and preservation of facts pertaining to the history of Elgin and vicinity, with a view to their future publication; (4) the erection and maintenance of a memorial hall for the accommodation of the society and the preservation of its collections and archives.

First officers.—Dr. Joseph Tefft, president; James Dangerfield, vice-president; S. E. Weld, secretary; Dr. W. H. Truesdell, treasurer; Dr. A. L. Clark, Prof. W. H. Brydges, and (ex officio) Dr. Joseph Tefft, executive committee. August 21, 1876, the name was changed to "The Elgin Scientific and Historical Society."

At the regular meeting, held April 8, 1878, a committee, consisting of Dr. Joseph

Tefft, Julia Moran, M. H. Thompson, John B. Newcomb, and May Larkin, was appointed to collect information and compile a history of Elgin.

Officers, 1894.—James Dangerfield, president; William G. Todd, vice-president; T. W. O'Connor, secretary; W. H. Brydges, treasurer.

The society is now reorganizing for work; for several years it was idle, and S. E. Weld, one of the founders, kept it alive by his own personal exertions. Because of a legacy recently left to the society by one of its late members, it has been revived. It owns a building and quite a collection of specimens, geological and fossil, also historical data and a fine collection of shells and corals. Its present home is a suite of rooms in the Spurling Block.

THE PEORIA SCIENTIFIC ASSOCIATION.

Peoria, Ill.

Organized April 17, 1875; incorporated October 24, 1892.

Object.—To increase a knowledge of science among its members and to awaken a spirit of scientific investigation among the people.

Founders.—W. N. Chapman, M. D., president; Mrs. Clara P. Bourland, first vice-president; J. T. Stewart, M. D., second vice-president; Fred. Brendel, M. D., third vice president; Miss Emma A. Smith, recording secretary; Prof. S. H. White, corresponding secretary; Sidney Pulsifer, treasurer.

Officers, 1894.—J. T. Stewart, M. D., president; B. L. T. Bourland, first vice-president; Deloss S. Brown, second vice-president; A. W. Bushnell, third vice-president; O. B. Will, M. D., corresponding secretary; Lysander Cassidy, recording secretary; Alice A. Barnhart, treasurer and curator.

PUBLICATIONS.

Shade Trees, Indigenous Shrubs and Vines, by J. L. Stewart, M. D., 1883; second edition, Bulletin of the Association, 1887.

THE PRINCETON ACADEMY OF SCIENCES.

Princeton, Ill.

Organized December 30, 1881; incorporated January 23, 1882.

Object.—The advancement and promotion of scientific knowledge.

First officers.—President, Rev. J. M. Mayall; vice-president, F. M. Herrick; recording secretary, J. R. Earnest; corresponding secretary, Prof. Jacob Miller; treasurer, Dr. W. H. Lackman.

Officers, 1891.—President, Simon Elliott; vice-president, Mrs. A. L. Davis; recording secretary, Mrs. Rosetta Davis; corresponding secretary, Miss Mary Heaton; treasurer, Prof. Jacob Miller.

INDIANA ACADEMY OF SCIENCE.

Brookville, Ind.

Organized December, 1885; incorporated 1886.

Object.—Advancement of science in Indiana.

First officers.—President, Prof. D. S. Jordan; vice-presidents, Prof. J. M. Coulter, Prof. J. P. D. John, Prof. J. C. Branner; secretary, A. W. Butler; treasurer, Prof. O. P. Jenkins.

Officers, 1894.—President, A. W. Butler; vice-president, Prof. Stanley Coulter; secretary, John S. Wright; treasurer, Prof. W. P. Shannon.

PUBLICATIONS.

Proceedings, 1891, 1892, 1893.

LA PORTE LIBRARY AND NATURAL HISTORY ASSOCIATION.

La Porte, Ind.

Organized 1863; incorporated 1868.

Object.—To give lectures, to have a library, reading room, and cabinet of specimens illustrating the natural sciences, etc.

Founders.—L. Crane, Dr. George M. Dakin, C. G. Powell, William M. Scott, H. B. Weir, John M. Hoad, J. P. Ash, J. H. Lee, W. L. McKahan.

Officers, 1894.—President, Dr. George M. Dakin; vice-president, William Niles; secretary, W. B. Biddle; treasurer, August Davidson; board of directors (with the above), Polaski King, L. D. Webber, Adele K. Howe, Myra T. Bradley, Mrs. Case.

THE IOWA ACADEMY OF SCIENCE.

DES MOINES, IOWA.

Organized September 27, 1887, as the Iowa Association of Science for Scientific Research; name changed in September, 1888.

Object.—To encourage scientific work in Iowa.

Charter members.—Prof. S. Calvin, Dr. B. D. Halsted, Dr. C. M. Hobby, Prof. C. C. Nutting, Prof. H. W. Parker, Dr. H. S. Williams, Dr. Launcelot W. Andrews, Prof. R. E. Call, Prof. T. H. McBride, Prof. Herbert Osborn, Prof. J. E. Todd, Prof. F. M. Witter.

First officers.—President, Prof. Herbert Osborn; first vice-president, Prof. J. E. Todd; second vice-president, Prof. T. H. McBride; secretary and treasurer, Prof. R. E. Call; executive committee, the officers ex officio and Dr. Launcelot W. Andrews, Prof. H. W. Parker, Prof. F. M. Witter.

Officers, 1894–95.—President, Prof. H. U. Norris; first vice-president, C. R. Keyes; second vice-president, T. Proctor Hall; secretary and treasurer, Herbert Osborn; executive committee, Prof. N. E. Hansen, H. W. Norton, T. H. McBride; librarian, H. Foster Bain.

PUBLICATIONS.

Proceedings, Vol. I, 1887–1893; Vol. II, 1894. 8vo.

MUSCATINE ACADEMY OF SCIENCES.

MUSCATINE, IOWA.

Organized 1870; incorporated 1877.

Object.—The promotion of science.

First officers.—President, H. H. Benson; secretary, F. M. Witter.

Officers, 1894.—President, Hon. Samuel McNutt; recording secretary, Silvan Plumly; corresponding secretary, F. M. Witter; curator, F. Reppert; treasurer, J. P. Walton; trustees, Dr. F. H. Little, William Hoffman, R. W. Leverich.

A publication in quarto form is issued.

KANSAS ACADEMY OF SCIENCE.

TOPEKA, KANS.

Organized at Topeka, September 1, 1868, under the name of "Kansas Natural History Society." At Leavenworth, at its fourth annual meeting October 26, 1871, the name was changed to "Kansas Academy of Science." On March 3, 1873, by act of the legislature, it was made a coordinate department of the Kansas State board of agriculture, and has so continued to the present day.

Object.—To increase and diffuse a knowledge of the natural sciences, particularly in relation to the State of Kansas.

Founders.—Rev. J. D. Parker, Chancellor John Fraser, Prof. D. H. Robinson, Prof. B. F. Mudge, Prof. F. W. Bardwell, Prof. J. H. Carruth, Prof. J. R. Swallow, Prof. Frank H. Snow, Rev. Dr. Peter McVicar, Rev. Richard Cordley, Prof. J. S. Whitman, Mr. John A. Banfield, Mr. D. Brockway, Mr. W. J. Stringham, and others.

First officers, 1868.—President, B. F. Mudge; vice-president, J. S. Whitman; secretary, John D. Parker; treasurer, Frank H. Snow; curator, John A. Banfield.

First officers of Kansas Academy of Science, 1871.—President, John Fraser, vice-presidents, B. F. Mudge and Robert J. Brown; secretary, John D. Parker; treasurer, Frank H. Snow; curators, B. F. Mudge and F. H. Snow.

Officers, 1895.—President, Warren Knaus, McPherson; vice-presidents: I. D. Graham, Manhattan; S. W. Williston, Lawrence; secretary, E. B. Knerr, Atchison; treasurer, D. S. Kelly, Emporia; librarian, B. B. Smyth, Topeka; curators, A. H. Thompson, Topeka; B. B. Smyth, Topeka; Robert Hay, Junction City.

PUBLICATIONS.

Transactions, Vols. I–XIII+, 1872-1892, 8vo., averaging about 110 pages each.

TOPEKA PHILOSOPHICAL SOCIETY.

TOPEKA, KANS.

Society first organized in 1871 under the name of "Topeka Scientific Institute." Officers that year: President, Col. William Tweeddale; vice-president, P. I. Mulvane, M. D.; secretary, A. H. Thompson, D. D. S.

Reorganized in 1878 under name of "Topeka Scientific and Literary Club."

Officers: President, William Tweeddale; vice-president, Prof. L. A. Thomas; secretary, George S. Chase; treasurer, J. Lee Knight.

Reorganized in 1881 under name of "Topeka Scientific Club." President, Prof. John T. Lovewell; secretary, George S. Chase.

Reorganized in 1885 under name of "Topeka Scientific Society." President, Henry W. Roby, M. D.; secretary, George S. Chase.

Reorganized in 1888 under name of "Topeka Society of Natural History." President, Dr. A. H. Thompson; secretary and treasurer, B. B. Smyth.

Name changed in 1890 to "Topeka Society of Natural Sciences." President, George D. Hale; vice-president, Prof. F. W. Cragin; secretary and treasurer, B. B. Smyth. Membership, 19. Suspended in July, 1892.

Reorganized in 1894 under name of "Topeka Philosophical Society." President, Dr. A. H. Thompson; vice-presidents, Prof. J. T. Lovewell and J. C. Cooper; secretary and treasurer, B. B. Smyth. Membership, 55.

Object.—To increase and diffuse knowledge in the various departments of science.

THE POLYTECHNIC SOCIETY OF KENTUCKY.

LOUISVILLE, KY.

Organized December 9, 1876; incorporated April 10, 1878.

Originally organized as a social scientific-literary club. Its objects are declared by the revised charter to be "the cultivation and diffusion of knowledge by maintaining a free reference library, a circulating library, and courses of popular lectures; by collecting, preserving, and arranging in its libraries and cabinets whatever may illustrate history, science, literature, the arts, or other branches of useful knowledge, and especially the history, topography, geology, paleontology, zoology, botany, mineralogy, and the sociology and industries of Kentucky, and by organizing and maintaining, as may be deemed expedient, academies or classes in science, art, literature, philosophy, and technology."

Founders.—Prof. Noble Butler, Dr. F. M. Byington, Dr. T. S. Bell, Prof. P. A. Towne, Dr. Emory Alfred Grant, Dr. Thomas Page Grant, Andrew McDonald, Dr. Thomas E. Jenkins, Dr. J. R. Buchanan, John W. Williamson, Maj. W. J. Davis, Prof. Thomas W. Tobin.

First officers.—President, Dr. T. S. Bell; vice-president, Prof. J. W. Chenault; secretary, Dr. Thomas E. Jenkins; treasurer, Andrew McDonald.

Officers, 1895.—President, Col. Bennett H. Young; vice-president, John Stites; secretary, Dr. Emory Alfred Grant; treasurer, William T. Grant.

PUBLICATIONS.

Annual reports. 8vo. Catalogues of the library, which numbers nearly 50,000 volumes.

NEW ORLEANS ACADEMY OF SCIENCES.

NEW ORLEANS, LA.

Organized 1853; incorporated 1856.

Object.—To advance science in all its departments.

Founders.—Howard Smith, M. D.; Josiah Hale, M. D.; Noah B. Benedict, M. D.; H. D. Baldwin, M. D.; William B. Lindsay, M. D.; Albert W. Ely, M. D.; J. S. Copes, M. D.; J. C. Simonds, M. D.; Edward C. Bolton; I. L. Crawcour, M. D., M. R. C. S. E.; D. F. Mitchel; Henry Hughes; Prof. William C. Duncan, A. M.; Prof. R. H. Chilton; W. P. Riddell, A. B.; Rev. William A. Scott, D. D.; Prof. J. L. Riddell, A. M., M. D.; Rev. Alex. Campbell, D. D.; Erastus Everett, A. M.; Rev. Isaac J. Henderson; Duncan Macgibbon, M. D.; Bennet Dowler, M. D.; Prof. E. H. Barton, A. M., M. D.; J. M. W. Picton, M. D.; Albert G. Blanchard, C. E.; Caleb G. Forshey, C. E.; F. M. Corry.

Officers, 1853.—President, Josiah Hale, M. D.; first vice-president, J. S. Copes, M. D.; second vice-president, Albert W. Ely; corresponding secretary, I. L. Crawcour, M. D.; recording secretary, William B. Lindsay, M. D.; treasurer, Henry Hughes; librarian, Edward C. Bolton; curator, D. F. Mitchell.

Officers, 1895.—President, Prof. B. V. B. Dixon, A. M., LL. D.; vice-president, B. M. Harrod, C. E.; corresponding secretary, Prof. A. Fortier, D. Lt.; recording secretary, S. P. Delaup, M. D.; treasurer, William O. Rogers, LL. D.; librarian, Prof. Charles G. Gill, A. M., Ph. D.

PUBLICATIONS.

L. von Reizenstein. Catalogues of the Lepidoptera of New Orleans and its vicinity, 1863. 24mo, pp. 10.

Sarah A. Dorsey. Philosophy of the University of France, 1874. 8vo, pp. 24.

E. W. Hilgard. Supplementary and final report of a Geological Reconnaissance of State of Louisiana in 1869; 1869. 8vo, pp. 44.
Papers read before New Orleans Academy of Sciences, Vol. I, No. 1, 1887, 8vo, pp. 124; Vol. I, No. 2, 1888, pp. 172.

KENNEBEC NATURAL HISTORY AND ANTIQUARIAN SOCIETY.

AUGUSTA, ME.

Organized 1890; incorporated May 7, 1891.

Objects.—The collection of local historical data, the collection of specimens in natural history, and the preservation of articles of antiquarian interest.

First officers.—W. Scott Hill, M. D., president; Samuel L. Boardman, vice-president; Frank T. Noble, secretary; E. C. Dudley, treasurer; Charles C. Willoughby, librarian.

Officers, 1894.—Henry F. Beauchard, president; F. L. Noble, vice-president; Melville Smith, secretary; O. C. Webster, treasurer; Charles E. Nash, librarian; members of the council, W. Scott Hill, George W. Vickery, S. L. Boardman, and David T. Neal.

YORK INSTITUTE.

SACO, ME.

Organized March 22, 1866.

Objects.—To promote the study of natural history, to encourage science and art; also to collect and preserve whatever relates to the natural and civil history of the county of York.

Incorporators.—John Johnson, Charles H. Granger, George A. Emery, George F. Calef, and John Hanscom.

First officers.—John Johnson, president; Stephen L. Goodale, first vice-president; Roscoe G. Dennett, second vice-president, John Hanscom, secretary; George A. Emery, librarian; George F. Calef, treasurer; Charles H. Granger, superintendent of museum.

Officers, 1894.—John S. Locke, president; George A. Carter, James O. Bradbury, vice-presidents; Edward P. Burnham, treasurer; George A. Emery, secretary; W. S. Dennett, librarian; Dr. M. W. Follansbee, superintendent of museum.

MARYLAND ACADEMY OF SCIENCES.

BALTIMORE, MD.

After several previous unsuccessful attempts to organize, in the city of Baltimore, an association for the promotion of science, in the year 1819 a few gentlemen formed a society, which met in an humble room over a stable, in the rear of the houses on the northwest corner of Lexington and St. Paul streets. Among its members were Robert Gilmor and Drs. Ducatel, Frick, George Williamson, and Macaulay. Notwithstanding the zeal of its members, the society was very short lived. Its funds, however, were carefully husbanded; and, subsequently, amounting to over $1,200, they were given to the academy, which was formed in 1822. This was the first successful attempt to establish a scientific institution. Dr. L. H. Gerardin, a distinguished French savant, who was also principal of Baltimore College, was chosen as the first president. He died in the year 1825. During his presidency, the academy met at Baltimore College, and subsequently over the post-office, at the northeast corner of Fayette and North streets.

On February 16, 1826, the members were incorporated under the name of the "Maryland Academy of Science and Literature." After this, the academy removed to the athenæum, at the southwest corner of Lexington and St. Paul streets. Here the collections were greatly increased, a valuable museum was formed, and the members were active and zealous till the year 1834, when the building, and with it the greater part of the library and collections of the academy, were destroyed by fire. In 1836 the academy was again revived, and the meetings were held over the post-office, in its old room. Dr. Patrick Macaulay was chosen president. In 1837 was published the first and only volume of the Transactions of the Maryland Academy of Science and Literature. After a short and languishing existence of about eight years, the academy was dissolved in 1844, and its books and collections were distributed among its members. After 1844, unless we except the Geological and Phrenological Societies, nothing was attempted in Baltimore for the cultivation of science. Both these associations were very short lived. On May 7, 1855, the Maryland Historical Society established a "committee on natural history." This committee met at the rooms of the Historical Society every fortnight until the close of the year 1862. On January 22, 1863, a meeting was held at the house of Philip T. Tyson, and

the present academy was organized by the adoption of a constitution, and the election of Mr. Tyson as its president. The meetings of the academy were held every fortnight at the house of some member of the academy until April, 1867, when they were held at the building of the faculty of Art and Sciences of the University of Maryland, No. 32 Mulberry street. On March 15, 1867, the academy was incorporated under the name of the "Maryland Academy of Sciences."

"The object of the academy shall be to promote scientific research, and to collect, preserve, and diffuse information relating to the sciences, especially those which are connected with the natural history of Maryland." (Constitution.)

Incorporators, 1867.—Philip T. Tyson, John G. Morris, Edwin A. Dalrymple, Charles C. Bombaugh, John Fonerden, Christopher Johnston, W. E. A. Aiken, John R. Uhler, Philip Uhler, G. Lane Taneyhill, G. A. Leakin, W. H. Letterman, John W. Lee, George Popplein.

Officers, 1867.—President, Philip T. Tyson; vice-president, Rev. John G. Morris, D. D.; corresponding secretary, Rev. Edwin A. Dalrymple, D. D.; recording secretary, Charles C. Bombaugh, M. D.; treasurer, John W. Lee; librarian, A. Snowden Piggot, M. D.; curator, P. R. Uhler; assistant curator, M. T. De Rosset, M. D.

THE SCIENTIFIC ASSOCIATION OF THE JOHNS HOPKINS UNIVERSITY.

BALTIMORE, MD.

Organized October 24, 1877.

Objects.—It is an association of the members of the scientific departments of the university, for the purpose of keeping those connected with any one of the departments informed as to the work being done in kindred subjects. Meetings are held monthly, at which papers are read, including (1) presentation of brief papers on the work going on in the different departments; (2) résumés of important articles on scientific subjects.

First officers.—President, Prof. J. J. Sylvester; vice-president, Prof. Ira Remsen; secretary, Dr. William E. Story.

Officers, 1895.—President, Prof. Ira Remsen; vice-president, Prof. William H. Howell; secretary, Dr. Charles L. Poor.

PUBLICATIONS.

Abstracts of many of the papers read before the association may be found in the "University Circulars," a publication issued by the university at irregular intervals during the academic year. Many have also appeared in various scientific journals, where they are published by the author, not by the society.

AGASSIZ ASSOCIATION.

PITTSFIELD, MASS.

Organized 1875; incorporated 1892.

Objects.—Its purpose is to encourage the personal observation of nature, and to stimulate and direct that sort of original scientific study which was pursued by Louis Agassiz from his boyhood to his death. It is the aim of the local branches or "chapters" to make collections of the plants, animals, or minerals of their immediate neighborhood, and to learn what they can regarding the specimens they collect, or to study together some branch of science.

Founder.—Harlan H. Ballard.

Incorporators, 1892.—Harlan H. Ballard, W. R. Plunkett, Edward T. Slocum, George H. Tucker, J. F. A. Adams, Henry W. Bishop, Zenas Crane, James M. Barker, H. E. Deats, Alpheus Hyatt.

Officers, 1895.—President, H. H. Ballard; treasurer, Mrs. George H. Tucker; secretary, G. T. Slocum.

Since 1875 the Agassiz Association has spread from a school in Lenox, Mass., to every part of the world. It has established more than 1,500 branch societies in as many different towns with a total membership of more than 20,000.

PUBLICATIONS.

The Observer.

THE BOSTON SCIENTIFIC SOCIETY.

BOSTON, MASS.

Organized in June, 1876, under the name "Boston Amateur Philosophical Association." This was changed to "Boston Amateur Scientific Society," and in December, 1878, the present title was adopted. Incorporated September, 1879.

At the time of its establishment the society claimed to have no objects other than the study of matters scientific and the diffusion of knowledge. It has developed into an association of active investigators, and the papers presented before it are largely reports of progress in original research.

Founders.—Prof. George H. Barton, Edwin F. Sawyer, George H. Elson, Dr. S. C. Chandler, William Bellamy, Edward E. Norton, Dr. Samuel Garman, and John Ritchie, jr.

Officers, 1894.—President, Frank A. Bates; secretary, W. D. Grier; corresponding secretary, John Ritchie, jr.; treasurer, Edward E. Norton.

PUBLICATIONS.

The Science Observer, 50 numbers, 1877–1886. 8vo.

Science Observer special circulars, devoted to early information concerning comets, their discovery and orbits. These number 105, from 1878–1894, and are 8vo broadsides.

Science Observer international circulars, Nos. 1–38, 1882–1894. 8vo broadsides. These are European comet circulars, distributed from Berlin as a center. The contents are selected from the American circulars and transmitted by cable.

Occasional publications, No. 1. The Science Observer Code, S. C. Chandler, jr., and J. Ritchie, jr., Boston, 1888. 4to, pp. 250.

CAPE ANN SCIENTIFIC AND LITERARY ASSOCIATION.

GLOUCESTER, MASS.

Organized March 22, 1875; incorporated April 26, 1876.

Objects.—The local and general advancement of scientific and literary knowledge.

First officers.—President, Dr. Herman E. Davidson; first vice-president, J. W. Allard; second vice-president, Miss Sarah G. Duley; recording secretary, Rev. Minot G. Gage; corresponding secretary, Rev. Richard Eddy; treasurer, Maj. David W. Low; managers, Col. J. H. French, Dr. E. E. Barden, Gorham P. Low, jr., Mrs. Maria H. Bray, Henry C. Hallowell.

Officers, 1894.—President, Dr. Thomas Conant; vice-presidents, Dr. George Morse, Mrs. Maria H. Bray; treasurer, Maj. David W. Low; recording secretary, Miss Sarah G. Duley; corresponding secretary, Miss Sarah E. Ellery; managers, Mrs. H. M. Tappan, Miss Sarah G. Duley, Mrs. Charles H. Pew, Mrs. William H. Jordan, D. E. Woodbury.

ESSEX INSTITUTE.

SALEM, MASS.

Organized March 1, 1848; incorporated February, 1848.

Objects.—The collection and preservation of whatever relates to the geography, antiquities, and civil and ecclesiastical history of Essex County; the formation of a cabinet of natural productions in general, and more particularly those of the county; the promoting a taste for the cultivation of choice fruits and flowers.

The Essex Institute was formed mainly through the influence of Henry Wheatland by the union of the Essex Historical Society and the Essex County Natural History Society. To effect this end the two societies held several meetings during the autumn of 1847, and it was finally accomplished on January 14, 1848. The 3 departments of the institute were then history, natural history, and horticulture. Its scope has been from time to time enlarged, and there are now departments of history, science, literature, art, and horticulture.

First officers.—President, Daniel A. White; vice-presidents, John G. King, John L. Russell, John C. Lee; secretary and treasurer, Henry Wheatland.

Officers, 1894.—President, E. B. Willson; secretary, H. M. Brooks; treasurer, William O. Chapman; librarian, C. S. Osgood.

The library of the institute, which in 1848 numbered 1,500 volumes, now numbers 51,000 volumes, and embraces all the departments of literature, but is mostly useful for reference. A reading room is the latest addition to the library department, and this is well supplied with historical, scientific, and art periodicals, besides the usual magazine literature of the day. The museum now contains a large and valuable collection of antiquarian and historical relics, portraits, paintings, engravings, medals, coins, paper currency, manuscripts, etc., and is in process of systematic arrangement.

The scientific collections, which, before 1867, had grown to be so large and of such value that it was impossible for the institute at that time to bear the expense of properly caring for and exhibiting them, were, by agreement entered into between the institute and the trustees of the Peabody Academy of Science in May, 1867, deposited with the last-named institution, where, properly labeled, arranged, and preserved, they are made available.

PUBLICATIONS.

In the work of publishing the institute has been joined by the Peabody Academy of Science. For publications of the institute see report of American Historical Association, 1892, and also its "Partial Catalogue" of publications in history, genealogy, archæology, geology, botany, zoology, sociology, etc. Salem, 1894.

PEABODY ACADEMY OF SCIENCE.

SALEM, MASS.

Organized 1868.

Object.—The promotion of science and useful knowledge in the county of Essex.

The trustees of the Peabody Academy of Science received funds by gift in 1867 from George Peabody, of London, by birth a son of Essex County, for the "promotion of science and useful knowledge in the county of Essex." Under the instrument of trust, East India Marine Hall (erected by the East India Marine Society in 1824) was purchased and refitted, and the museum of the East India Marine Society (begun in 1799) and the natural history collections of the Essex Institute (begun in 1834), received by the trustees as permanent deposits, were placed therein. To this foundation have been added many valuable collections since received by the trustees.

Officers, 1894.—Edward S. Morse, director; John Robinson, treasurer, in charge of the museum; John H. Sears, curator, mineralogy and geology; janitor, J. Russell Treadwell; trustees, William C. Endicott, president; Abner C. Goodell, jr., secretary; John Robinson, treasurer; S. Endicott Peabody, Henry L. Higginson, George Cogswell, Elihu Thompson.

PUBLICATIONS.

Memoirs, Nos. 1–6, 1869–1881, averaging about 32 pages each, with plates. 4to.
Reports, I–VI, 1869–1874, 8vo, averaging about 100 pages each.
Special publications, Primitive Industry, by Charles C. Abbott, 1881. 8vo, pp. 429.
For the purposes of publication, etc., this society has united with the Essex Institute.

DETROIT SCIENTIFIC ASSOCIATION.

DETROIT, MICH.

Organized April 16, 1874; incorporated May 5, 1874.

Object.—To promote scientific study and establish a museum and library, courses of lectures, etc.

First officers.—Dr. George P. Andrews, president; Eugene C. Skinner, John M. B. Sill, John C. Holmes, Henry Gillman, Charles C. Cadman, Frederick Stearns, Collins B. Hubbard, D. Farrand Henry, vice presidents; Albert B. Lyons, secretary.

Officers, 1895.—President, J. C. Holmes (deceased); vice-president, E. C. Skinner; secretary and treasurer, Bryant Walker.

THE MINNESOTA ACADEMY OF NATURAL SCIENCES.

MINNEAPOLIS, MINN.

Organized January 6, 1873; incorporated September 14, 1875.

Objects.—To observe and investigate natural phenomena; to make collections of specimens illustrating the various departments of science; to name, classify, and preserve the same; to discuss such questions as shall come within the province of the association.

Incorporators.—Alfred E. Ames, S. C. Gale, A. E. Johnson, William H. Leonard, C. E. Rogers, M. D. Stoneman, Charles Simpson, Adolphus F. Elliot, N. H. Winchell, A. W. Williamson, E. W. B. Harvey.

First officers.—President, A. E. Johnson; vice-president, S. C. Gale; secretary, Charles Simpson; corresponding secretary, A. E. Ames; treasurer, E. W. B. Harvey; trustees, Paris Gibson, C. E. Rogers, W. H. Leonard, A. F. Elliot, O. V. Tonsley, M. D. Stoneman.

Officers, 1895.—President, H. L. Osborne; vice-president, W. X. Sudduth; secretary, C. W. Hall; corresponding secretary, Charles P. Berkey; treasurer, Edw. C. Yale; trustees, C. W. Hall, Thomas S. Roberts, Verdun Truesdell, W. H. Leonard, T. B. Walker, H. V. Winchell.

PUBLICATIONS.

Bulletin, Vol. I, 1874–1879; Vol. II, 1880–1885; Vol. III, 1889–1891. 8vo.
Occasional papers, Vol. I, No. 1, 1894. 4to.

THE ACADEMY OF SCIENCES, OF ST. LOUIS.

St. Louis, Mo.

Organized March 10, 1856; incorporated January 17, 1857.

Object.—The promotion of science.

Founders.—George Engelmann, Hiram A. Prout, Moses M. Pallen, Benjamin F. Shumard, Charles A. Pope, William H. Tingley, James B. Eads, William M. McPheeters, Simon Pollak, and others.

First officers.—George Engelmann, president; Hiram A. Prout, first vice-president; Nathaniel Holmes, second vice-president; Benjamin F. Shumard and William H. Tingley, secretaries; James B. Eads, treasurer.

Officers, 1895.—John Green, president; A. W. Douglass, secretary; Enno Saunder, treasurer; Allerton Cushman, corresponding secretary.

PUBLICATIONS.

Transactions, Vols. I-V+1857-1891, 8vo, about 650 pages each. Vol. VI is in course of publication.
Contributions to the archæology of Missouri. 4to.
Report of the Washington University Eclipse Expedition. 4to.

KANSAS CITY ACADEMY OF SCIENCE.

Kansas City, Mo.

Reorganized November, 1888.

Object.—The study of science in all departments.

First officers.—President, Prof. Edwin Walters; vice-president, Edwin Butts, C. E.; corresponding secretary, D. H. Todd; recording secretary, Sid J. Hase; treasurer, E. T. Kime; librarian, F. McIntosh; curator, E. Boyed Smith.

Officers, 1896.—President, Joseph Sharp, M. D.; vice-president, Edwin Walters, M. E.; corresponding secretary, David H. Todd; recording secretary, Sid J. Hase, C. E.; treasurer, Thomas Roundtree; librarian, M. Auerbuckels; curator, Edwin Butts, C. E.

PUBLICATIONS.

The Kansas City Scientist.

NEBRASKA ACADEMY OF SCIENCES.

Lincoln, Nebr.

Organized January 1, 1891.

Object.—The diffusion of knowledge.

First officers.—I. S. Kingsley, president; G. D. Swezey, vice-president; W. E. Taylor, secretary; L. Bruner, custodian; W. H. Skinner, Mrs. E. G. Nettleton, directors.

Officers, 1895.—A. W. Norton, Peru, president; W. S. Skinner, Nebraska City, vice-president; G. D. Swezey, Lincoln, secretary; H. B. Lowry, Lincoln, A. T. Bell, Crete, directors.

PUBLICATIONS.

Nos. I-IV, 1891-1894. 8vo, pp. 8, 24, 33, 22.

BURLINGTON COUNTY LYCEUM OF HISTORY AND NATURAL SCIENCES.

Mount Holly, N. J.

Organized July 4, 1859; incorporated February 7, 1860.

Objects.—The collection of statistics of history, the encouragement and cultivation of the sciences, the advancement of useful learning, and the establishment, maintenance, and increase of a circulating library.

The founders and first officers.—President, Edward Harris, Moorestown; vice-presidents, Samuel Bullock, Westhampton, and James Lippincott, jr., Mount Holly; recording secretary, Charles E. Aaron; corresponding secretary, Eugene Schumo; treasurer, Charles H. Hollinshead; librarian, John P. Burnett; curators, George C. Brown, W. H. B. Thomas, S. H. Shreve, E. Schumo, C. E. Aaron, Andrew Davis, John P. Scholfield.

Officers, 1894.—President, Charles Ewan Merritt; vice-presidents, Henry I. Budd and Franklin B. Levis; recording secretary, B. F. Haywood Shreve; corresponding secretary, Caleb D. Shreve; treasurer, Joseph C. Cowgill; librarian, William T. Harding; trustees of library, Charles Ewan Merritt, Franklin B. Levis, Henry I. Budd, Clifford Stanley Sims, B. F. Haywood Shreve, John R. Howell, and Isaac R. Pennypacker.

ALBANY INSTITUTE.

ALBANY, N. Y.

Organized 1824; incorporated 1829.

Object.—Promotion of science and literature.

First officers.—President, Stephen Van Rensselaer; vice-presidents, Simeon De Witt and Theodore Romeyn Beck; treasurer, William Mayell.

Officers, 1894.—President, Leonard Kip, LL. D., L. H. D.; vice-presidents, Verplanck Colvin, Joseph A. Lintner, Ph. D., and William L. Learned, LL. D; treasurer, Sidney W. Rowell; recording secretary, George R. Howell; corresponding secretary, Ernest J. Miller.

PUBLICATIONS.

Transactions, Vols. I-XII, 1830-1893. 8vo.
Proceedings, Vols. I-III. 8vo.
Field meetings, 1870-1875, 1876. 8vo, pp. 180.
Manual of the Institute, by D. J. Pratt, 1870. 12mo, pp. 8.
Manual of the Institute, 1889. 8vo, pp. 37.

THE BINGHAMTON ACADEMY OF SCIENCE.

BINGHAMTON, N. Y.

Organized November 24, 1894; incorporated December, 1895.

Objects.—The promotion of scientific study and research.

First officers.—E. R. Whitney, president; Herbert J. Jones, vice-president; Willard N. Clute, recording secretary; Dudley T. Greene, corresponding secretary; Fannie Webster, treasurer; executive council, Addison Ellsworth, Arthur T. Vance, and Norman M. Pierce.

Officers, 1895-96.—E. R. Whitney, president; Herbert J. Jones, vice-president; Willard N. Clute, recording secretary; Burt. E. Nelson, corresponding secretary; Joseph K. Noyes, treasurer; executive council, Albert Leonard, Mrs. Kate M. Ely, and Anna H. Smith.

THE BROOKLYN INSTITUTE OF ARTS AND SCIENCES.

BROOKLYN, N. Y.

Organized August 23, 1823; incorporated, November 24, 1824, as The Apprentices' Free Library of Brooklyn; rechartered as The Brooklyn Institute in 1843; rechartered as The Brooklyn Institute of Arts and Sciences, April 23, 1890.

Objects.—The establishment and maintenance of museums and libraries of art and science; the encouragement of the study of the arts and sciences and their application to the practical wants of man; the advancement of the knowledge in science and art, and in general to provide the means of popular instruction and enjoyment through collections, libraries, and lectures.

The founder of the institute was Augustus Graham, who died in 1851.

Officers, 1895.—Board of directors: Gen. John B. Woodward, president; William H. Maxwell, Ph. D., secretary; Eugene G. Blackford, treasurer. Associate members: Rev. Charles H. Hall, D. D., LL. D., president; James Cruikshank, secretary; James Hamblet, treasurer; Prof. Franklin W. Hooper, general director of the institute. Membership, 3,918.

Courses of lectures on the arts and sciences; monthly meetings of each of the departments; collections in archæology, architecture, chemistry, botany, entomology, geography, geology, microscopy, mineralogy, photography, and zoology; apparatus in physics, chemistry, electricity, and engineering; collections of paintings and casts of antique statuary.

Departments.—Archæology: Prof. William H. Goodyear, president; Prof. Thomas Flint, vice-president; Stansbury T. Hager, secretary; John Bliss, treasurer. Membership, 134.

Architecture: Walter Dickson, president; Isaac E. Ditmars, vice-president; Washington Hull, secretary; Gustav A. Jahn, treasurer. Membership, 266. Courses of instruction for draftsmen in free-hand drawing, drawing from cast, and the antique, shading, perspective, shadows, coloring, and the elements of architecture. Students, 60. Annual architectural exhibition.

Astronomy: Garrett P. Serviss, president; Arthur C. Perry, vice-president; James P. Hall, secretary; B. G. Way, librarian and treasurer. Membership, 162.

Botany: Rev. George D. Hulst, president; J. W. Martens, jr., vice-president; Miss Helena D. Leeming, secretary; Thomas Proctor, treasurer; S. Ely Jelliffe, M. D., curator. Membership, 254.

Chemistry: Robert G. Eccles, M. D., president; E. H. Bartley, vice-president; Edgar J. Wright, secretary; Herbert B. Baldwin, treasurer. Membership, 155.

Department of domestic science: Miss Emma O. Conro, president; Mrs. Andrew Jacobs, Mrs. W. B. Davenport, vice-presidents; Mrs. F. W. Hooper, secretary; Miss Fannie Bigelow, treasurer. Membership, 62.

Electricity: James Hamblet, president; William J. Barstow, first vice-president; J. P. Wintringham, second vice-president; John F. Skirrow, secretary; J. E. Reilly, treasurer. Membership, 244.

Engineering: Charles E. Emery, president; Samuel McElroy, vice-president; Louis Duvinage, secretary; Prof. Isaac E. Hasbrouck, treasurer. Membership, 145.

Entomology: Richard F. Pearsall, president; Archibald C. Weeks, vice-president; Prof. John B. Smith, corresponding secretary; Rev. George D. Hulst, recording secretary; C. H. Roberts, treasurer; Dr. Rodrigues Ottolengui, curator and librarian. Membership, 40.

Fine arts: Membership, 492. To be organized the coming year.

Geography: James S. Kemp, president; Judge Charles P. Daly, first vice-president; Cyrus C. Adams, second vice-president; James Cruikshank, LL. D., secretary; Almon C. Merwin, treasurer. Membership, 167.

Geology: Prof. John S. McKay, Ph. D., president; Rossiter W. Raymond, vice-president; Wallace G. Levison, secretary; William G. Bowdoin, treasurer; Prof. Daniel S. Martin, curator. Membership, 168.

Law: To be organized during the year.

Mathematics: Prof. Rufus Sheldon, president; James Cruikshank, first vice-president; Prof. Isaac E. Hasbrouck, second vice-president; Prof. Ernest R. Von Nardroff, secretary; George W. French, treasurer. Membership, 52.

Microscopy: Horace W. Calef, president; Henry S. Woodman, vice-president; Artis H. Ehrman, secretary; Charles P. Abbey, treasurer; James Walker, curator. Membership, 143.

Mineralogy: Wallace G. Levison, president; William G. Rothe, vice-president; Artis H. Ehrman, secretary; Charles L. Hatch, treasurer; Prof. Daniel S. Martin, curator. Membership, 129.

Music: Walter S. Carter, president; Charles H. Morse, first vice-president; R. Huntington Woodman, second vice-president; John Hyatt Brewer, secretary; H. E. H. Benedict, librarian; Perlee B. Jervis, treasurer. Membership, 495.

Painting: Frank Squier, president; Robert J. Pattisson, first vice-president; Frederick J. Boston, second vice-president; S. F. Kneeland, third vice-president; Miss S. M. Barstow, corresponding secretary; William H. Snyder, recording secretary; Erskine L. Waite, treasurer; William H. Snyder, curator. Membership, 93.

Pedagogy: Dr. Almon G. Merwin, president; Harry F. Towle, Miss Sarah E. Scott, vice-presidents; Miss Estelle C. Brown, secretary; Dr. William T. Vlymen, treasurer. Membership, 567.

Philology: Prof. Brainerd Kellogg, president; William H. Maxwell, first vice-president; Prof. R. J. H. Gottheil, second vice-president; Miss Emily G. Bridgham, secretary; Prof. Julian W. Abernethy, corresponding secretary; Walter B. Gunnison, treasurer. Membership, 964.

Photography: William H. Cooper, president; Mrs. C. H. Burdett, vice-president; Gould W. Hart, secretary; Pierre H. Le Brun, treasurer; Lewis E. Meeker, M. D., curator. Membership, 269.

Physics: Prof. Samuel Sheldon, president; Prof. Wallace Goold Levison, vice-president; Principal James Priddy, secretary; P. H. Van Everen, treasurer. Membership, 166.

Political and economic science: John A. Taylor, president; Dr. Charles H. Levermore, first vice-president; Conrad V. Dykman, second vice-president; Prof. C. H. J. Douglas, secretary; Charles Claghorn, treasurer. Membership, 719.

Psychology: Prof. Frederick W. Osborn, president; William H. Maxwell, first vice-president; A. G. Merwin, second vice-president; Miss Marie L. Burge, secretary; Albert M. Curry, M. D., treasurer. Membership, 187.

Zoology: Prof. John Mickleborough, president; Henry C. Burton, vice-president; Miss Alice A. Douglas, secretary; Charles A. Dayton, treasurer; Oliver D. Clark and Arthur H. Howell, curators. Membership, 114.

School of fine arts: Instruction in drawing from the antique, drawing and painting from life, modeling and sculpture, painting from still life; William M. Chase, Walter Shirlaw, J. Massy Rhind, Joseph H. Boston, and Elizabeth R. Coffin, instructors; Prof. William H. Goodyear, Mr. Percival Chubb, Miss Louise Both-Hendriksen, lecturers; William H. Snyder, curator. Day and evening classess. Students, 174.

The Shinnecock Hills Summer School of Art: Located at Southampton, Long Island, William M. Chase, director. Open from June 1 to October 1. Students, 120.

The Catskill Summer School of Art: Located in the Catskills. Mr. Theodore Robinson, director; Miss Harriet S. Peck, secretary. Students, 50.

The Old Lyme Summer School of Art.

Laboratory of biological research at Coldspring Harbor, Long Island: Board of managers—Eugene G. Blackford, president; Prof. Franklin W. Hooper, secretary; Herbert W. Conn, director. Open from July 1 to September 1. Lectures on biological and scientific subjects; classes for the study of various branches of biology; special apparatus for investigation; excursions for collecting specimens. Students, 27; attendance, 85.

The Brooklyn Institute of Arts and Sciences is authorized by act of legislature to establish museums of art and science.

PUBLICATIONS.

Yearbook of the Institute, published in July of each year. 8vo.
The Prospectus, published in September of each year. 12mo.
The Monthly Bulletin. 32mo.
The Weekly Bulletin. 32mo.

BUFFALO SOCIETY OF NATURAL SCIENCES.

BUFFALO, N. Y.

Organized December 5, 1861; incorporated January 23, 1863.

Objects.—The promotion and study of the natural sciences.

Founders.—Hiram E. Tallmadge, Augustus R. Grote, Coleman T. Robinson, Charles C. F. Gay, David F. Day, Albert H. Chester, Charles Winne, Laurentius G. Sellstedt, George W. Clinton, Albert T. Chester, Henry A. Richmond, Theodore Howland, Charles D. Marshall, Leon F. Harvey, Richard K. Noye, George Hadley, William S. Van Duzee.

Officers, 1894.—President, William H. Glenny; first vice-president, Dr. Lee H. Smith; second vice-president, Dr. Ernest Wende; third vice-president, Henry A. Richmond; recording secretary, Eben P. Dorr; corresponding secretary, Irving P. Bishop; treasurer, Dr. Louis A. Bull; librarian, Adolf Duschak; board of managers, David F. Day, Dr. Lucien Howe, William T. Hornaday, Herbert M. Hill, Henry R. Howland, Dr. F. Park Lewis, William McMillen, Fred K. Mixer, Dr. F. Roswell Park, Ottomar Reinecke, Frederick A. Vougt, Charles R. Wilson.

PUBLICATION.

Bulletin, published at the convenience of the society. 8vo.

THE CANANDAIGUA SCIENTIFIC ASSOCIATION.

CANANDAIGUA, N. Y.

Organized in 1880 as the "Microscopical Society of Canandaigua." It is not incorporated, and was for some years devoted exclusively to investigation and study in matters pertaining to the microscope. In 1885 its scope was extended to any matter of a scientific character. In June, 1893, the name was changed to its present form.

First officers.—President, N. T. Clark, LL. D.; vice-president, Sophie E. Howard, M. D.; secretary and treasurer, Prof. John M. Clark.

Officers, 1895.—President, A. L. Beahan, M. D.; vice-president, Dwight R. Burrell, M. D.; secretary and treasurer, Katharine M. Hart.

THE NATURAL SCIENCE ASSOCIATION OF AMERICA.

NEW YORK, N. Y.

Organized, 1888; incorporated August 29, 1892.

Objects.—To disseminate and promote natural science information.

Founders.—Jacob H. Studer, William S. Tisdale, James A. Westerfield, William H. Dusenberry, and H. A. Spencer.

Officers, 1895.—Jacob H. Studer, president; William S. Tisdale, secretary.

PUBLICATIONS.

The Birds of North America, by Jacob H. Studer. Imperial quarto.

NATURAL SCIENCE ASSOCIATION OF STATEN ISLAND.

NEW BRIGHTON, N. Y.

Organized November 12, 1881; incorporated February 19, 1885.

Objects.—To collect and preserve objects of natural science and antiquity, with special reference to local matters, and to diffuse correct knowledge in regard to the same by means of publications, meetings, and public lectures.

First officers.—Sanderson Smith, president; Charles W. Long, recording and financial secretary; Arthur Hollick, corresponding secretary; William T. Davis, curator.

Officers, 1894.—Walter C. Kerr, president; Thomas Craig, treasurer; Arthur Hollick, secretary; H. W. Congdon, curator.

PUBLICATIONS.

Proceedings, monthly, 8vo.; beginning with 13 pages in 1883, increased to 47 pages in 1894.

NEW YORK ACADEMY OF SCIENCES.

COLUMBIA COLLEGE, NEW YORK CITY.

Organized February 24, 1817, incorporated April 20, 1818, under the name "Lyceum of Natural History in the City of New York." The name was changed to "The New York Academy of Sciences" in 1876.

Object.—"The study of natural history as connected with the wants, the comforts, and the happiness of mankind, and particularly as it relates to the illustration of the physical character of the country we inhabit." (First constitution).

Founders.—Samuel L. Mitchill, Caspar Wistar Eddy, John B. Beck, F. C. Schaeffer, Benjamin P. Kissam, Ezekiel R. Baudoine, Francis Morton, D. L. M. Peixotto, John W. Francis, Henry M. Francis, D'Jurco Knevals, John Torrey, William Cooper, Thomas Eddy, jr., B. R. Greenland, M. D. L. F. Erving, Lewis C. Beck, Charles C. Townsend, J. Roane, R. B. Owen, Cornelius P. Heermans.

First officers.—Samuel L. Mitchill, M. D., president; Caspar W. Eddy, M. D., first vice president; Rev. F. C. Schaeffer, second vice-president; John W. Francis, M. D., corresponding secretary; John B. Beck, A. M., recording secretary; Benjamin P. Kissam, M. D., treasurer; John Torrey, D'Jurco V. Knevals, and Ezekiel R. Baudoine, A. B., curators.

Officers, 1895–96.—President, J. K. Rees; first vice-president, H. F. Osborn; second vice-president, J. J. Stevenson; corresponding secretary, D. S. Martin; recording secretary, J. F. Kemp; treasurer, C. F. Cox; librarian, Arthur Hollick; counselors, J. A. Allen, N. L. Britton, Bashford Dean, William Hallock, William Stratford, R. S. Woodward; curators, H. G. Dyar, G. F. Kunz, L. H. Laudy, Heinrich Ries, W. D. Schoonmaker; finance committee, Henry Dudley, J. H. Hinton, Cornelius Van Brunt.

PUBLICATIONS.

Annals of the Lyceum of Natural History, Vols. I–XI, 1824–1877, 8vo, plates, averaging about 462 pp. each.

Annals of the New York Academy of Science, Vols. I–VIII+, 1879–1895, 8vo, plates, averaging nearly 500 pp. each.

Transactions, Vols. I–XIII+, 1881–1894, 8vo, plates, averaging about 234 pp. each.

Memoirs, 4to, series just begun.

THE ROCHESTER ACADEMY OF SCIENCE.

ROCHESTER, N. Y.

Organized and chartered, 1881, growing out of the Rochester Microscopical Society, which was organized in 1879. In 1889 it was reorganized and the constitution changed to its present form.

Objects.—(1) To create and cultivate interest and work in science; (2) to afford an opportunity for the reading of papers and for discussion; (3) to supply a medium for publication and dissemination of scientific papers; (4) to collect and preserve materials illustrating the local natural history (as the plants, special groups of animals, rocks, minerals, fossils, etc.) of the region.

First officers.—President of the Microscopical Society, Prof. S. A. Lattimore; of the Academy, Rev. Myron Adams.

Officers, 1895.—President, Herman L. Fairchild; first vice-president, J. M. Davison; second vice-president, J. Eugene Whitney; secretary, Arthur Latham Baker; corre-

sponding secretary, Charles Wright Dodge; treasurer, F. W. Warner; librarian, Miss Florence Beckwith; councilors, C. C. Laney, Dr. G. W. Goler.

The library numbers about 3,000 volumes and pamphlets, consisting chiefly of the publications of other scientific societies, American and foreign. It is now in a room at Anderson Hall, University of Rochester. It is not the purpose of the society to accumulate a general museum, but to make special collections representative of the locality. There is already in possession the finest herbarium in western New York, numbering 3,210, a collection of Monroe County mollusks, a collection of insects, and a set of fossils of the vicinity.

PUBLICATIONS.

Proceedings, Vol. I, large 8vo, 1890–91; Vol. II, 1892–1895.

VASSAR BROTHERS' INSTITUTE.

POUGHKEEPSIE, N. Y.

Organized and incorporated May 29, 1881.

Objects.—To promote education and useful knowledge in the departments of science, literature, and art by investigating and discussing scientific, literary, and artistic subjects, and by establishing and maintaining a museum, library, and collection of works of art and objects of historic interest in the furtherance of such objects.

Founders.—Matthew Vassar, jr.; A. P. Van Gieson, Truman J. Backus, Leroy C. Cooley, Henry V. Pelton, William B. Dwight, John Guy Vassar, Edward Elsworth, T. M. Buckingham, William G. Stevenson, John P. Adriance, Charles N. Arnold.

This institute absorbed the "Pokeepsie Society of Natural Science" in 1881.

Trustees and officers, 1894.—Leroy C. Cooley, Charles N. Arnold, William T. Reynolds, Henry V. Pelton, Charles B. Warring, Edward Elsworth, William B. Dwight, Edward Burgess, A. P. Van Gieson, Charles B. Herrick, Evan R. Williams, Irving Elting; president of institute, William Bancroft Hill; secretary, John Williams; treasurer, Edward Elsworth; chairman of scientific section, Edward Burgess; chairman of literary section, John B. Sickley; chairman of art section, A. P. Van Gieson.

PUBLICATIONS.

Transactions, Vols. I–VI, 4to, about 275 pp. each.

WEST SIDE NATURAL HISTORY SOCIETY.

NEW YORK CITY.

Organized April 23, 1885.

Object.—The general study of natural history.

Founder.—Edmund B. Southwick, Ph. D.

Officers, 1895.—President, E. B. Southwick; vice-president and librarian, L. S. Foster; secretary, Miss E. A. Foster; treasurer, ——.

In addition to the general study of natural history, the society offers a two years' course of lectures in botany, geology, entomology, and ornithology.

ELISHA MITCHELL SCIENTIFIC SOCIETY.

CHAPEL HILL, N. C.

Organized September 24, 1883.

Object.—The encouragement of scientific research and recording the work of members, especially with reference to the natural history of the State.

First officers.—President, F. P. Venable; secretary and treasurer, J. W. Gore.

Officers, 1894–95.—President, J. A. Holmes; vice-president, J. W. Gore; secretary, F. P. Venable.

PUBLICATIONS.

Journal, in 10 volumes, all 8vo; Vol. I, pp. 97; II, pp. 100; III, pp. 146; IV, pt. 1, pp. 67, pt. 2, 114; V, parts 1 and 2, pp. 139; VI, parts 1 and 2, pp. 161; VII, pp. 132; VIII, pp. 131; IX, pp. 108; X, pp. 98.

THE DELAWARE COUNTY INSTITUTE OF SCIENCE.

MEDIA, PA.

Organized September 21, 1833; incorporated February 8, 1836.

"The object of this society shall be to promote the diffusion of general and scientific knowledge among its members and in the community at large, and the establishment and maintenance of a library and historical record and a museum."—Constitution.

Founders.—George Miller, Minshall Painter, John Miller, George Smith, M. D., and John Cassin.

First officers.—President, George Smith, M. D.; first vice-president, A. H. Parker; second vice-president, Reece W. Flower; secretary, Minshall Painter; treasurer, John Miller; managers, John Cassin, John Miller, Robert R. Dutton, William B. Hilditch, George Miller, jr.

Officers, 1894.—President, T. Chalkley Palmer; first vice-president, Charles Potts; second vice-president, Henry L. Broomall; recording secretary, Linnaeus Fussell, M. D.; corresponding secretary, Anna W. Speakman; treasurer, Carolus M. Broomall; librarian, Lewis S. Hough; curators, Issac S. Yarnall, George B. Adams, Henry Mendenhall, Theophilus P. Saulnier, Benjamin C. Potts.

PUBLICATIONS.

Several memoirs of deceased members. History of great flood of August 8, 1843. History of Delaware County, Pa., by George Smith, M. D., Philadelphia, 1862, 8vo, pp. 581.

TEXAS ACADEMY OF SCIENCE.

AUSTIN, TEX.

Organized in Austin, Tex., January 9, 1892.

Objects.—The promotion of natural and exact science; to investigate and report on subjects pertaining to the exact sciences when called on by the departments of the State government; to furnish to scientists of the State opportunities for social intercourse, exchange of ideas, and discussion.

Founders.—Prof. Edgar Everhart, first president; Prof. Alex. Macfarlane, E. T. Dumble, W. F. Cummins, W. H. von Streeruwitz, Prof. George W. Curtis.

Officers, 1894–95.—President, Dr. George B. Halsted; vice president, Dr. Allen J. Smith, Galveston; treasurer, E. T. Dumble, Austin; honorary secretary, I. H. Bryant, Austin; council, W. H. von Streeruwitz, Dr. David Cerna, Prof. J. C. Nagle.

PUBLICATIONS.

Transactions, Vol. I, Nos. 1–4, 1892–1895, 8vo, pp. 102, 79, 96.

TACOMA ACADEMY OF SCIENCE.

TACOMA, WASH.

Organized and incorporated July 13, 1891.

Objects.—By regular meetings to give a more general and stronger impulse to scientific research.

First officers.—President, Hon. Frank Allyn; recording secretary, Meriden S. Hill; corresponding secretary, Wm. Curtis Taylor; treasurer, A. N. Fitch.

Officers, 1896.—President, James Wickersham; recording secretary, Fred. G. Plummer; corresponding secretary, Meriden S. Hill; treasurer, Chas. P. Culver.

PUBLICATIONS.

Proceedings, 8vo.

WISCONSIN ACADEMY OF SCIENCES, ARTS, AND LETTERS.

MADISON, WIS.

Organized February 16, 1870; incorporated March 16, 1870.

Object.—"To encourage investigation and disseminate correct views in the various departments of science, literature, and the arts."

First officers.—President, J. W. Hoyt; vice-presidents, P. R. Hoy, W. E. Armitage, Nelson Dewey, A. L. Chapin; general secretary, I. A. Lapham; acting secretary, J. E. Davies; treasurer, George P. Delaplaine; director of museum, William Dudley; librarian, J. G. Knapp.

Officers, 1894.—President, Charles R. Van Hise; vice-presidents, J. J. Blaisdell, C. Dwight Marsh, A. J. Rogers; secretary, Charles R. Barnes; treasurer, Samuel D. Hastings; librarian, F. L. Van Cleef; curator, G. E. Culver.

PUBLICATIONS.

Transactions, Vols. I–IX, 1 ed. every two years. 8vo.

II. MATHEMATICS AND PHYSICS.

NATIONAL.

THE AMERICAN MATHEMATICAL SOCIETY.

New York, N. Y.

Organized as the New York Mathematical Society, November, 1888; reorganized as the American Mathematical Society, July, 1894.

Object.—To encourage and maintain an active interest in and to promote the advancement of mathematical science.

First officers of the New York Mathematical Society.—President, J. H. Van Amringe; secretary, Thomas S. Fiske.

First officers of the American Mathematical Society.—Emory McClintock, president; G. W. Hill, vice-president; Thomas S. Fiske, secretary; R. S. Woodward, treasurer; Gustave Legras, librarian; Henry B. Fine, Harold Jacoby, E. Hastings Moore, Simon Newcomb, Charlotte Angas Scott; committee of publication, Thomas S. Fiske, Alexander Ziwet.

Officers of the American Mathematical Society, 1895.—President, Dr. George W. Hill; vice-president, Prof. Hubert A. Newton; secretary, Prof. Thomas S. Fiske; treasurer, Prof. R. S. Woodward; librarian, Dr. Edward L. Stabler; committee of publication, Prof. Thomas S. Fiske, Prof. Alexander Ziwet, Prof. Frank Morley; other members of the council, Prof. Thomas Craig, Dr. Emory McClintock, Prof. Mansfield Merriman, Prof. Henry B. Fine, Prof. E. Hastings Moore, Prof. Ormond Stone, Prof. Simon Newcomb, Prof. Charlotte Angas Scott, Prof. Henry S. White.

PUBLICATIONS.

Bulletin of the New York Mathematical Society. A historical and critical review of mathematical science; monthly except August and September; October, 1891; July, 1894, 3 vols.; 8vo; vol. 1, 242 pp.; vol. 2, 274 pp.; vol. 3, 270 pp.

Bulletin of the American Mathematical Society. A continuation of the bulletin of the New York Mathematical Society; monthly except August and September; October, 1894, + 8vo; each number 32 pp.

Mathematical papers read before the International Mathematical Congress held in conjunction with the World's Columbian Exposition, Chicago, 1893. (In press.)

AMERICAN METROLOGICAL SOCIETY.

New York, N. Y.

Organized at Columbia College, New York, December 30, 1873, in pursuance of a call sent out by President F. A. P. Barnard.

Objects.—(1) To improve existing systems of weights, measures, and moneys, and to bring them into relations of simple commensurability with each other; (2) to secure universal adoption of common units of measure for quantities in physical observation or investigation, for which ordinary systems of metrology do not provide, such as divisions of barometer, thermometer, and densimeter; amount of work done by machines; amount of mechanical energy, active or potential, of bodies, as dependent on their motion or position; quantities of heat present in bodies of given temperatures, or generated by combustion or otherwise; quantity and intensity of electrodynamic currents; aggregate and efficient power of prime movers; accelerative force of gravity; pressure of steam and atmosphere; and other matters analogous to these; (3) to secure uniform usage as to standard points of reference, or physical conditions to which observations must be reduced for purposes of comparison; especially temperature and pressure to which are referred specific gravities of bodies, and the zero of longitude on the earth; (4) to secure the use of the decimal system for denominations of weight, measure, and money derived from unit bases, not necessarily excluding for practical purposes binary or other convenient divisions, but maintained along with such other methods, on account of facilities for calculation, reductions, and comparison of values, afforded by a system conforming to our numerical notation.

Founders.—Prof. Wolcott Gibbs, Prof. Thomas R. Pynchon, Prof. Elias Loomis, Prof. C. S. Lyman, Prof. H. A. Newton, President F. A. P. Barnard, Prof. Charles Davies, Prof. Henry Drisler, Prof. O. N. Rood, Prof. T. Egleston, Hon. John A. Kasson, Rev. Dr. G. W. Samson, J. E. Hilgard, esq., E. B. Elliott, esq., Prof. J. P. Thompson, Prof. T. Greene, Prof. R. H. Thurston, Prof. G. W. Plympton, Prof. J. B. Crenshaw, Prof. C. G. Rockwood, jr., Prof. W. G. Peck, Prof. B. N. Martin, Prof. S. D. Tillman.

First officers.—President, F. A. P. Barnard; vice-president, John A. Kasson; recording secretary, C. G. Rockwood, jr.; corresponding secretary, Samuel D. Tillman;

treasurer, Howard Potter; council, S. B. Ruggles, Josiah P. Cooke, jr., J. E. Hilgard, T. R. Pynchon, R. H. Thurston, E. B. Elliott, C. S. Lyman, Wolcott Gibbs, H. A. Newton, R. W. Raymond.

Officers, 1894.—President, B. A. Gould, Cambridge, Mass.; vice-presidents, T. R. Pynchon, Hartford, Conn., Wolcott Gibbs, Newport, R. I., T. C. Mendenhall, Worcester, Mass., T. Egleston, J. H. Van Amringe, New York City, Sandford Fleming, Ottawa, Canada, A. A. Michelson, Chicago, Ill.; treasurer and recording secretary, John K. Rees, New York City; corresponding secretary, O. H. Littmann, Washington, D. C.; council, H. A. Newton, New Haven, Conn., Cleveland Abbe, Washington, D. C., R. H. Thurston, Ithaca, N. Y., A. M. Mayer, Hoboken, N. J., Henry Holt, W. F. Allen, New York City, Simon Newcomb, S. P. Langley, Washington, D. C., F. H. Smith, Richmond, Va., George Eastburn, Philadelphia, Pa.

PUBLICATIONS.

Proceedings, 8vo, 900 pp.
The Metric System, New York, 1893, 18 pp.
A metric chart.
Publications are issued from time to time without regularity.

STATE.

ASTRONOMICAL SOCIETY OF THE PACIFIC.

SAN FRANCISCO, CAL.

Organized February 7, 1889; incorporated August 28, 1889.

Objects.—To advance the science of astronomy, and to diffuse information concerning it.

First officers.—Edward S. Holden, president; J. M. Schaeberle, secretary; C. Burckhalter, secretary; E. J. Molera, treasurer.

Officers, 1895.—W. W. Campbell, president; W. J. Hussey, William M. Pierson, and John Dolbeer, vice-presidents; C. D. Perrine, 819 Market street, San Francisco, secretary; F. R. Ziel, secretary and treasurer.

Board of directors.—William Alvord, W. W. Campbell, John Dolbeer, E. S. Holden, W. J. Hussey, E. J. Molera, C. D. Perrine, William M. Pierson, J. M. Schaeberle, Otto Von Geldern, F. R. Ziel.

Finance committee.—William M. Pierson, John Dolbeer, Otto Von Geldern.

Committee on publication.—E. S. Holden, W. W. Campbell, C. G. Yale.

Library committee.—Otto Von Geldern, E. J. Molera, A. H. Babcock.

Committee on the comet medal.—E. S. Holden (ex officio), J. M. Schaeberle, Charles Burckhalter.

PUBLICATIONS.

Publications of the Astronomical Society of the Pacific, Vols. I, II, III, IV, V, VI, VII (current year); issued bimonthly in 8vo. Each volume is made up of the numbers issued during a calendar year, and contains from 200 to 300 pages, or more.

CHICAGO ASTRONOMICAL SOCIETY.

CHICAGO, ILL.

Organized November, 1862; incorporated February 19, 1867.

Object.—The advancement of astronomy.

First officers.—J. Y. Scammon, president; W. H. Wells and J. H. Woodworth, vice-presidents; Thomas Hoyne, secretary; D. J. Ely, treasurer.

Officers, 1895.—Elias Colbert, president; James B. Hobbs, vice-president; Henry C. Ranney, secretary; Murry Nelson, treasurer.

The Chicago Astronomical Society was primarily organized for the purchase of the 18½-inch Clark refractor. Subsequently, in connection with the old Chicago University, it established the Dearborn Observatory. In 1887 the instruments of the observatory were transferred to the Northwestern University, at Evanston. The society has always been a society for revenue for carrying on the Dearborn Observatory.

III. CHEMISTRY AND PHARMACY.

NATIONAL.

THE AMERICAN CHEMICAL SOCIETY.

BROOKLYN, N. Y.

This society was the outgrowth of a meeting of American chemists held in Northumberland, Pa., in August, 1874, to celebrate the centennial of the discovery of oxygen by Priestley. It was organized in 1876; incorporated October 25, 1877.

"The objects of the society shall be the advancement of chemistry and the promotion of chemical research."

Incorporators.—C. F. Chandler, New York City; Henry Morton, Hoboken, N. J.; M. Alsberg, New York City; W. M. Habirshaw, Astoria, N. Y.; P. Casamajor, Brooklyn, N. Y.; E. Sherer, Brooklyn, N. Y.; W. H. Nichols, Brooklyn, N. Y.; H. Endemann, New York City; W. Shapleigh, New York City; E. P. Eastwick, Elizabeth, N. J.; H. C. Havemeyer, New York City; J. Goldmarck, Brooklyn, N. Y.; Henry Draper, New York City.

Officers, 1895.—President, Edgar F. Smith, University of Pennsylvania, Philadelphia, Pa.; vice-presidents, the presiding officers of the local sections (see below); general secretary, Albert C. Hale, 551 Putnam avenue, Brooklyn, N. Y.; treasurer, C. F. McKenna, 221 Pearl street, New York City; librarian, F. E. Dodge, 344 Sixth avenue, Brooklyn, N. Y.; committee on papers and publications, Edward Hart, editor; E. F. Smith, J. H. Long.

Board of directors, members ex officio.—Edgar F. Smith, president; Albert C. Hale, general secretary; C. F. McKenna, treasurer; F. E. Dodge, librarian; Edward Hart, editor. Term expires December, 1895: C. F. Chandler, P. T. Austen, C. A. Doremus, C. E. Munroe. Term expires December, 1896: H. W. Wiley, William McMurtrie, J. H. Appleton, A. A. Breneman.

Council, members ex officio.—Edgar F. Smith, president; Albert C. Hale, general secretary; Edward Hart, editor. Term expires December, 1895: G. C. Caldwell, J. W. Mallet, T. H. Norton, A. B. Prescott. Term expires December, 1896: C. B. Dudley, C. E. Munroe, William McMurtrie, J. H. Appleton. Term expires December, 1897: G. F. Barker, F. W. Clarke, W. L. Dudley, E. R. Squibb.

Local sections.—Rhode Island section: C. A. Catlin, presiding officer; E. E. Calder, secretary, Board of Trade Building, Providence, R. I. Cincinnati section: Karl Langenbeck, presiding officer; E. C. Wallace, secretary, room 71, Blymeyer Building, Cincinnati, Ohio. New York section: P. T. Austen, presiding officer; Morris Loeb, secretary, 37 East Thirty-eighth street, New York City. Washington section: Charles E. Munroe, presiding officer; A. C. Peale, secretary, 605 Twelfth street NW. Lehigh Valley section: Edward Hart, presiding officer; A. H. Welles, secretary, Easton, Pa. New Orleans section: A. L. Metz, presiding officer; Hubert Edson, secretary, Bartels, La.

PUBLICATIONS.

Journal, monthly, now in its seventeenth year. 8vo., pp. 72.

Two general meetings are held each year, the time and place of these meetings being determined by the council.

AMERICAN PHARMACEUTICAL ASSOCIATION.

BALTIMORE, MD.

The initial meeting was held in New York in 1851; the association was organized in Philadelphia in 1852, and incorporated in Washington, D. C., February 21, 1888.

Objects.—"3. To improve the science and art of pharmacy by diffusing scientific knowledge among apothecaries and druggists, fostering pharmaceutical literature, developing talent, stimulating discovery and invention, and encouraging home production and manufacture in the several departments of the drug business."

First officers.—President, Daniel B. Smith, Philadelphia; first vice-president, George W. Anderson, Baltimore; second vice-president, Samuel M. Colcord, Boston; third vice-president, C. Augustus Smith, Cincinnati; treasurer, Alfred B. Taylor, Philadelphia; recording secretary, George D. Coggeshall, New York; corresponding secretary, William Proctor, jr.

Officers, 1894–95.—President, William Simpson, Raleigh, N. C.: first vice-president, Charles M. Ford, Denver, Colo.; second vice-president, John N. Hurty, Indianapolis, Ind.; third vice-president, Joseph E. Morrison, Montreal, Canada; treasurer, Samuel A. D. Sheppard, Boston, Mass.; permanent secretary, Charles Caspari, jr., Baltimore,

Md.; local secretary, Edmund L. Scholtz, Denver, Colo.; reporter on progress of pharmacy, Henry Kraemer, New York, N. Y.

PUBLICATIONS.

Proceedings, 1851-1860, 1862-1894, 8vo; vol. 42, 8vo, pp. 1,394.

STATE.

ALABAMA PHARMACEUTICAL ASSOCIATION.

MOBILE, ALA.

Organized 1881; incorporated May 9, 1882.

Object.—To improve the science and art of pharmacy.

Founders and first officers.—President, Philip C. Candidus, Mobile; first vice-president, J. L. Davis, Birmingham; second vice-president, C. Stollenwerck, Greensboro; treasurer, Y. P. Newman, Birmingham; secretary, G. W. Gillespie, Birmingham; local secretary, Charles A. Mohr, Mobile.

Officers, 1895.—President, E. P. Galt, Selma; first vice-president, J. L. Wikle, Anniston; second vice-president, J. G. Dunn, Mobile; secretary, Philip C. Candidus, Mobile; local secretary, W. F. Dent, Montgomery; treasurer, E. E. Elam, Anniston.

PUBLICATIONS.

Proceedings, Annual. 8vo.

CHEMICAL SOCIETY OF WASHINGTON (LOCAL SECTION OF THE AMERICAN CHEMICAL SOCIETY).

WASHINGTON, D. C.

Organized January 12, 1884; first meeting, January 31, 1884.

Object.—The cultivation of chemical science, pure and applied.

First officers.—President, Thomas Antisell; vice-presidents, William Mew, F. W. Clarke; treasurer, W. H. Seaman; secretary, H. W. Wiley; executive committee, E. T. Fristoe, Thosas M. Chatard, J. H. Kidder, and A. C. Peale, in addition to officers above.

Officers, 1895.—President, Prof. Charles E. Munroe; vice-presidents, Prof. W. D. Bigelow, Dr. E. A. de Schweinetz; treasurer, Mr. W. P. Cutter; secretary, Dr. A. C. Peale; additional members of the executive committee, Prof. F. W. Clarke, F. P. Dewey, Dr. W. H. Seaman, and Dr. H. W. Wiley

PUBLICATIONS.

Bulletin, 1-8, 1886-1893, 8vo, about 40 pages each.

NEW YORK SECTION OF THE AMERICAN CHEMICAL SOCIETY.

NEW YORK CITY.

Organized under the charter of the parent society April 29, 1892.

First officers.—Chairman, P. T. Austen; secretary and treasurer, Morris Loeb. These, together with A. A. Breneman, William McMurtrie, and Albert C. Hale, constitute the executive committee.

The library of the American Chemical Society is deposited with this section.

PUBLICATIONS.

Proceedings, in the Journal of the American Chemical Society, now in its seventeenth volume.

NORTH CAROLINA SECTION OF THE AMERICAN CHEMICAL SOCIETY.

RALEIGH, N. C.

Organized February, 1896.

Objects.—The advancement of chemistry and the promotion of chemical research.

Founders.—Dr. F. P. Venable, Dr. Charles Baskerville, and Mr. Thomas Clark, of the University; Dr. H. B. Battle, and Messrs. W. M. Allen, C. B. Williams, and S. E. Asbury, of the Experiment Station; Prof. J. A. Withers and Messrs. J. A. Bizzell, G. S. Fraps, and R. G. Mewborne, of the A. and M. College.

Officer, 1895-96.—President, Dr. F. P. Venable, University of North Carolina; vice-president, Prof. C. E. Brewer, Wake Forest College; secretary-treasurer, Prof. W. A. Withers, A. and M. College, Raleigh, N. C.

NORTH CAROLINA PHARMACEUTICAL ASSOCIATION.

FAYETTEVILLE, N. C.

Organized August 11, 1880; incorporated March 12, 1891.

Objects.—To unite the pharmacists of the State for mutual aid, encouragement, and improvement; to encourage scientific research, develop pharmaceutical talent, to elevate the standard of professional thought, and ultimately restrict the practice of pharmacy to properly qualified druggists and apothecaries.

Incorporators.—E. M. Nadal, S. J. Hinsdale, William Simpson, E. H. Meadows, T. C. Smith, and John S. Pescud.

First officers.—President, E. M. Nadal; secretary, T. C. Smith; treasurer, John S. Pescud.

Officers, 1895.—President, J. Hal Bobbitt; secretary, H. R. Horne; treasurer, A. J. Cook.

PUBLICATIONS.

Proceedings, Annual; about 125 pages.

IV. GEOGRAPHY, GEOLOGY, AND MINERALOGY.

NATIONAL.

THE GEOLOGICAL SOCIETY OF AMERICA.

ROCHESTER, N. Y.

Organized December, 1888.

Object.—To advance geological science in America.

Past presidents.—James Hall, Alexander Winchell, J. William Dawson, James C. Dana, G. K. Gilbert, T. C. Chamberlin.

Officers, 1895.—President, N. S. Shaler, Harvard University; vice-presidents, Joseph LeConte, University of California, Charles H. Hitchcock, Dartmouth College; secretary, H. L. Fairchild, University of Rochester; treasurer, I. C. White, Morgantown, W. Va.; editor, J. Stanley-Brown, Washington, D. C.; councilors, F. D. Adams, McGill College, Montreal; R. W. Ells, Geological Survey of Canada; I. C. Russell, University of Michigan; E. A. Smith, University of Alabama; C. R. Van Hise, University of Wisconsin; C. D. Walcott, U. S. Geological Survey.

PUBLICATIONS.

The Bulletin, issued in brochures and in complete volumes; one volume each year; six volumes have been published. 8vo. The smallest volume has had 458 pages, the largest 665 pages.

STATE.

GEOGRAPHICAL SOCIETY OF CALIFORNIA.

SAN FRANCISCO, CAL.

Incorporated Decem ber 11, 1891.

Objects.—In such an important and growing city as San Francisco, the capital of the West, occupying such an advantageous position on the Pacific coast, and destined at no remote period to rank among the most renowned cities both in the Old World and the New, it is evident that the acquisition of geographical knowledge should constitute one of the leading branches of education. The dissemination of such knowledge is consequently the chief aim of this society, and for this purpose—

First. Lectures are given monthly and occasionally bimonthly, either by native or foreign travelers, or by qualified scientists.

Second. Aid will be given, when the society has sufficient funds in hand, to exploring expeditions on this coast or elsewhere.

Third. The society receives information from naval officers with regard to points of geographical interest, changes of currents, climatic variations, or other phenomena, and keeps a record of them for consultation.

Fourth. A library of books of travel and other kindred subjects, together with maps, is being rapidly accumulated.

Fifth. One bulletin has already been published for home distribution and interchange with scientific societies throughout the world, and will be followed periodically by others.

Sixth. Conversazioni will take place at stated periods, at which members of the society will have the privilege of introducing their friends.

First officers.—Acting president, David Starr Jordan, M. D., LL. D., Ph. D.; vice-presidents, Fred W. D'Evelyn, M. B., C. M. (Edin.), Col. John O'Byrne; directors, A. L. Bancroft, Dorville Libby, George A. Moore, George W. Davis, M. D., Peter MacEwen, Edgar D. Peixotto, Hon. W. H. Pratt; treasurer, R. H. McDonald, jr.; secretary, J. Studdy Leigh, F. R. G. S.; bankers, The Pacific Bank; honorary council, Col. Charles F. Crocker, Edwin Fretwell, Stephen T. Gage, A. S. Hallidie, H. E. Huntington, Col. J. P. Jackson, Prof. Martin Kellogg, Hon. E. McKinstry, Col. George H. Morrison, John Rosenfeld, G. Howard Thompson, John J. Valentine.

Officers, 1894–95.—President, Fred. William D'Evelyn, M. B., C. M. (Edin.); first vice-president, Rev. Frederic J. Masters, D. D.; second vice-president, Frank Shay; directors, A. L. Bancroft, Dorville Libby, Cyril W. Newall, George W. Davis, M. D., George A. Moore, Hon. W. H. Pratt, S. H. Strite; treasurer, Edwin Fretwell; secretary, P. MacEwen; bankers, American Bank and Trust Company; honorary council, Col. Charles F. Crocker, Daniel A. Goodsell, Stephen T. Gage, A. S. Hallidie, H. E. Huntington, Col. J. P. Jackson, Prof. Martin Kellogg, Hon. E. McKinstry, Col. George H. Morrison, John Rosenfeld, G. Howard Thompson, John J. Valentine.

PUBLICATIONS.

Bulletins I, II.

THE GEOGRAPHICAL SOCIETY OF THE PACIFIC.

San Francisco, Cal.

Organized March 16, 1881; incorporated January 5, 1892.

Objects.—The encouragement of geographical exploration; the collection and dissemination of geographical information by free lectures and by publications; to accumulate a library of maps and geographical works, open to the public under certain regulations, and to advance these objects by carrying on correspondence and exchanging publications with other societies whose objects include or are connected with geography.

First officers.—President, Prof. George Davidson, Ph. D., Sc. D.; vice-presidents, W. S. Justice, Ogden Hoffman, William Lane Booker, F. R. G. S., H. B. M. consul, John R. Jarboe; foreign corresponding secretary, Francis Berton; home corresponding secretary, James P. Cox; treasurer, Gen. C. I. Hutchinson; secretary, Charles Mitchell Grant, F. R. G. S.

Officers, 1894–95.—President, Prof. George Davidson, Ph. D., Sc. D.; first vice-president, Thomas E. Slevin, LL. D.; second vice-president, Hon. Ralph C. Harrison; third vice-president, Irving M. Scott; home corresponding secretary, Hon. Jeremiah Lynch; recording secretary, John Partridge; assistant secretary, Th. F. Trenor, A. M.

PUBLICATIONS.

Annual Bulletin, in January, 4to, from 100 to 300 pages.

GEOLOGICAL SOCIETY OF WASHINGTON, D. C.

Washington, D. C.

Organized February 25, 1893.

Object.—The increase and diffusion of geologic knowledge.

It had 109 members as founders.

Officers, 1894.—C. D. Walcott, president; S. F. Emmons and G. K. Gilbert, vice-presidents; Arnold Hague, treasurer; Whitman Cross and J. S. Diller, secretaries; G. F. Becker, W. H. Dall, C. W. Hayes, R. T. Hill, and G. P. Merrill, members at large of the council.

NATIONAL GEOGRAPHIC SOCIETY.

Washington, D. C.

Organized January 10, 1888; incorporated January 27, 1888.

Object.—The increase and diffusion of geographic knowledge.

Founders.—Gardiner G. Hubbard, C. E. Dutton, O. H. Tittman, J. Howard Gore, C. Hart Merriam, J. R. Bartlett, Rogers Birnie, jr., J. W. Powell, Henry Gannett, A. H. Thompson, A. W. Greely, Henry Mitchell, George Kennan, Marcus Baker, Gilbert Thompson.

Officers, 1894.—President, Gardiner G. Hubbard; vice-presidents, land section, T. C. Mendenhall; sea section, George W. Melville; air section, A. W. Greely; life section, C. Hart Merriam; geographic art section, W. B. Powell; commercial geography sec-

tion, Henry Gannett; treasurer, Charles J. Bell; secretaries, Cyrus C. Babb, Eliza R. Scidmore; managers, Marcus Baker, H. F. Blount, G. K. Gilbert, Everett Hayden, John Hyde, W J McGee, F. H. Newell, Edwin Willits.

PUBLICATIONS.

National Geographic Magazine, Vols. I–V, 1889–1893, 8vo, about 300 pages each; issued at irregular intervals throughout the year.

THE AMERICAN GEOGRAPHICAL SOCIETY OF NEW YORK.

New York, N. Y.

Organized May 22, 1852, under the title "The American Geographical and Statistical Society;" incorporated May 22, 1852, and April 8, 1871, when the name was changed to the present form.

Objects.—The advancement of geographical and statistical science by the collection and diffusion of knowledge in those branches.

First officers.—President, George Bancroft; vice-presidents, Henry Grinnell, F. L. Hawks, D. D., John C. Zimmerman, sr.; treasurer, Charles Congdon; recording secretary, M. Dudley Bean; foreign corresponding secretary, S. Dewitt Bloodgood; domestic corresponding secretary, Archibald Russell; librarian, Joshua Leavitt; trustees, Henry E. Pierrepont, Alexander I. Cotheal, J. Calvin Smith, Hiram Barney, John Jay, Edmund Blunt, Luther B. Wyman, J. Carson Brevoort, Cambridge Livingston, Henry V. Poor.

Officers.—President, Charles P. Daly, LL. D.; vice-presidents, C. C. Tiffany, D. D., W. H. H. Moore, Gen. Egbert L. Viele; foreign corresponding secretary, Prof. William Libbey, jr.; domestic corresponding secretary, James Mühlenberg Bailey; recording secretary, Anton A. Raven; treasurer, Walter R. T. Jones; councilors, William G. Hamilton, Henry Holt, Clarence King, Charles A. Peabody, Rear-Admiral Bancroft Gherardi, U. S. N., Cyrus C. Adams, Francis M. Bacon, Austen G. Fox, Alexis A. Julian, D. O. Mills, Levi Holbrook, Morris K. Jesup, Gustav E. Kissel, Henry Parish, Chandler Robbins.

PUBLICATIONS.

Bulletin, 8vo, quarterly.
Journal, 8vo, yearly volume of the Bulletin; Vol. XXVI, 1894.

NEW YORK MINERALOGICAL CLUB.

New York City.

Organized 1887.

Object.—The study of mineralogy.

The club holds some of its meetings as a mineralogical section of the New York Academy of Sciences. The president is elected for each meeting.

V. BIOLOGY, INCLUDING BOTANY, ORNITHOLOGY, MICROSCOPY, ENTOMOLOGY, AND ANTHROPOLOGY.

NATIONAL.

AMERICAN ENTOMOLOGICAL SOCIETY.

Fairmount Station, Philadelphia, Pa.

Organized 1859; incorporated 1862.

Object.—The study of entomology.

First officers.—President, John L. Leconte; vice-president, James Ridings; secretary, E. T. Cresson; treasurer, Charles Wilt.

Officers, 1894.—President, G. H. Horn; vice-president, Philip Calvert; secretary, James Ridings.

PUBLICATIONS.

Transactions, quarterly, 400 pages a year.

AMERICAN MICROSCOPICAL SOCIETY.

Washington, D. C.

The microscopical section of the Indianapolis Lyceum of Natural History in May, 1878, addressed an inquiry to the various microscopical societies of the country as to the desirableness of a national convention of the microscopists of the country for the

purpose of forming a national organization "for the promotion of the progress of microscopical science." Answers being favorable, a call was issued by the Indianapolis society inviting all microscopists throughout the United States to meet at Indianapolis August 14, 1878. On that day convened, pursuant to call, "The National Microscopical Convention." It was attended by 50 persons, who, on August 17, 1878, organized permanently as the American Society of Microscopists; incorporated August 13, 1891, at Washington, D. C., under laws of the District of Columbia, under the name, "The American Microscopical Society."

Object.—The encouragement of microscopical research.

Incorporators.—W. H. Walmsley, Frank L. James, William J. Lewis, Simon H. Gage, Charles H. Denison, F. W. Kuhne, George E. Fell, Samuel Wagenhals, David S. Kellicott, L. D. McIntosh, Robert Reyburn, M. D., J. Foster Scott, G. N. Acker, M. D., H. L. E. Johnson, H. A. Robbins, V. A. Moore, J. Melvin Lamb, Thomas Taylor, J. M. Stedman, H. H. Doubleday, José M. Yznaga, William H. Seaman.

First officers, 1878.—President, Dr. R. H. Ward, of Troy, N. Y.; vice-presidents, Dr. S. W. Dennis, of San Francisco, Cal., and C. M. Vorce, of Cleveland, Ohio; secretary, Dr. Henry Jamison, of Indianapolis, Ind.; treasurer, H. F. Atwood, of Chicago, Ill.; executive board, Dr. J. Edward Smith, of Cleveland, Ohio; Dr. George E. Blackham, of Dunkirk, N. Y., and Dr. William H. Atkinson, of New York City.

First officers under incorporation.—President, Marshall D. Ewell; vice-presidents, Robert Reyburn and R. J. Nunn; secretary, William H. Seaman; treasurer, C. C. Mellor.

Officers, 1894–95.—Prof. Simon Henry Gage, Ithaca, N. Y.; vice-presidents, Dr. Veranus A. Moore, Washington, D. C., and Henry G. Hanks, San Francisco, Cal.; secretary, Dr. William H. Seaman, Washington, D. C.; treasurer, Magnus Pflaum, Pittsburg, Pa.; executive committee, Dr. Robert O. Moody, New Haven, Conn.; Charles S. Schultz, Hoboken, N. J.; Prof. Henry B. Ward, Lincoln, Nebr.

PUBLICATIONS.

Proceedings, quarterly, 8vo. Vol. XV was finished with the number for June, 1894.

AMERICAN ORNITHOLOGISTS' UNION.

PORTLAND, CONN.

Organized September 26, 1883; incorporated November 14, 1888, in the District of Columbia, under United States law.

Objects.—The advancement of its members in ornithological science; the publication of a Journal of Ornithology and other works relating to that science; the acquisition of a library, and the care and collection of materials relating to these objects.

First officers.—J. A. Allen, president; Dr. Elliot Coues, Robert Ridgway, vice-presidents; Dr. C. Hart Merriam, secretary and treasurer.

Officers, 1895–96.—Dr. Elliot Coues, president; William Brewster, Dr. C. Hart Merriam, vice-presidents; John H. Sage, secretary; William Dutcher, treasurer.

PUBLICATIONS.

The Auk, a quarterly journal of ornithology; first number issued January, 1884. 8vo. Each number contains about one hundred pages and one colored plate; present editor, Dr. J. A. Allen; associate editor, Frank M. Chapman.

The Code of Nomenclature and Check List of North American Birds, adopted by the American Ornithologists' Union, being the report of the Union on classification and nomenclature. New York: American Ornithologists' Union, 1886. 8vo. Pp. I–VIII, 1-392. Cloth.

An abridged edition, giving only the systematic and English names, was published in 1889. 8vo. Pp. 71.

STATE.

CHAMISSO BOTANICAL SECTION OF THE SCIENCE ASSOCIATION OF THE UNIVERSITY OF CALIFORNIA.

BERKELEY, CAL.

Organized February 25, 1891.

"The object of this club shall be to make such studies and collections as its members may judge necessary to the preparation and publication of a list of plants growing within 20 miles of the foot of Market street, San Francisco, and such other botanical work as the club may see fit to engage in."—Constitution.

The promoters of the club had especially in view the collection of material upon which to found local plant lists.

First officers.—Chairman, Willis L. Jepson; secretary, J. W. Blankinship; curator, Victor K. Chesnut.

Officers, 1895.—President, Walter C. Blasdale; secretary, J. Burtt-Davy.

No publications have been issued as yet, but several of the papers read have been published in Erythea, a journal of botany, West American and general, which is edited by Willis L. Jepson and others, of the department of botany, University of California. A number of papers of importance and value have been read before the section.

SAN DIEGO SOCIETY OF NATURAL HISTORY.

San Diego, Cal.

Incorporated 1872 (?).

Object.—The study of natural history.

First officer.—President, George William Barnes.

Officer, 1894-95.—C. R. Orcutt, corresponding secretary.

SAN FRANCISCO MICROSCOPICAL SOCIETY.

San Francisco, Cal.

Organized June 4, 1870; incorporated August 30, 1872.

Object.—"The promotion of microscopical science in all its branches, to be accomplished by the holding of meetings for scientific intercourse and discussion, by the reading and publication of papers relating to microscopical and kindred science, and by other suitable means."—Constitution.

Officers, 1894-95.—President, Prof. William E. Ritter; vice-president, William E. Lay; recording secretary, Francis E. Crofts; corresponding secretary, George Otis Mitchell; treasurer, Charles C. Riedy.

The society has a library of about 500 titles, embracing nearly 1,000 volumes, including complete files of all the principal microscopical journals, and classical literature in the various branches of microscopical research. In the literature of the fungi, diatomaceæ, and bacteriology it is especially rich.

PUBLICATIONS.

Proceedings, 1893, 8vo.

SANTA BARBARA SOCIETY OF NATURAL HISTORY.

Santa Barbara, Cal.

Organized December, 1878.

Object.—For the purpose of collecting a museum and library, and for the reading of papers on scientific subjects.

First officers.—President, Stephen Bowers; vice-presidents, Dr. L. M. Dimmick, H. C. Ford; treasurer, R. F. Bingham; secretary, Miss A. I. Hails.

Officers, 1894-95.—Vice-presidents, J. W. Calkins, Mrs. A. A. Boyce, Dr. Hatch; secretary, Mrs. Fredericks; treasurer, Mrs. M. A. Ashley; curator and librarian, Mrs. F. C. Lord.

PUBLICATIONS.

Proceedings, I, 1888; II, 1890; about 50 pages each.

HARTFORD SOCIETY OF NATURAL SCIENCES.

Hartford, Conn.

Organized December 18, 1885; incorporated April, 1886.

Object.—The encouragement of investigation in the natural sciences.

First officers.—Gurdon W. Russell, president; J. M. Allen, Samuel L. Elmore, vice-presidents; Ralph W. Cutler, treasurer; W. J. Lewis, secretary; Forrest Morgan, assistant secretary.

Officers, 1895.—J. M. Allen, president; F. S. Luther, vice-president; George L. Parmele, secretary; A. D. Risteen, treasurer. The above officers and the chairman of each section constitute the executive committee.

This society, though organized and incorporated in 1885-86, did not start into active life until May, 1895. It now numbers 167 members and has six working sections organized, viz, geology and mineralogy, botany, zoology, electricity, chemistry, and photography.

THE SOCIETY OF NATURAL HISTORY OF DELAWARE.

WILMINGTON, DEL.

Organized October 29, 1891.

Object.—"To encourage scientific pursuits among our people."

First officers.—William M. Canby, president; Walter D. Bush, vice-president; Miss Emma Gawthrop, recording secretary; John T. Pennypacker, treasurer; board of directors, Prof. Isaac T. Johnson, Miss Sarah M. Fell, Frederic J. Hilbiber, Prof. A. H. Berlin, Prof. F. D. Chester, Wilmer Palmer.

Officers, 1894-95.—William M. Canby, president; Walter D. Bush, vice-president; J. T. Pennypacker, treasurer; Gheretein Yeatman Pyle, recording secretary; board of directors, Wilmer Palmer, Prof. F. D. Chester, Anson A. Maher, Miss Sarah M. Fell, Alfred D. Poole, Ellwood Garrett.

The society has a fair collection of the birds of Delaware, a similar one of the minerals, and an herbarium—which consists mostly of specimens of the United States flora—of about 8,500 species and (estimated) 30,000 specimens, all open to the public under proper conditions.

THE ANTHROPOLOGICAL SOCIETY OF WASHINGTON.

WASHINGTON, D. C.

Organized February 17, 1879; incorporated December 13, 1887.

Object.—"To encourage the study of the natural history of man, especially with reference to America, and shall include somatology, sociology, philology, philosophy, psychology, and technology."

Founders.—A. Wellington Adams, S. Yorke AtLee, Spencer F. Baird, Otis Bigelow, George H. Boehmer, E. A. Burdick, F. H. Cushing, Wills De Hass, Robert Fletcher, G. Brown Goode, John C. Lang, Garrick Mallery, Otis T. Mason, James E. Morgan, P. W. Norris, W. W. Reisinger, Elmer R. Reynolds, W. J. Rhees, Miles Rock, Lenox W. Simpson, J. E. Snodgrass, J. M. Toner, Edwin P. Upham, Lester F. Ward, Joseph M. Wilson.

First officers.—J. W. Powell, president; J. M. Toner, George A. Otis, Garrick Mallery, and Wills De Hass, vice-presidents; Otis T. Mason, corresponding secretary; Elmer R. Reynolds, recording secretary; John C. Lang, treasurer; Frank H. Cushing, curator; Albert S. Gatschet, W. W. Reisinger, G. K. Gilbert, Charles A. White, Thomas Antisell, and J. M. Wilson, council at large.

Officers, 1894-95.—Otis T. Mason, president; Frank Baker, J. W. Powell, Lester F. Ward, and William H. Holmes, vice-presidents; Frank H. Cushing, general secretary; Weston Flint, secretary to the board of managers; Perry B. Pierce, treasurer; F. W. Hodge, curator; James H. Blodgett, William H. Doolittle, Daniel S. Lamb, W J McGee, George R. Stetson, and Thomas Wilson, councilors.

PUBLICATIONS.

Abstract of transactions, 1881, 8vo, pp. 150.
Transactions, I–III, 1882–1885, 8vo, about 200 pages each.
The American Anthropologist, I–VIII; 1888–1895+; quarterly, 8vo; each volume has about 400 pages.
Special papers, I, II, 1894, 8vo.

BIOLOGICAL SOCIETY OF WASHINGTON.

WASHINGTON, D. C.

Organized November 26, 1880.

Object.—"To encourage the study of the biological sciences and to hold meetings at which papers shall be read and discussed."

There were 45 original members. The first officers were: President, Theodore N. Gill; vice-presidents, C. V. Riley, J. W. Chickering, Lester F. Ward, Henry Ulke; secretaries, G. Brown Goode, Richard Rathbun; treasurer, Robert Ridgway; members of council, J. H. Comstock, O. T. Mason, J. H. Kidder, A. F. A. King, George Vasey.

Officers, 1894.—President, George M. Sternberg; vice-presidents, L. O. Howard, Richard Rathbun, B. E. Fernow, C. D. Walcott; secretaries, M. B. Waite, F. A. Lucas; treasurer, F. H. Knowlton; members of council, T. H. Bean, C. W. Stiles, W. H. Ashmead, Theobald Smith, F. W. True.

PUBLICATIONS.

Proceedings, Vols. I–VIII+, 1880–1895, 8vo, averaging about 140 pages each.

THE MICROSCOPICAL SOCIETY OF WASHINGTON.

WASHINGTON, D. C.

Organized February 5, 1884; incorporated October 19, 1892.

Object.—"The cultivation and advancement of microscopical science and the mutual benefit of its members as students of the same."—Constitution.

Incorporators.—Veranus A. Moore, Edwin A. Gibbs, José M. Yznaga, Robert Reyburn, M. D., Thomas Taylor, Ferdinand Blanchard, P. C. Claflin, M. F. Gallagher, M. D., H. H. Hauxhurst, M. D., Walter W. Alleger, Lewis M. Mooers, William H. Seaman, G. N. Acker, M. D., Edward A. Balloch, M. D., Frank T. Chapman, Collins Marshall, George H. Penrose, M. D., Henry H. Doubleday.

First officers under incorporation.—Veranus A. Moore, president; Edwin A. Gibbs, vice-president; Walter W. Alleger, corresponding secretary; Lewis M. Mooers, recording secretary; José M. Yznaga, treasurer; William H. Seaman, curator.

WOMAN'S ANTHROPOLOGICAL SOCIETY.

WASHINGTON, D. C.

Organized, June 8, 1885.

Object.—"To promote anthropology by encouraging its study and facilitating the interchange of thought among those interested in anthropologic research, and by arranging and preserving systematically all information relating to it, and also by holding regular meetings for its discussion."—Constitution.

Founder.—Mrs. Matilda E. Stevenson.

First officers.—Mrs. Matilda E. Stevenson, president; Mrs. Mary E. James and Mrs. Lida Nordhoff, vice-presidents; Miss Sarah A. Scull, corresponding secretary; Mrs. Emma Louise Hitchcock, recording secretary; Mrs. Mary Parke Foster, treasurer; directors, Miss Alice C. Fletcher, Mrs. Jean M. Lander, Mrs. Emma Hammond Ward, Mrs. Mary Olmsted Clarke, Dr. Clara Bliss Hinds, and Mrs. Cornelia E. McDonald.

Officers, 1894.—President, Miss Alice C. Fletcher; first vice-president, Miss Sarah A. Scull; second vice-president, Mrs. Jean M. Lander; recording secretary, Mrs. Susan A. Mendenhall; corresponding secretary and librarian, Mrs. Marianna P. Seaman; treasurer, Mrs. Hannah L. Bartlett; board of directors, Mrs. Laura P. Diller, Mrs. Martha R. Hampson, Dr. Clara B. Finley, Miss Emily Judson Mason, Mrs. Helen Kane, Mrs. Mary S. Bigelow.

PUBLICATIONS.

A number of papers have been published by the society, but most of the work of its members has been issued by other societies or in connection with other publications.

BROOKVILLE SOCIETY OF NATURAL HISTORY.

BROOKVILLE, IND.

Organized February, 1881; incorporated, 1882; reorganized, 1894.

Object.—Study of natural history.

First officers.—President, Rev. D. R. Moore; vice-president, C. F. Goodwin; recording secretary, A. W. Butler; corresponding secretary, E. R. Quick; treasurer, J. E. Rehme.

Officers, 1894.—President, C. F. Goodwin; secretary, A. W. Butler.

PUBLICATIONS.

Bulletins, No. 1, 1885; No. 2, 1886; No. 3, 1888.

THE ANTHROPOLOGICAL CLUB.

BROOKVILLE, IND.

Organized September, 1892.

Object.—The study of man.

First officers.—President, Dr. J. E. Morton; secretary, A. W. Butler.

Officers, 1894-95.—President, Dr. J. E. Morton; secretary, H. S. Voorhees.

THE DAVENPORT ACADEMY OF NATURAL SCIENCE.

DAVENPORT, IOWA.

Organized December 14, 1867; incorporated February 14, 1868.

Object.—The increase and diffusion of a knowledge of the natural sciences by the establishment of a museum, the reading and publication of original papers, and by other suitable means.

Incorporators.—D. S. Sheldon, A. A. Bailer, W. H. Pratt.
Officers, 1894.—Dr. W. L. Allen, president; E. S. Hammatt, vice-president; Dr. A. W. Elmer, recording secretary; W. H. Barris, corresponding secretary; Frank Nadler, treasurer; Prof. W. H. Barris, curator; Charles E. Harrison, librarian.

PUBLICATIONS.

Transactions, Vols. I–VII, 1876–1894. 8vo, plates.

IOWA ORNITHOLOGISTS' ASSOCIATION.

SALEM, IOWA.

Organized June 15, 1894.
Object.—"To promote a more thorough study of the birds of our State, thus awakening a truer love for them and enabling the members to 'look through Nature up to Nature's God.'"
Founders and first officers.—President, Ernest Irons, Council Bluffs; vice-president, Carleton R. Ball, Ames; secretary, David L. Savage, Salem; treasurer, W. W. Loomis, Clermont; executive council, Carleton R. Ball, chairman, Ames; William Alanson Bryan, Ames; E. B. Webster, Cresco.

PUBLICATIONS.

Iowa Ornithologist, 8vo, 32 pages; illustrated; David L. Savage, Salem, editor; quarterly. In each issue are printed the notes of members on some family of birds assigned for special study during the quarter. These notes are in most cases the compilation of years of observation and study.

GRAYWOOD BOTANY CLUB OF KANSAS.

TOPEKA, KANS.

Organized June, 1887.
Object.—"The study and determination of the native plants of Kansas."
First officers.—President, B. B. Smyth; vice-president, Mrs. E. H. Newman; secretary and treasurer, Omar Newman, all of Topeka.
Officers, 1895.—President, B. B. Smyth, Topeka; secretary, J. W. Stailey, Lawrence.

PUBLICATIONS.

Check List of the Plants of Kansas.

PORTLAND SOCIETY OF NATURAL HISTORY.

PORTLAND, ME.

Organized November 24, 1843; incorporated June 7, 1850.
Object.—The study and promotion of the knowledge of natural history, the formation of a collection of specimens in connection therewith, the building up of a library of works on natural history, and the publication of the proceedings of the society.
Founders.—Horace V. Bartol, Sylvester B. Beckett, Eliphalet Case, Charles Cobb, Edward Gould, Jesse W. Mighels, M. D., Augustus Mitchell, John Neal, Henry Quincy, William Senter, Ether Shepley, Woodbury Storer, Rev. Jason Whitman, William Wood, M. D., William H. Wood, Josiah Pennell, George H. Grueby, Randolph A. L. Codman.
First officers (1843).—Ether Shepley, president; Woodbury Storer, vice-president; Sylvester B. Beckett, secretary; William H. Wood, treasurer.
Officers, 1894.—William Wood, M. D., president; Joseph P. Thompson, vice-president; John M. Gould, recording secretary; Prentice C. Manning, corresponding secretary; Franklin R. Barrett, treasurer; ——— ———, cabinet keeper.
The repeated misfortunes of this society in losing twice (1854 and 1866) its buildings, cabinets, libraries, funds, and even insurance money by fire have crippled and prevented the regular continuance of its publications. It now occupies a fine building especially erected for its use in 1880. Its president, Dr. William Wood, has occupied that position for forty-three years.

PUBLICATIONS.

Proceedings, Vol. I, 1869, 8vo, 234 pp.; Vol. II, 1892, 8vo, 2 parts, 72 pp.
Journal, Vol. I, No. 1, 8vo, 1864, 63 pp.
Interim reports, various dates.

BOSTON SOCIETY OF NATURAL HISTORY.

BOSTON, MASS.

Organized April 28, 1830; incorporated February 25, 1831.

Object.—"The encouragement and promotion of the science of natural history."

First officers.—Thomas Nuttall, president; George Hayward, first vice-president; John Ware, second vice-president; Gamaliel Bradford, corresponding secretary; Theophilus Parsons, recording secretary; Simon E. Greene, treasurer; Seth Bass, librarian; curators, Francis C. Gray, George B. Emerson, Joseph W. McKean, Edward Brooks, Walter Channing, Francis Alger, Amos Binney, jr., Benjamin D. Greene.

Officers, 1895-96.—President, William H. Niles; vice-presidents, Nathaniel S. Shaler, William G. Farlow, Charles P. Bowditch; curator, Alpheus Hyatt; secretary, Samuel Henshaw; treasurer, Edward T. Bouvé; librarian, Samuel Henshaw.

PUBLICATIONS.

Journal, 7 vols., 8vo, Boston, 1834–1862.
Anniversary Memoirs, 1 vol., 4to, Boston, 1880.
Memoirs, 4 vols.+, Boston, 1866–1894.
Proceedings, 25 vols.+, Boston, 1844–1892.
Occasional papers, 3 vols.+, Boston, 1869–1880.

THE BREWSTER ORNITHOLOGICAL CLUB OF WORCESTER, MASS

WORCESTER, MASS.

Organized 1889.

Object.—The study of ornithology, especially field ornithology, and the preservation of data.

Founders.—E. H. Forbush, H. B. Long, and Helen A. Ball.

Officers, 1895.—President, Miss Helen A. Ball; secretary and treasurer, Miss Edith Rolston.

CAMBRIDGE ENTOMOLOGICAL CLUB.

CAMBRIDGE, MASS.

Organized 1874; incorporated 1877.

Object.—To cultivate the study of entomology.

First officer.—B. P. Mann, secretary.

Officers, 1894.—T. E. Bean, president; R. Hayward, secretary.

PUBLICATIONS.

Psyche, monthly, 12 or more pages each, sm. 4to; the numbers for three years make a volume.

THE LYCEUM OF NATURAL HISTORY OF WILLIAMS COLLEGE.

WILLIAMSTOWN, MASS.

Organized October, 1835; incorporated at same time as part of the college, but as a separate department for students.

Object.—The study of natural history.

Officers, 1895.—John A. Sampson, president; George W. Hunter, jr., vice-president; Clarence W. Dunham, secretary; William Kirk, jr., curator.

Publications by members of the society are scattered through various journals.

Under the auspices of the lyceum, expeditions for biological study and research have been made to South America, Central America, Florida, Labrador, and Alaska. The results of these expeditions, such as specimens, etc., are now in the college museum. The lyceum numbers among its past members Prof. William K. Brooks, of Johns Hopkins University; Samuel H. Scudder, Prof. William Dwight Whitney, Professor Kingsley, of Tufts College. Among its present members are Professor Clarke, Professor Peck, Messrs. Peabody, Harrington, and Sampson, who represent Williams at the New York marine station and at the laboratories at Woods Holl, Mass.

THE NUTTALL ORNITHOLOGICAL CLUB.

CAMBRIDGE, MASS.

Organized 1873.

Object.—The study of ornithology.

Officers, 1895.—President, William Brewster; vice-president, Charles Theodore

Carruth; secretary, Francis Beach White; treasurer, Charles Foster Batchelder; additional members of the council, Henry M. Spelman, William A. Jeffries, Henry A. Purdie, Robert Walcott, Francis H. Allen.

PUBLICATIONS.

Bulletin of the Nuttall Ornithological Club, 8 volumes, 1876–1883, 8vo. (Continued by the Auk, the quarterly journal published for the American Ornithologists' Union.)

Memoirs of the Nuttall Ornithological Club [sm. 4to], of which No. 1, Bird Migration, by William Brewster, has appeared. Others in preparation.

RIDGWAY ORNITHOLOGICAL CLUB.

WORCESTER, MASS.

Organized June 22, 1889.

Object.—The study of the habits, songs, and breeding range of Worcester County birds, and taxidermy.

First officers.—E. H. Forbush, H. B. Long, O. F. Dodge, founders.

Officers, 1895.—Oscar F. Dodge, president; Charles A. E. Clark, vice-president; Horace B. Long, secretary and treasurer; F. S. Wilder, curator.

THE TAUNTON MICROSCOPICAL SOCIETY.

TAUNTON, MASS.

Organized January 22, 1889.

Objects.—Study of the "microscope in theory and practice, and its use as a means to original investigation and discovery." (Constitution.)

First officers.—President, C. F. Boyden; secretary and treasurer, F. A. Hubbard.

Officers, 1895.—Same.

THE WORCESTER NATURAL HISTORY SOCIETY.

WORCESTER, MASS.

Organized December, 1852, as the "Young Men's Library Association;" incorporated April 16, 1853.

Objects.—The improvement of the young men of the city of Worcester, by affording them intellectual and social advantages, by the maintenance of a library, reading room, and such courses of lectures and classes as may conduce to this end. In April, 1854, a natural history department was added, with Rev. Edward E. Hale as chairman, to which was transferred a collection of natural-history objects collected by the "Worcester Lyceum of Natural History," formed in 1825 by Levi Lincoln, Dr. John Green, Fred W. Paine, Isaac Davis, and Stephen Salisbury. In 1856 it united with the "Worcester County Lyceum" (one of the oldest societies in the country, established for the purpose of giving popular lectures), and the name was changed to "The Lyceum and Library Association." In 1859 its library (4,000 volumes) was given to the city as the nucleus of the free public library then about to be founded. In 1866 the name was again changed to "The Worcester Lyceum and Natural History Association." Object: "The diffusion and promotion of useful knowledge among the inhabitants of the city and county of Worcester—first, by courses of popular lectures; second, by encouraging the study of natural history and by the collection and preservation of specimens in the various departments, together with a library, with a view to that end; third, by aiding in the study of other sciences and the fine arts through acquiring such collections, and by such other means as the association may from time to time adopt. ' In 1884 the name was changed to "The Worcester Natural History Society."

The present society was organized in 1852, with the following officers: President, Hon. Francis H. Dewery; vice-president, George W. Bentley; corresponding secretary; Hon. George F. Hoar; recording secretary, Nathaniel Paine; treasurer, Henry Woodward.

Officers, 1894.—President, Merrick Bemis, M. D.; secretary, Herbert D. Braman; treasurer, Samuel B. Woodward, M. D.; superintendent of museum, Henry Billings. These, together with W. H. Raymenton, M. D., Albert P. Marble, Ph. D., and Franklin P. Rice, constitute a board of directors.

PUBLICATIONS.

Catalogue of the phænogamous and vascular cryptogamous plants of Worcester County, Mass., by Joseph Jackson, Worcester, Mass., 1883. 8vo, 48 pp., paper.

ST. LOUIS CLUB OF MICROSCOPISTS.

St. Louis, Mo.

Organized May 3, 1887.

Object.—Work in pharmaceutical microscopy.

First officers.—Dr. H. M. Whelpley, president; Frank Davis, secretary; A. C. Speth, treasurer.

Officers, 1895.—J. C. Falk, president; S. E. Barber, secretary; Dr. H. M. Whelpley, treasurer.

No separate publications.

THE LINCOLN MICROSCOPE CLUB.

Lincoln, Nebr.

Organized January 25, 1892.

Objects.—"The promotion of interest in the microscope and the encouragement of microscopical research."

First officers.—President, E. T. Hartley; vice-president, A. F. Woods; secretary, Roscoe Pound; executive committee, Dr. H. B. Loury and Dr. F. D. Crim.

Officers, 1895.—President, Dr. H. B. Ward; vice-president, Prof. G. D. Swezey; secretary, Roscoe Pound; treasurer, J. S. Dales; executive committee, Dr. I. C. Philbrick and Prof. B. L. Seawell.

KEENE NATURAL HISTORY SOCIETY.

Keene, N. H.

Organized October 23, 1871; incorporated May 28, 1880.

Objects.—To discover, procure, and preserve whatever may relate to the natural, civil, and literary history of the United States in general and New Hampshire in particular.

Founders.—George A. Wheelock, Frederick S. Stratton, George H. Gilbert, S. H. Brockett, Dexter W. Gilbert and Samuel Wadsworth.

Officers, 1895.—President, George A. Wheelock; vice-president, Samuel Wadsworth; executive committee, I. H. Prouty, C. F. Rowell, and H. Blake.

NEW JERSEY STATE MICROSCOPICAL SOCIETY.

New Brunswick, N. J.

Organized as a club of amateurs in 1869, probably in April; incorporated February 16, 1880.

Objects.—"The cultivation and furtherance of the science of microscopy." (Constitution.)

Founders.—J. W. Meeker, M. D., Julius Bloom, Rev. Charles R. Hartranft, Prof. F. C. Van Dyck, Ph. D.

Officers, 1895.—President, J. B. Smith, Sc. D.; vice-president, D. C. English, M. D.; corresponding secretary, H. R. Baldwin, M. D.; recording secretary, F. H. Blodgett; treasurer, A. C. Hutton, M. D.; curator, A. H. Chester, Sc. D.; trustees, J. A. Manley and M. H. Hutton, D. D.

PUBLICATIONS.

Abstract of the minutes from April, 1871, to June, 1894. 8vo.

AMERICAN INSTITUTE OF PHRENOLOGY.

New York, N. Y.

Incorporated April 20, 1866, as "The American Craniological Museum;" title changed August 27, 1876, to "The American Institute of Phrenology."

Object.—For the purpose of promoting instruction in all departments of learning connected therewith and for collecting and preserving crania, casts, busts, and other representations of the different races, tribes, and families of men; courses of lectures, public and private, being given on topics relating to anthropology, phrenology, physiology, psychology, insanity, ethnology, brain function, etc.

Founders.—Amos Dean, LL. D., Horace Greeley, Samuel Osgood, D. D., A. Oakey Hall, R. T. Trall, M. D., Henry Dexter, Samuel R. Wells, Edward P. Fowler, M. D., Nelson Sizir, and Lester A. Roberts. Trustees: Nelson Sizir, C. F. Fowler, Edward P. Fowler, M. D., H. S. Drayton, M. D., and E. C. Beall, M. D.

PUBLICATIONS.

Proceedings, annual. 8vo and 12mo.

AMERICAN MUSEUM OF NATURAL HISTORY.

CENTRAL PARK, NEW YORK CITY.

Organized January 19, 1869; incorporated April 6, 1869.

Objects.—For the purpose of establishing and maintaining in the city of New York a museum and library of natural history; of encouraging and developing the study of natural science; of advancing the general knowledge of kindred subjects, and to that end of furnishing popular instruction and recreation.

Founders.—John David Wolfe, Robert Colgate, Benjamin H. Field, Robert L. Stuart, Adrian Iselin, Benjamin B. Sherman, William A. Haines, Theodore Roosevelt, Howard Potter, William T. Blodgett, Morris K. Jesup, D. Jackson Steward, J. Pierpont Morgan, A. G. P. Dodge, Charles A. Dana, Joseph H. Choate, and Henry Parish.

Officers, 1895.—President, Morris K. Jesup; vice-presidents, James M. Constable and D. Jackson Steward; treasurer, Charles Lanier; secretary and assistant treasurer, John H. Winser.

PUBLICATIONS.

Annual report, 1870 to 1894.
Bulletin, Vol. I–VI, 1881 to 1894.
Memoirs, Vol. I, Part I, 1893.

THE BUFFALO MICROSCOPICAL CLUB.

BUFFALO, N. Y.

Organized February 17, 1876.

Object.—The study of microscopy.

Founders.—Dr. George E. Fell, James W. Ward, Dr. Lucien Howe, Dr. Henry R. Hopkins.

First officers.—George Hadley, president; James W. Ward, secretary.

Officers, 1895.—James W. Ward, president; Dr. Lee H. Smith, secretary.

PUBLICATIONS.

Transactions, Vol. I–IV., 8vo, 72 pp. each.

THE BUFFALO NATURALISTS' FIELD CLUB OF THE BUFFALO SOCIETY OF NATURAL SCIENCES.

BUFFALO, N. Y.

Organized May, 1880; incorporated 1882.

Object.—The promotion of the knowledge of nature and the mutual improvement of its members by means of field excursions, the preservation of specimens, and preparation, reading, and discussions of papers and reports on scientific subjects.

Founders.—Charles Linden and George Wardwell.

Officers, 1895.—President, Miss Mary A. Fleming; vice-president, James A. Savage; recording secretary, Mrs. F. W. Barrows; corresponding secretary, C. E. Cummings; field secretary, R. H. Johnson; treasurer, E. C. Mason.

THE LINNÆAN SOCIETY OF NEW YORK.

NEW YORK CITY.

Organized March 7, 1878.

Object.—The study of botany.

First president.—C. Hart Merriam.

Officers, 1894-95.—President, J. A. Allen; vice-president, Frank M. Chapman; secretary, W. W. Granger; treasurer, L. S. Foster.

PUBLICATIONS.

Transactions, two volumes issued.
Abstract of Proceedings, six numbers issued.

THE NEW YORK ENTOMOLOGICAL SOCIETY.

NEW YORK CITY.

Organized June 29, 1892; incorporated June 7, 1893.

Object.—The advancement of entomological science.

Founders.—William Beutenmüller, Charles Palm, Charles Tunison, Ottomar Dietz, and Gustav Beyer.

Officers, 1895.—J. L. Zabriskie, president; Charles Palm, vice-president; Louis H. Joutel, recording secretary; R. L. Ditmars, corresponding secretary; C. F. Groth, treasurer; executive committee, O. Dietz, G. W. J. Angell, G. Beyer, R. Ottolengui, and C. Schaeffer.

PUBLICATIONS.

Journal of the New York Entomological Society, quarterly, pp. 200; edited by William Beutenmüller.

NEW YORK MICROSCOPICAL SOCIETY.

NEW YORK CITY.

Organized December 11, 1877; incorporated, 1877.

Object.—The cultivation and advancement of microscopical science.

First officers.—President, J. D. Hyatt; vice-president, G. I. Whitehead; corresponding secretary, A. J. Swan; recording secretary, R. Hitchcock; treasurer, W. C. Hubbard; librarian, D. Bryce Scott.

Officers, 1895.—President, Edward G. Love, Ph. D.; vice-president, Frank D. Skeel, M. D.; corresponding secretary, Rev. J. L. Zabriskie; recording secretary and curator, George E. Ashby; treasurer, James Walker; librarian, Ludwig Riederer.

PUBLICATIONS.

Journal, a quarterly, now in its eleventh year; 8vo; about 150 pp.

TORREY BOTANICAL CLUB.

NEW YORK CITY.

Incorporated, April 21, 1871.

First president.—John Torrey.

Officers, 1895.—President, Addison Brown; vice-presidents, T. F. Allen, L. H. Lighthipe; recording secretary, Henry H. Rusby; corresponding secretary, John K. Small; treasurer, Henry Ogden; curator, Josephine E. Rogers; librarian, Effie A. Southworth; editor, N. L. Britton; associate editors, Emily L. Gregory, Anna Murray Vail, Arthur Hollick, Byron D. Halsted, and A. A. Heller.

PUBLICATIONS.

Bulletin, now in twenty-second volume. Memoirs, now in tenth volume.

THE CINCINNATI SOCIETY OF NATURAL HISTORY.

CINCINNATI, OHIO.

Organized January 19, 1870, succeeding the Western Academy of Sciences; incorporated June 20, 1870.

Objects.—To advance and diffuse scientific knowledge.

First officers.—President, Dr. John A. Warder, 1870–1875; first vice-president, Dr. W. H. Mussey, 1870–1876; secretary, Ludlow Apjones, 1870–71; treasurer, Robert Brown, jr., 1870–71; librarian, Dr. H. H. Hill, 1871–1874; custodian, Dr. F. P. Anderson, 1870–71; curator of mineralogy, Dr. E. S. Wayne, 1870–71; curator of botany, Horatio Wood, 1870–71; curator of paleontology, Samuel A. Miller, 1870–1874; curator of conchology, Dr. H. H. Hill, 1871–72; curator of entomology, Lucius Curtis, 1871–72; curator of ichthyology, Prof. D. D. Yoend, 1873–1878; curator of comparative anatomy, Prof. W. H. Mussey, 1873–1875; curator of archæology, Dr. H. H. Hill, 1874–1878; curator of ornithology, Charles Dury, 1874–1878; curator of mathematics and astronomy, Prof. Ormond Story, 1876–1878; curator of chemistry and physics, Prof. R. B. Warder, 1876–1878; curator of herpetology, Dr. August J. Woodward, 1877–78; curator of meteorology, S. S. Bassler, 1877–78; curator of microscopy, V. T. Chambers, 1877–78; taxidermist, Charles Dury, 1870–1874; trustees, L. E. Wright, 1875–1878, and Dr. J. H. Hunt, 1875–76.

Officers, 1894.—President, Davis L. James; first vice-president, Dr. A. T. Keckeler; second vice-president, Dr. B. M. Ricketts; secretary, Thomas H. Kelley; treasurer, T. B. Collier; members of executive board at large, Dr. O. D. Norton, Dr. F. M. Langdon, Prof. George W. Harper, and Charles Dury; director of museum, Seth Hayes; trustees, Dr. P. M. Bigney and A. A. Ferris; curator of geology, E. O. Ulrich; curator of botany, Davis L. James; curator of zoology, Charles Dury; curator of anthropology, Dr. O. D. Norton; curator of photography, H. J. Buntin; curator of microscopy, Dr. B. M. Ricketts; curator of chemistry, Dr. A. J. Carson.

PUBLICATIONS.

A quarterly journal, 8vo, begun in 1878.

THE CUVIER CLUB OF CINCINNATI.

CINCINNATI, OHIO.

Organized June 17, 1881; incorporated June 21, 1881.

Objects.—"To increase the food supply of Ohio by protecting the game and fish, to enforce the laws concerning the same, and to establish and maintain a museum and library of natural history." (Article of incorporation).

Founders.—L. A. Harris, H. C. Culbertson, Thomas. A. Logan, George W. Smith, J. F. Blackburn.

Officers, 1895.—President, H. C. Culbertson; trustees, P. E. Roach, Henry Hanna, Alex. Starbuck, H. C. Culbertson, Sam. P. Post, C. W. Holloway, J. M. Doherty, E. G. Webster, and John T. Rouse; recording secretary, J. F. Blackburn; corresponding secretary, C. G. Lloyd.

PUBLICATIONS.

Catalogue of the museum, issued in 1886, which enumerates 1,166 specimens then in the museum. The museum embraces at the present time 1,345 specimens of natural history, principally of native birds.

ACADEMY OF NATURAL SCIENCES OF PHILADELPHIA.

PHILADELPHIA, PA.

Organized January 25, 1812; incorporated March 24, 1817.

Object.—The study of nature and the publication of results.

Founders.—Jacob Gilliams, Camillus McMahan Mann, M. D., N. A. Parmentier, Thomas Say, John Shinn, jr., John Speakman, and Gerard Troott.

Officers, 1894.—President, Isaac J. Wistar; vice-presidents, Thomas Meehan and Rev. Henry C. McCook, D. D.; recording secretary, Edward J. Nolan, M. D.; corresponding secretary, Benjamin Sharp, M. D.; treasurer, Charles P. Perot; librarian, Edward J. Nolan, M. D.; curators, W. S. W. Ruschenberger, M. D., Henry C. Chapman, M. D., Samuel G. Dixon, M. D., and Arthur Erwin Brown; councilors to serve three years, Thomas A. Robinson, John H. Redfield, Charles Morris, and Harold Wingate; finance committee, Charles Morris, Charles E. Smith, Uselma C. Smith, William Sellers, and George H. Horn, M. D.

PUBLICATIONS.

Journal, first series, Vols. I–VIII, 1817–1842. 8vo.
———, second series, 1847–1888, Vols. I–IX, parts 1 and 2. 4to.
Proceedings, first series, Vols. I–VIII, 1841–1856. 8vo.
———, second series, Vols. I–XIV, 1857–1870.
———, third series, Vols. I–XXI, 1871–1891.
American Journal of Conchology, Vols. I–VII, 1865–1871. 8vo.

BIOLOGICAL AND MICROSCOPICAL SECTION OF THE ACADEMY OF NATURAL SCIENCE OF PHILADELPHIA.

PHILADELPHIA, PA.

Organized March 3, 1858.

Object.—To facilitate and encourage special investigation in the branches of science known as biology and microscopy.

Founders.—Drs. Joseph Leidy, William A. Hammond, J. Aitken Meigs, J. Cheston Morris, George B. Morehouse, J. J. Woodward, Charles S. Merts, Edward Minturn, Charles S. Boker, J. G. Hunt, T. M. Drysdale, J. M. Corse, T. D. Richardson, F. G. Smith, R. E. Griffiths, W. D. Hoyt, Charles F. Beck, William Camac, S. Weir Mitchell, Henry Hartshorne, A. H. Rand, James Paul, W. P. Foulke, J. H. Slack, James W. Queen, Edward Tilghman, and H. D. Schmidt.

Present officers.—Director, Prof. Benjamin Sharp, M. D.; vice-director, John C. Wilson; treasurer, Charles P. Perot; corresponding secretary, John G. Rothermel; conservator, George A. Rex., M. D.; recorder, M. V. Ball, M. D.

PUBLICATIONS.

The society publishes its proceedings in the Journal of the Academy and in its annual report.

THE IRON CITY MICROSCOPICAL SOCIETY.

PITTSBURG, PA.

Organized October, 1881; incorporated March 7, 1891.

Objects.—To bring together for mutual aid and encouragement all interested in microscopical studies and investigations; to promote original research; to form a library of works on microscopy and allied sciences, and a collection of objects relating to the same; and to disseminate a knowledge of and excite an interest in the microscope as an instrument of scientific research, and of private and social entertainment.

First officers.—President, Thomas J. Gallaher, M. D.; first vice-president, J. G. Templeton, A. M., D. D. S.; second vice-president, Thomas Kennedy; recording secretary, Hiram De Puy, M. D., D. D. S.; corresponding secretary, Prof. J. H. Logan; treasurer, Thomas M. Miller.

Officers, 1894.—President, Prof. Gustave Guttenberg; first vice-president, Prof. J. G. Ogden; second vice-president, Prof. J. H. Logan; recording secretary, Hiram De Puy, M. D., D. D. S.; corresponding secretary, J. F. Henrici; treasurer, William Thaw Denniston; curator, Magnus Pflaum.

PUBLICATIONS.

Many of the papers read before the society have appeared in the microscopical journals.

LINNÆAN SOCIETY.

LANCASTER, PA.

Organized February 8, 1862; incorporated August 30, 1865.

Objects.—For the study of science and history and the collection and preservation of scientific and historical objects, with special reference to Lancaster City and County.

First officers.—President, Prof. T. C. Porter; vice-president, Prof. J. P. Wickersham; treasurer, Prof. S. S. Rathvon; recording secretary, Jacob Stauffer; corresponding secretary, J. R. Sypher; curators, John B. Kevinski and S. S. Auxer.

Founders.—Prof. T. C. Porter, Prof. S. S. Rathvon, Prof. J. P. Wickersham, J. Stauffer, D. G. Swartz, Prof. J. B. Kevinski, John F. Heinitsh, J. R. Sypher, S. S. Auxer, Prof. E. B. Weaver.

Officers, 1894.—President, Dr. C. A. Heinitsh; vice-presidents, Rev. Dr. J. S. Stahrand, Prof. H. F. Bitner; treasurer, Dr. M. W. Raub, recording secretary, S. M. Sener; corresponding secretary, J. F. Meyer; librarian, Mrs. L. D. Zell; curators, Dr. C. A. Heinitsh, S. M. Sener, Prof. H. F. Bitner, and Prof. Harvey Newcomer.

PUBLICATIONS.

Linnæan Bulletin, 1 vol., 1884, crown, 8vo; since discontinued.
Papers now read before the society are published in the Saturday issue of the Daily New Era, of Lancaster.

LYCEUM OF NATURAL HISTORY.

MARIETTA, PA.

Organized 1867; incorporated 1868.

Object.—The furtherance of science.

First officers.—President, Judge J. J. Libhart; vice-president, George W. Mehaffey (since the death of Judge Libhart he has acted as president); secretary, I. S. Geist; treasurer, Brewster Cameron.

Officers, 1895.—Same.

SPENCER F. BAIRD NATURALISTS' ASSOCIATION.

READING, PA.

Organized April 1, 1882.

Objects.—The study of different branches of natural sciences, and the mutual aid from each thereto.

First officers.—Chester D. Schafer, president; Harry G. Moyer, vice-president; Peter Groff, secretary and treasurer; Thomas Lesher, curator.

Officers, 1894.—H. H. Weitzel, president; George Gehret, vice-president; Theo. A. Kendall, secretary and treasurer; Arthur Brooks, curator.

WAGNER FREE INSTITUTE OF SCIENCE.

PHILADELPHIA, PA.

Organized and incorporated March 9, 1855.

Objects.—Gratuitous instruction in the natural sciences and the arts, the support of a free reading room and library, and of a museum for all objects designed in the opinion of the trustees to instruct those inhabitants of the city of Philadelphia whose occupations are such as to deprive them of proper recreation and instruction.

William Wagner, founder; William H. Allen, James Bryan, Robert E. Peterson, and George M. Keim, trustees, at time of incorporation.

Officers, 1894.—Samuel Wagner, president; Joseph Willcox, secretary; R. B. Westbrook, treasurer; J. V. Merrick, Harrison S. Morris, S. G. Skidmore, and Samuel T. Wagner, trustees, at present.

PUBLICATIONS.

Transactions, Vols. I–IV +, 1887–1892, royal 8vo, averaging about 150 pages to the volume; plates.

PROVIDENCE FRANKLIN SOCIETY.

PROVIDENCE, R. I.

Organized 1821; incorporated 1823.

Objects.—Study and advancement of natural sciences.

First officers.—President, William T. Grinnell; secretary, Daniel S. Lawrence; treasurer, Charles Hadwin; general committee, Stanford Newell and Owen Mason.

Officers, 1894–95.—President, Scott A. Smith; vice-president, Charles A. Catlin; secretary, Christopher R. Drowne; treasurer, Albert L. Calder; standing committee, David W. Hoyt, James M. Southwick, and Dr. N. B. Whitaker.

PUBLICATIONS.

Geology of Rhode Island, 1887, 8vo, 130 pp.

BRATTLEBORO SOCIETY OF NATURAL HISTORY.

BRATTLEBORO, VT.

Organized July 28, 1888.

Objects.—The purposes of the society are the promotion of such measures as shall tend to the advancement and diffusion of a knowledge of natural history in the community and especially to the formation of a typical museum in the various departments.

Founder.—Dr. William B. Clark, of Johns Hopkins University.

First officers.—President, Hon. Hoyt H. Wheeler; vice-presidents, Dr. Joseph Draper, Hon. James M. Tyler, and Rev. William H. Collins; recording secretary, Miss Janette Howe; corresponding secretary, Dr. William B. Clark; treasurer, George S. Dowling.

Officers, 1895.—President, Hon. Hoyt H. Wheeler; vice-presidents, Richards Bradley and Hon. J. M. Tyler; treasurer, George S. Dowling; recording secretary, Henry A. Chapin; corresponding secretary, Dr. William B. Clark.

The museum, through the kindness of the trustees of the Brooks Library, is comfortably quartered and contains the shell collections of A. S. Green and the botanical collection of Charles Frost, in addition to many specimens purchased and donated. The amount of their annual dues are used in the purchase of specimens, and the museum bids fair to be one of the best in the Connecticut Valley.

VI. ECONOMIC SCIENCE AND STATISTICS.

NATIONAL.

THE ACTUARIAL SOCIETY OF AMERICA.

NEW YORK, N. Y.

Organized April 25, 1889.

Object.—"The promotion of actuarial science by personal intercourse, presentation of papers, discussion, etc."

First officers.—President, Sheppard Homans; first vice-president, David Parks

Fackler; second vice-president, Howell W. St. John; secretary, Israel C. Pierson; treasurer, Bloomfield J. Miller; other members of council, Oscar B. Ireland, George W. Phillips, William McCabe, Henry W. Smith, Emory McClintock.

Officers, 1895.—President, Howell W. St. John; first vice-president, Emory McClintock; second vice-president, Bloomfield J. Miller; secretary, Israel C. Pierson; treasurer, Oscar B. Ireland; other members of council, Sheppard Homans, David Parks Fackler, George B. Woodward, Thomas B. Macaulay, George W. Phillips, Asa S. Wing, Daniel H. Wells, Charles A. Loveland.

PUBLICATIONS.

Papers and transactions, 8vo, semiannual, 3 vols., about 400 pages each.

THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.

PHILADELPHIA, PA.

Organized December 14, 1889; incorporated February 14, 1891.

Object.—"The object of the academy is the promotion of the political and social sciences, in the comprehensive sense of those terms. With no intention of excluding other suitable means, the following methods may be enumerated as of special importance in furthering the ends of the society: (1) Accumulation of a library of works pertaining to the subjects cultivated by the academy, and, in general, the provision of facilities for research; (2) encouragement of investigation by the offering of prizes for specified contributions to science, and by extending pecuniary aid in suitable cases to students and investigators; (3) publications of valuable papers and reports presented to the academy either by members or others; (4) regular meetings for the presentation and discussion of papers and other contributions to political and social science; (5) dissemination of political and economic knowledge throughout the community by the establishment of public lecture courses in political and social science, and by such other means as may from time to time seem expedient." (Constitution.)

First officers.—President, Edmund J. James, Ph. D., University of Pennsylvania; vice-presidents, Henry C. Lea, Prof. F. H. Giddings, A. M., Bryn Mawr College; Prof. W. P. Holcomb, Ph. D., Swarthmore College; secretaries—corresponding secretary, Roland P. Falkner, Ph. D.; general secretary, C. R. Woodruff; recording secretary, George Henderson; treasurer, Stuart Wood; librarian, John L. Stewart.

General advisory committee.—Dr. C. K. Adams, president of Cornell University; Dr. E. B. Andrews, president of Brown University; Dr. James B. Angell, president of Michigan University; Prof. W. J. Ashley, Toronto University; Prof. F. W. Blackmar, University of Kansas; J. G. Bourinot, C. M. G., LL. D., D. C. L., Ottawa, Canada; Prof. J. W. Burgess, Columbia College; Hon. Thomas M. Cooley, Interstate Commerce Commission; Prof. R. T. Ely, Johns Hopkins University; Prof. Henry W. Farnam, Yale University; Prof. W. W. Folwell, University of Minnesota; Prof. Frank Goodnow, Columbia College; Hon. J. A. Jameson, Chicago, Ill.; Prof. J. W. Jenks, University of Indiana; Dr. William Preston Johnston, president of Tulane University; Prof. Bernard Moses, University of California; Prof. F. G. Peabody, Harvard College; Simon Sterne, esq., New York City; Hannis Taylor, esq., Mobile, Ala.; Prof. J. B. Thayer, Harvard Law School; Dr. F. N. Thorpe, University of Pennsylvania; Dr. Francis A. Walker, president of Boston Institute of Technology; Prof. Woodrow Wilson, Princeton University; Lester F. Ward, esq., Washington, D. C.

Officers, 1894.—President, Edmund J. James, Ph. D., University of Pennsylvania; vice-presidents, Henry C. Lea, Prof. F. H. Giddings, A. M., Columbia College; secretaries—corresponding secretary, R. P. Falkner, Ph. D.; general secretary, John Quincy Adams, Ph. D.; recording secretary, C. R. Woodruff; treasurer, Stewart Wood; librarian, John L. Stewart.

General advisory committee.—Dr. C. K. Adams, president of Wisconsin University; Prof. C. F. Bastable, Dublin University; Prof. F. W. Blackmar, University of Kansas; J. G. Bourinot, C. M. G., LL. D., D. C. L., Ottawa, Canada; Prof. J. W. Burgess, Columbia College; Hon. Thomas M. Cooley, Ann Arbor, Mich.; Prof. R. T. Ely, Wisconsin University; Prof. Henry W. Farnam, Yale University; Prof. W. W. Folwell, University of Minnesota; Hon. Lyman J. Gage, Chicago, Ill.; Prof. John K. Ingram, LL. D., Trinity College, Dublin; Prof. J. W. Jenks, Cornell University; Dr. William Preston Johnston, president of Tulane University; Right Rev. John J. Keane, D. D., Catholic University of America; Prof. Bernard Moses, University of California; Prof. J. S. Nicholson, M. A., Edinburgh University; Dr. Henry Wade Rogers, president Northwestern University; Prof. Henry Sidgwick, Cambridge University; Prof. William Smart, Queen Margaret College, Glasgow; Simon Sterne, esq., New York City; Hon. Hannis Taylor, LL. D., Madrid, Spain; Prof. J. B. Thayer, Harvard Law School;

Prof. F. N. Thorpe, University of Pennsylvania; Dr. Francis A. Walker, president Massachusetts Institute of Technology; Lester F. Ward, esq., Washington, D. C.; Prof. Woodrow Wilson, Princeton University.

PUBLICATIONS.

The academy issues 2 series of publications, the first being the Annals of the American Academy, which is a bimonthly journal, and which contains the proceedings of the scientific sessions of the academy, personal notes, book reviews and notes, and notes on municipal government. In addition to the 6 numbers of the Annals which are published each year, supplements are sent from time to time. These supplements consist of translations of important scientific works, the constitutions of foreign countries, and other papers too long to be printed in the Annals.

The first number of the Annals was published in July, 1890. The first year it was issued as a quarterly. The first volume consisted of 4 numbers and 4 supplements, making, with the supplements, 1,117 pages, and without them, 754 pages; the second volume, of 6 numbers, with a total of 896 pages; the third volume, of 6 numbers and 2 supplements, with a total of 1,000 pages with the supplements and 852 without them; the fourth volume, of 6 numbers and 2 supplements, with a total of 1,330 pages with the supplements and 1,016 pages without them; the fifth volume is now in course of publication; all 8vo.

The academy issues in a special series the principal papers which have been submitted to it. Thus far 135 numbers have been issued in this series—8vo.

THE AMERICAN ECONOMIC ASSOCIATION.

ITHACA, N. Y.

Organized September 9, 1885.

Objects.—"(1) The encouragement of economic research, especially the historical and statistical study of the actual conditions of industrial life; (2) the publication of economic monographs; (3) the encouragement of perfect freedom of economic discussion (the association, as such, will take no partisan attitude); (4) the establishment of a bureau of information designed to aid members in their economic studies." (Constitution, Art. II.)

First officers.—President, Francis A. Walker, LL. D., Massachusetts Institute of Technology; first vice-president, Henry C. Adams, Ph. D., University of Michigan; second vice-president, Edmund J. James, Ph. D., University of Pennsylvania; third vice-president, John B. Clark, A. M., Smith College; secretary, Richard T. Ely, Ph. D., Johns Hopkins University; treasurer, Edwin R. A. Seligman, Ph. D., Columbia College.

Officers, 1896.—Ex-presidents, Francis A. Walker, LL. D., Massachusetts Institute of Technology, Charles F. Dunbar, LL. D., Harvard University; president, John B. Clark, Ph. D., Amherst College; vice-presidents, James H. Canfield, LL. D., chancellor University of Nebraska, Arthur T. Hadley, M. A., Yale University, George W. Knight, Ph. D., Ohio State University; secretary, Jeremiah W. Jenks, Ph. D., Cornell University, Ithaca, N. Y.; treasurer, Frederick B. Hawley, A. M., 141 Pearl street, New York City; publication committee, H. H. Powers, A. M., chairman, Smith College, Northampton, Mass., H. W. Farnam, A. M., Yale University, W. J. Ashley, A. M., Harvard University, Davis R. Dewey, Ph. D., Massachusetts Institute of Technology, and William A. Scott, University of Wisconsin.

PUBLICATIONS.

Publications of the American Economic Association, Vols. I–X, 1886–1895, 8vo; six numbers are issued yearly, but at irregular intervals.

AMERICAN SOCIAL SCIENCE ASSOCIATION.

CONCORD, MASS.

Organized October, 1865.

Object.—The promotion of social science.

Founders.—W. B. Rogers, Mrs. C. H. Dall, Samuel Eliot, F. B. Sanborn.

Officers, 1894–95.—President, F. J. Kingsbury, Waterbury, Conn.; first vice-president, H. L. Wayland, Philadelphia; vice-presidents, Francis Wayland, New Haven, Conn.; Daniel C. Gilman, Baltimore, Md.; William T. Harris, Washington, D. C.; Carroll D. Wright, Washington, D. C.; Mrs. John E. Lodge, Boston; Lucy Hall-Brown, M. D., Brooklyn, N. Y.; Mrs. Caroline H. Dall, Washington, D. C.; Samuel W. Dike, D. D., Auburndale, Mass.; Charles A. Peabody, New York; Andrew Dickson White, St. Petersburg, Russia; Grace Peckham, M. D., New York; Henry B. Baker, Lansing, Mich.; Dorman B. Eaton, New York; Henry Villard, New York;

H. Holbrook Curtis, M. D., New York; R. A. Holland, St. Louis, Mo.; John Eaton, Washington, D. C.; general secretary, F. B. Sanborn, Concord, Mass.; treasurer, Anson Phelps Stokes, 45 Cedar street, New York.

PUBLICATIONS.

Journal of Social Science contains the transactions of the association. 8vo. Nos. I-XXXII+.

AMERICAN STATISTICAL ASSOCIATION.

BOSTON, MASS.

Organized 1839; incorporated February 5, 1841.

Object.—"To collect, preserve, and diffuse statistical information in the different departments of human knowledge." (Constitution.)

First officers.—Hon. R. Fletcher, president; Henry Lee, vice-president; Rev. J. B. Felt, secretary.

PUBLICATIONS.

Publications. Vols. I-IV+. 8vo. 1888-1895. pp. 492, 470, 614, etc.

POLITICAL SCIENCE ASSOCIATION OF THE CENTRAL STATES.

COLUMBUS, OHIO.

Organized 1894.

Object.—To advance the interests of economic science.

Officers, 1895.—President, Jesse Macy, A. M.; vice-presidents, Albion W. Small, Ph.D., Charles H. Haskins, Ph.D., Henry C. Adams, Ph.D., James A. Woodburn, Ph.D.; secretary, George W. Knight, Ph.D., Columbus, Ohio; treasurer, Frank W. Blackmar, Ph.D., Lawrence, Kans.

VII. MECHANICAL SCIENCE.

NATIONAL.

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS.

26 CORTLANDT STREET, NEW YORK, N. Y.

Organized May 13, 1884.

Objects.—"To promote the arts and sciences connected with the production and utilization of electricity, and the welfare of those employed in these industries, by means of meetings for social intercourse, the reading and discussion of professional papers, and the circulation by means of publications among its members and associates of the information thus obtained."

Founders.—A preliminary meeting of the founders of the American Institute of Electrical Engineers was held in New York City April 15, 1884, in response to a call which had been very generally circulated and signed by gentlemen of prominence in electrical circles. The following is an extract from the circular of information regarding the scope of the proposed society:

"An international electrical exhibition is to be held in Philadelphia next autumn, to which many of the famous foreign electrical savants, engineers, and manufacturers will be visitors, and it would be a lasting disgrace to American electricians if no American national electrical society were in existence to receive them with the honors due from their colaborers of the United States. It is proposed to organize the American Institute of Electrical Engineers somewhat after the model of the American civil, mechanical, and mining engineers' societies or institutes."

At a subsequent meeting, held May 13, 1884, a permanent organization was effected and the following officers elected: President, Dr. Norvin Green; vice-presidents, Prof. A. Graham Bell, Thomas A. Edison, Charles H. Haskins, Prof. Charles R. Cross, George A. Hamilton, Frank L. Pope; managers, Charles F. Brush, Stephen D. Field, Prof. Edwin J. Houston, Frank W. Jones, W. W. Smith, Theodore N. Vail, William H. Eckert, Prof. Elisha Gray, M. L. Hellings, George B. Prescott, Prof. W. P. Trowbridge, Edward Weston; treasurer, Rowland R. Hazard; secretary, Nathaniel S. Keith.

Officers, 1894-95.—President (term expires 1895), Prof. Edwin J. Houston; vice-presidents, (terms expire 1895) Patrick B. Delany, H. Ward Leonard, William Wallace, (terms expire 1896) Prof. William A. Anthony, Prof. Francis B. Crocker, James Hamblet; managers (terms expire 1895), Charles Wirt, Angus S. Hibbard, Dr. Michael I. Pupin, Charles P. Steinmetz, (terms expire 1896) Prof. Harris J. Ryan, Charles Hewitt, J. J. Carty, William J. Hammer, (terms expire 1897) A. E. Kennelly, Wil-

liam D. Weaver, Charles S. Bradley, W. B. Vansize; treasurer (term expires 1895), George M. Phelps; secretary (term expires 1895), Ralph W. Pope.

The institute has about 900 members.

PUBLICATIONS.

Transactions, issued monthly. 8vo. Making an annual volume of about 700 pages. Vol. XI. 1894.

THE AMERICAN INSTITUTE OF MINING ENGINEERS.

13 Burling Slip, New York, N. Y.

Organized in May, 1871, at Wilkesbarre, at a meeting called by circular, signed by Mr. Eckley B. Coxe and Mr. R. P. Rothwell.

Objects.—To promote the arts and sciences connected with the economical production of the useful minerals and metals, and the welfare of those employed in these industries, by means of meetings for social intercourse and the reading and discussion of professional papers, and to circulate, by means of publications among its members and associates, the information thus obtained.

First officers.—David Thomas, president; Martin Coryell, secretary; Theodore D. Rand, treasurer.

Officers, 1894.—John Fritz, president; R. W. Raymond, secretary; Theodore D. Rand, treasurer.

PUBLICATIONS.

Transactions. Vols. I–XXIII. 8vo. Of late years averaging from 800 to 1,000 pages.

The professional papers contained in these volumes are also issued separately to members in pamphlet form.

AMERICAN SOCIETY OF CIVIL ENGINEERS.

New York, N. Y.

Organized November, 1852; incorporated 1852.

Objects.—Advancement of engineering knowledge and practice and the maintenance of a high professional standard among its members.

First officers.—President, James Laurie; vice-presidents, Edward Gardiner, Charles W. Copeland; secretary and treasurer, Robert B. Gorsuch; directors, W. H. Morell, W. H. Sidell, Julius W. Adams, James P. Kirkwood, Alfred W. Craven.

Officers, 1894.—President, William P. Craighill; vice-presidents, Charles Macdonald, Elmer L. Corthell, Charles C. Martin, Joseph M. Wilson; secretary, Francis Collingwood; treasurer, John Bogart; directors, L. L. Buck, Sir Casimir S. Gzowski, Desmond Fitzgerald, C. L. Strobel, Benjamin M. Harrod, John Thomson, Foster Crowell, H. G. Prout, Willard S. Pope, Frederic P. Stearns, John T. Fanning, Olin H. Landreth; assistant secretary, Charles Warren Hunt; auditor, Thomas B. Lee.

PUBLICATIONS.

Transactions, monthly. 8 vo. pp. 150.

THE AMERICAN SOCIETY OF MECHANICAL ENGINEERS.

New York, N. Y.

Organized April 7, 1880; incorporated December 27, 1881.

Objects.—"To promote the arts and sciences connected with engineering and mechanical construction, by means of meetings for social intercourse and the reading and discussion of professional papers, and to circulate, by means of publication among its members, the information thus obtained." (Constitution.)

First officers.—President, Prof. R. H. Thurston, Ithaca, N. Y.; vice-presidents, H. R. Worthington, New York City; Coleman Sellers, Philadelphia, Pa.; Eckley B. Coxe, Drifton, Pa.; Q. A. Gilmore, United States Army; W. H. Shock, United States Navy; Alex. L. Holley, New York City; managers, William P. Trowbridge, New York City; Theo. N. Ely, Altoona, Pa.; John C. Hoadley, Lawrence, Mass.; Washington Jones, Philadelphia, Pa.; William B. Cogswell, Syracuse, N. Y.; Francis A. Pratt, Hartford, Conn.; Charles B. Richards, Hartford, Conn.; S. B. Whiting, Pottsville, Pa.; treasurer, L. B. Moore, New York City; secretary, Thomas W. Rae, New York City.

Officers, 1895.—President, E. F. C. Davis, Richmond, Va.; vice-presidents, C. E. Billings, Hartford, Conn.; Percival Roberts, jr., Pencoyd, Pa.; H. J. Small, Sacramento, Cal.; F. H. Ball, New York City; Jesse M. Smith, Detroit, Mich.; M. L. Hol-

man, St. Louis, Mo.; managers, Charles H. Manning, Manchester, N. H.; C. W. Pusey, Wilmington, Del.; John Thompson, New York City; John B. Herreshoff, Bristol, R. I.; L. B. Miller, Elizabeth, N. J.; W. S. Russel, Detroit, Mich.; John C. Kafer, New York City; Charles A. Bauer, Springfield, Ohio; Arthur C. Walworth, Boston, Mass.; treasurer, William H. Wiley, No. 53 East Tenth street, New York City; secretary, Prof. F. R. Hutton, No. 12 West Thirty-first street, New York City.

PUBLICATIONS.

The papers read at the semiannual meetings of the society are published both in pamphlet form and as a volume of Transactions. These volumes vary from 281 pages to 1,461 pages. 8vo. Fifteen volumes had been issued up to November 1, 1894. Pamphlet copies of all papers can also be obtained.

THE ENGINEERING ASSOCIATION OF THE SOUTH.

NASHVILLE, TENN.

Organized September 19, 1889; incorporated under laws of Tennessee February 25, 1892.

The objects of this association are: (1) The professional improvement of its members; (2) the encouragement of social intercourse among men of practical science; (3) the advancement of engineering and allied professions; and (4) the establishment of a central point of reference and union for its members. (Constitution.)

Founders.—Hunter McDonald, E. C. Lewis, W. F. Foster, Olin H. Landreth, C. A. Locke, all of Nashville, Tenn.

First officers.—John McLeod, Louisville, Ky., president; W. F. Foster, Nashville, Tenn., first vice-president; Edward Thatcher, Decatur, Ala., second vice-president; O. H. Landreth, Nashville, Tenn., secretary; Prof. W. L. Dudley, Nashville, Tenn., treasurer.

PUBLICATIONS.

Publications, 6 numbers. 8vo.

THE SOCIETY OF NAVAL ARCHITECTS AND MARINE ENGINEERS.

PRINCIPAL OFFICE OF SOCIETY, 12 WEST THIRTY-FIRST STREET, NEW YORK CITY; OFFICE OF SECRETARY, 1710 F STREET NW., WASHINGTON, D. C.

Incorporated April 28, 1893, by William H. Webb, Chas. H. Cramp, H. T. Gause, George E. Weed, W. T. Sampson, Horace See, Francis T. Bowles, W. L. Capps, E. D. Morgan, George W. Quintard, Harrington Putnam, J. W. Miller, and F. L. Fernald.

Object.—The promotion of shipbuilding, commercial and naval.

Officers, 1894–95.—President, Clement A. Griscom; first vice-president, Theodore D. Wilson, U. S. N.; vice-presidents, Charles H. Cramp, Philip Hichborn, U. S. N., Chas. H. Loring, U. S. N. (retired), Richard W. Meade, U. S. N., George W. Melville, U. S. N., George W. Quintard, Irving M. Scott, Francis A. Walker, Wm. H. Webb; executive committee, Francis T. Bowles, U. S. N., chairman, Washington L. Capps, U. S. N. (ex officio), H. Taylor Gause, Clement A. Griscom (ex officio), Lewis Nixon, Harrington Putnam, and Edwin A. Stevens; secretary and treasurer, Washington L. Capps, U. S. N.

STATE.

THE TECHNICAL SOCIETY OF THE PACIFIC COAST.

SAN FRANCISCO, CAL.

Organized in San Francisco, April 5, 1884.

Object.—For the purpose of fostering professional improvement among its members, the encouragement of social intercourse among men of practical science, the advancement of the technical professions, and the establishment of a central point of reference and union for its members.

Founders.—Col. George H. Mendell, Corps of Engineers, U. S. A., first president; George J. Specht, civil engineer, vice-president; Charles G. Yale, mining engineer, secretary; Joseph B. Crockett, president of the San Francisco Gas Light Company, treasurer; William Ham Hall, civil engineer, Aug. J. Bowie, jr., mining engineer, George W. Percy, architect, E. J. Molera, electrical engineer, Frederick Gutzkow, chemist, George W. Dickie, mechanical engineer, Maj. W. A. Jones, Corps of Engineers, U. S. A., W. G. Curtis, railway engineer, directors.

Officers, 1895.—President, George W. Dickie, mechanical engineer; vice-president, W. G. Curtis, assistant manager Southern Pacific Company; secretary, Otto von Geldern, civil engineer; treasurer, George F. Schild, naval architect; directors, W. F. C. Hasson, electrical engineer, Randell Hunt, civil engineer, Louis Falkenau, chemist, John D. Isaacs, civil engineer, Joseph C. Sala, instrument maker.

PUBLICATIONS.

The transactions and professional papers of the society are published in the Journal of the Association of Engineering Societies, in Philadelphia, of which association the Technical Society is a member.

THE DENVER SOCIETY OF CIVIL ENGINEERS.

DENVER, COLO.

Organized February 7, 1882.

Object.—The advancement of engineering knowledge and practice, the maintenance of a high professional standard among its members, and the establishment of a central point of reference and intercourse for engineers in the Rocky Mountain region.

First officers.—Gen. John Pierce, president; R. B. Staunton, vice-president; E. H. Kellogg, secretary and treasurer; E. A. Nettleton, P. H. Van Deist, and F. P. Swindler, executive committee.

Officers, 1894–95.—W. B. Lawson, president; Walter Pearl, first vice-president; Prof. L. G. Carpenter, second vice-president; F. E. King, secretary and treasurer; Fillmore Cogswell, librarian; J. S. Titcomb and P. H. Van Deist, executive committee.

PUBLICATIONS.

Information as to Colorado. For information of the annual convention of the American Society of Civil Engineers, Vols. I–IV, 1886–1892, 8vo, averaging about 100 pages each.

TECHNIKER VEREIN.

WASHINGTON, D. C.

Organized December 15, 1887; incorporated May, 1888.

Objects.—(1) The advancement of technical and scientific knowledge; (2) the advancement of professional interests; (3) opportunity for approachment and closer personal association between its members; (4) practical assistance to needy technologists.

First officers.—President, J. L. Smithmyer, architect; first vice-president, Charles Kinkel, architect; second vice-president, Richard Godefroy, C. E.; treasurer, C. A. Didden, architect; corresponding secretary, Paul Bausch, C. E.; recording secretary, C. H. Schneider, M. E. and C. E.; directors, Jacob José, C. E., E. J. Sommer, topographer, W. C. Willenbücher, hydrographer, A. Stierle, C. E., P. Seyfriz, M. D.

Officers, 1895.—President, Hermann Rassbach, M. E.; vice-president, J. G. Gosseling, architect and C. E.; corresponding secretary, Paul Bausch, C. E.; recording secretary, W. C. Willenbücher, hydrographer; treasurer, H. H. Bergmann, underwriter; librarian, Felix Freyhold, C. E., directors, William Burchard, statistician, Jacob José, C. E., Hector von Bayer, C. E., Julius Rettig, M. E., C. A. Didden, architect.

The society is a member of the "National Association of German-American Technologists," which comprises the technical societies of nine cities. The headquarters of this organization are at present vested in the Technical Society of Washington, the national officers being the same as those of the society.

The national organization issues a monthly, Der Techniker, folio, 16 pages; certain lectures are published at irregular intervals, 8vo.

WESTERN SOCIETY OF ENGINEERS.

CHICAGO, ILL.

Organized in 1869 as the "Civil Engineers' Club of the Northwest;" incorporated under its present name in 1880.

Object.—The advancement of the science of engineering and the interests of the profession.

First officers.—Roswell B. Mason, president; L. P. Morehouse, secretary.

Officers, 1894–95.—Hiero B. Herr, president; D. W. Mead, H. C. Draper, vice-presidents; Thomas Appleton, secretary; Charles J. Roney, librarian; David L. Barnes, treasurer; C. L. Strobel, George S. Morison, and Robert W. Hunt, trustees.

PUBLICATIONS.

Proceedings, monthly, of which 319 numbers have been issued, 8vo, varying from 6 to 18 pages in size.

Transactions, the papers read before the society, are published in the Journal of the Association of Engineering Societies of Philadelphia.

MARYLAND INSTITUTE FOR THE PROMOTION OF THE MECHANIC ARTS.

BALTIMORE, MD.

Original Maryland Institute for the Promotion of the Mechanic Arts organized December 9, 1825; incorporated January 10, 1826.

Object.—The encouragement and promotion of manufactures and the mechanic and useful arts by the establishment of popular lectures upon the sciences connected with them; by the formation of a library and cabinet of models and minerals; by offering premiums for excellence in those branches of national industry; by examining new inventions submitted for that purpose, and by such other means as experience may suggest.

First officers (under act of incorporation January 10, 1826).—President, William Steuart; vice-presidents, George Warner, Fielding Lucas, jr.; recording secretary, John Morton; corresponding secretary, Dr. William Howard; treasurer, Samuel Harden; managers, James H. Clerke, John H. B. Latrobe, John D. Craig, Peter Leary, D. G. McCoy, William Meeteer, Jacob Deems, James Mosher, Solomon Etting, Hezekiah Niles, William H. Freeman, Henry Payson, Benjamin C. Howard, William Roney, Moses Hand, Joseph K. Stapleton, William Hubbard, William F. Small, William Krebs, James Sykes, Thomas Kelso, James R. Williams, Robert Cary Long, Samuel D. Walker.

February 7, 1835, "the Athenaeum, which building the institute occupied in part, was consumed by fire and the entire properties of the old Maryland Institute were burned."

Present Maryland Institute for the Promotion of the Mechanic Arts reorganized November 30, 1847; incorporated February 15, 1850.

Objects.—The encouragement and promotion of manufactures and the mechanic and useful arts by the establishment of popular lectures upon the sciences connected with them; by the formation of a school of design adapted to mechanical and manufacturing purposes; for providing a library, reading room, and a cabinet of minerals, models, and mechanical apparatus; for holding annual exhibitions or fairs for articles of American manufacture, and for offering premiums or awards for excellence in those branches of national industry deemed worthy of encouragement; by examining new inventions submitted for that purpose, and by such other means necessary for the accomplishment of their objects as experience may suggest.

Present objects (as per act to extend the charter, passed April 8, 1878, by the general assembly of Maryland).—The encouragement and promotion of manufactures and the mechanic and useful arts by the establishment of schools and popular lectures upon the sciences connected with them; the formation of schools of art and design, providing a library, reading room, and cabinet of minerals, models, and mechanical apparatus; holding exhibitions for articles of American manufacture; offering and awarding premiums for excellence in those branches of industry deemed worthy of encouragement; examining and reporting upon such new inventions as may be submitted for the purpose, and by such other means for the promotion of the mechanic arts as experience may suggest.

Said institute shall be authorized and empowered to graduate students in its various schools and to grant diplomas to such as after proper examination may be found worthy of the distinction.

First officers (under act of incorporation, February 15, 1850).—President, Joshua Vansant; vice-presidents, James Murray, Edward Needles; recording secretary, Samuel Sands; corresponding secretary, William Prescott Smith; treasurer, Thomas J. Clare; managers, Josiah Reynolds, Samuel McPherson, C. W. Bentley, William Ferguson, John Feast, Isaac Brown, Jesse Marden, H. R. Hazlehurst, W. Abrahams, John F. Davis, Thomas Trimble, James Young, William Rodgers, William Peters, E. Whitman, jr., John T. Fardy, D. M. Adams, Samuel E. Rice, William Bayley, William Robinson, C. Conway, Ephraim Larrabee, Robert Eareckson, B. S. Benson.

Officers, 1894–95.—President, Joseph M. Cushing; vice-president, George R. Skillman; secretary, James Young; treasurer, G. Harlan Williams; managers, Samuel Eccles, jr., Frank N. Horn, John L. Lawton, F. W. Wood, Samuel W. Regester, J. S. Detrick, William H. Shryock, John M. Carter, Ernst Schmeisser, T. P. Perine, George C. Wilkins, James Pentland, F. D. Morrison, Samuel R. Waite, William H. Perkins, Ferdinand C. Latrobe, Joshua Lynch, E. J. Codd, William Ferguson, William B. Sands, John S. Bullock.

PUBLICATIONS, 1825–1894.

Charter, constitution, and by-laws, 1825, 1848, 1850, 1851, 1852, 1854, 1873, 1878, 1886,
Annual reports, 1852–1860, 1869, 1876–1879, 1881, 1883–1894.
Books of the exhibition, 1851–1860.
Catalogue of articles for competition, 1848, 1850, 1852–1856, 1868–1870, 1872, 1874. 1878.

Addresses, lectures: C. J. Bonaparte, 1883; George W. Brown, 1868; John M. Carter, 1882, 1887; I. Edwards Clarke, 1887, 1883; C. Cushing, 1853; Joseph M. Cushing, 1883, 1887, 1888, 1892; R. C. Davidson, 1890; H. W. Davis, 1853; Otto Fuchs, 1888; C. J. M. Gwynn, 1850; J. Hodges, 1886, 1887; B. T. Johnson, 1882; W. R. Johnson, 1849; J. P. Kennedy, 1851; A. L. Knott, 1882; F. C. Latrobe, 1887, 1892; J. H. B. Latrobe, 1848, 1868; J. H. Lightbourn, 1873; W. L. Marshall, 1831, M. P. Maury, 1855; W. Mimfie, 1854; C. Morfit, 1850; M. A. Newell, 1887, 1888; J. P. Poe, 1891; J. A. Seiss, 1856; F. Sheppard, 1854; G. R. Skillman, 1886, 1887; W. P. Smith, 1849; J. Spencer, 1857; T. Swann, 1854; John Tyler, 1855; J. Vansant, 1849, 1850; S. T. Wallis, 1851, 1852, 1881; S. Wilmer, 1881.
Library: Catalogues, 1857, 1865; report on, 1857.
Miscellaneous: Proposal of exhibition, 1827; report on Bollman's bridge, 1854; appeal in behalf of institute, 1880.
Museum of Art: Report of special committee, 1879; memorial to general assembly, 1880. Schools, 1879–80, 1881, 1885–86.

BOSTON SOCIETY OF CIVIL ENGINEERS.

BOSTON, MASS.

Organized July 3, 1848; incorporated April 24, 1851.
"The objects of this society are the professional improvement of its members, the encouragement of social intercourse among engineers and men of practical science, and the advancement of engineering; and for the promotion of these objects stated meetings of the society shall be held and a library formed for the use of its members." (Constitution.)
First officers.—President, James F. Baldwin; vice-president, George M. Dexter; secretary, John H. Blake; treasurer, William P. Parrott; librarian, Joseph Bennett.
Officers, 1894–95.—President, William E. McClintock; vice-presidents, George F. Swain (term expires March, 1895), Henry H. Carter (term expires March, 1896); secretary, S. Everett Tinkham; treasurer, Edward W. Howe; directors, Henry Manley (term expires March, 1895), Frank O. Whitney (term expires March, 1896); librarian, Henry F. Bryant.

PUBLICATIONS.

Proceedings, 1879–1881, 8vo, 144 pp.

MIDDLESEX MECHANICS' ASSOCIATION.

LOWELL, MASS.

Organized 1825; incorporated June 18, 1825.
Objects.—Promoting inventions and improvements and establishing a suitable library for the information and instruction of mechanics in their respective arts.
Founders and first officers.—Samuel Fechem, machinist, president; James B. Pross, machinist, vice-president; Edward Brown, carpenter, secretary; Albigense W. Fisher, machinist, treasurer. Trustees: William W. Walker, machinist; Benjamin P. Brown, wheelwright; James Derby, machinist; James M. King, carpenter; George Dane, blacksmith; Elijah Thompson, machinist.
Officers, 1894.—Capt. James G. Hill, president; Edward T. Rowell, vice-president; Charles C. Hutchinson, secretary; Albert S. Guild, treasurer. Trustees: Victor I. Cummock, Edward T. Abbott, Rufus H. Maxfield, Nelson Whittier, John Tyler Stevens, James Scott, Charles H. Allen, Charles H. Coburn.

PUBLICATIONS.

The association has published catalogues of the library, library reports, and catalogues of exhibits.

CIVIL ENGINEERS' SOCIETY OF ST. PAUL.

ST. PAUL, MINN.

Organized December 15, 1883.
"The object shall be the advancement of the science of engineering and the interests of the profession, the encouragement of social intercourse among men of practical science, and the professional improvement of its members." (Constitution.)
First officers.—L. W. Rundlett, president; Charles W. Johnson, vice-president; C. J. A. Morris, secretary; Howard N. Elmer, treasurer; Samuel Rockwell, librarian.
Officers, 1894.—George L. Wilson, president; J. D. Estabrook, vice-president; C. L. Annan, secretary; A. O. Powell, treasurer; A. W. Münster, librarian; C. J. A.

Morris, representative on the board of managers of the Association of Engineering Societies.

PUBLICATIONS.

The transactions of the society are published in the Journal of the Association of Engineering Societies, 8vo, monthly.

MONTANA SOCIETY OF CIVIL ENGINEERS.

HELENA, MONT.

Instituted July 5, 1887.

"Its object shall be the advancement of engineering and the interests of the profession. Among the means to be employed shall be periodical meetings for the reading and discussion of scientific papers and matters of scientific and practical interest, and the cultivation of professional and social intercourse among its members; the collection of a library, and the publication of such parts of the transactions as may be deemed expedient." (Constitution.)

Founders.—Thomas T. Baker, Rawlinson T. Bayliss, Elbridge H. Beckler, Adelbert E. Cumming, Henry Bascom Davis, James H. Ellison, George O. Foss, John Gillie, and others.

First officers.—President, Joseph T. Dodge; first vice-president, Elliott H. Wilson; second vice-president, George K. Reeder; secretary and librarian, James S. Keerl; treasurer, John W. Wade; trustees, Walter W. DeLacy, Joseph H. Harper, Elbridge H. Beckler.

Officers, 1894.—President, William A. Haven; first vice-president, James S. Keerl; second vice-president, Augustus M. Ryon; secretary and librarian, George O. Foss; treasurer, Albert S. Hovey,

PUBLICATIONS.

Transactions and papers are published in the Journal of the Association of Engineering Societies.

TECHNISCHER VEREIN VON NEWARK, N. J.

Organized November 20, 1889.

Object.—Dissemination of general technical knowledge.

First officers.—President, Dr. H. T. Weidig; vice-president, Maurice A. Müller; treasurer, T. B. Stobaeus; corresponding secretary, William Thum; recording secretary, H. Seibert; librarian, Dr. O. Siepermann.

Officers, 1895.—President, Alex. H. Strecker; first vice-president, Dr. Otto Siepermann; second vice-president and treasurer, Dr. W. Runge; corresponding secretary, Hans Dieterich; recording secretary, M. Trubek; librarian, Ernst Hirrschoff.

PUBLICATIONS.

The papers read before this society have been generally published in the Techniker, a German technical journal, now published in Philadelphia.

RENSSELAER SOCIETY OF ENGINEERS.

TROY, N. Y.

Organized January, 1866; incorporated May, 1873.

Object.—The encouragement of original scientific research and the cultivation of a social spirit among its members. The ultimate object is the preservation, in a form useful to engineers and scientific men, of the results of such research.

Founders.—P. H. Bearmann, Troy, N. Y., C. E., and A. H. Millet, Guayaquil, Ecuador.

Officers, 1894.—President, E. F. Chillman, C. E., Troy, N. Y.; vice-president, W. W. Rousseau, jr., Troy, N. Y.; secretary, J. W. Bowman, Green Island, New York; treasurer, W. E. Whitney, Steubenville, Ohio; librarian, H. W. Mesnard, Norwalk, Conn.

Publications are issued yearly, 8vo, pp. 100, paper.

TECHNISCHER VEREIN VON NEW YORK.

NEW YORK, N. Y.

Organized November 13, 1880; incorporated October 18, 1883.

Objects.—The encouragement and advancement of technical arts and sciences in all their branches; the elevation and social intercourse of its members; the assistance

of needy and newly immigrated colleagues, and the promotion, by meetings, reports, papers, and publications, of the interests of the society and its members.

Trustees for the first year.—Paul Goepel, George W. Wundram, Max C. Budell, Carl Stagl, Anton Heim, Franz M. J. Nolten, Hermann Endemann, Hugo B. Roelker, Augustus Kurth, Theodore Paschke, Ferdinand Rochow, Theodore De Lemos, and Emmerich J. Schmitz.

Officers, 1894.—President, Paul Goepel, C. E. and patent attorney; vice-president, Albert Beyer, architect; corresponding secretary, Jacob Nussblatt, M. E.; recording secretary, Francis Sticker, M. E.; treasurer, Leopold Kaczander, M. E.; librarian, Fr. N. Roehrich, E. E.

PUBLICATIONS.

Der Techniker, folio, monthly, Vol. XVI, No. 10, for September, 1894.
Mittkeilungen des Deutsch-Amerikanischen Techniker-Verbandes, Annual, 8vo.

POLYTECHNISCHER VEREIN.

CINCINNATI, OHIO.

Organized September 17, 1886; incorporated December 24, 1886.

Objects.—Encouragement and advancement of technical arts and sciences in all their branches, the elevation and social intercourse of its members, and the promotion, by meetings, reports, papers, and publications, of the interests of the society and its members.

Founders.—Ed. Baechle, Fritz von Bank, Charles Brueckner, Hy. Dreses, Arth. Erdmann, Phil Faber, James Fredriks, Ernst Lietze, Ernst Schumacher, Max Steiniger.

Officers, 1894.—President, Ernst Lietze; vice-president, A. Koechlin; corresponding secretary, Fritz von Bank; recording secretary, Hy. Dreses; treasurer, Charles Brueckner; librarian, John Grimm.

ENGINEERS' SOCIETY OF WESTERN PENNSYLVANIA.

ALLEGHENY, PA.

Organized January 20, 1880; incorporated March 20, 1880.

The object of this corporation shall be the advancement of engineering in its several branches, the professional improvement of its members, and the encouragement of social intercourse among men of practical science.

First officers.—William Metcalf, president; John I. Williams and A. Gottlieb, vice-presidents; T. Rodd, E. M. Butz, I. L. Lowery, N. M. McDowell, directors; William Kent, treasurer; J. H. Harlow, secretary.

Officers, 1894.—President, Charles Davis; treasurer, A. E. Frost; secretary, Daniel Carhart. Chemical section—chairman, Walter E. Koch; secretary, A. D. Wilkins; Thomas H. Johnson and W. G. Wilkins, vice-presidents; Julian Kennedy, W. E. Koch, Thomas P. Roberts, and Emil Swensson, directors.

PUBLICATIONS.

A monthly periodical, omitting July and August, is issued. It contains the proceedings of the society, minutes, papers read and discussed, etc. 8vo. The ten monthly issues make a volume of about 400 pages.

FRANKLIN INSTITUTE OF THE STATE OF PENNSYLVANIA.

PHILADELPHIA, PA.

Organized and incorporated 1824.

Object.—The promotion of the mechanic arts.

Founders.—Samuel V. Merrick and William H. Keating.

First officers.—President, James Ronaldson; vice-presidents, Mathew Carey, Isaiah Lukens; recording secretary, William Strickland; corresponding secretary, Peter A. Browne; treasurer, Thomas Fletcher.

Officers, 1894.—President, Joseph M. Wilson; vice-presidents, Edward Longstreth, Charles Bullock, and William P. Tatham; secretary, William H. Wahl; treasurer, Samuel Sartain; actuary, H. L. Heyl; librarian, Alfred Rigling.

PUBLICATIONS.

Journal of the Franklin Institute, issued monthly since 1824. 8vo.

ASSOCIATION OF ENGINEERS OF VIRGINIA.

ROANOKE, VA.

Organized April 4, 1891.

Object.—To promote the arts connected with engineering by means of periodical meetings for the reading and discussion of professional papers and for social intercourse, and the circulation, by publication among its members, of the information thus obtained. No recommendation, indorsement, or approval shall be given to or made to any individual, or of any scientific or literary, mechanical or engineering production; but the opinion of the association may be expressed on such subjects as affect the public welfare, provided this opinion does not carry with it the interest of any individual. This shall not be construed to prevent the discussion of any subject of engineering interest. (Constitution.)

First officers.—J. H. Wingate, president; W. E. Anderson, vice-president; W. H. Newby, secretary and treasurer.

Officers, 1894.—Charles S. Churchill, president; J. C. Rawn, first vice-president; W. H. Adams, second vice-president; James R. Schick, treasurer; John A. Pilcher, secretary.

PUBLICATIONS.

Proceedings, 1891, 1893, 1894. 8vo.

VIRGINIA MECHANICS' INSTITUTE.

RICHMOND, VA.

Organized December 5, 1884; incorporated August 19, 1887.

Objects.—The promotion and encouragement of manufactures, the mechanic and useful arts, and the mental and social improvement of the industrial classes.

First officers.—President, George A. Ainslie; vice-president, Ashton Starke; treasurer, W. E. Simons; secretary, Thomas Ellett.

Present officers.—President, W. J. Whitehurst; vice-president, J. J. Montague; treasurer, W. E. Simons; secretary, Thomas Ellett.

No publications. Annual reports of its Night School of Technology, which has been increasing each year in interest, size, and value until this session it numbers 255 students, have been made to the directory.

NORTHWESTERN ELECTRICAL ASSOCIATION.

OCONTO, WIS.

Organized 1892; incorporated 1893.

Object.—The exchange of ideas and the advancement of central lighting stations.

Founder.—T. A. Pamperin.

First officers.—President, Caroll Collins; secretary and treasurer, T. A. Pamperin.

Officers, 1895.—President, H. C. Thorn.

The association has issued five publications.

THE WISCONSIN POLYTECHNIC SOCIETY.

MILWAUKEE, WIS.

Organized November 25, 1890; incorporated March 11, 1891.

Object.—"The advancement of engineering and technical science, to promote fraternal and social intercourse among its members, to collect and maintain a library, and to provide for the publication of its transactions as may be deemed expedient."

Founders and first officers.—George H. Benzenberg, president, city engineer, Milwaukee; J. N. Barr, first vice-president, superintendent machinery, Chicago, Milwaukee and St. Paul Railway; Edwin Reynolds, superintendent E. P. Allis Engine Works, Milwaukee; E. F. Neukom, secretary, mechanical engineer, Milwaukee; John E. Hathaway, C. E., treasurer, Milwaukee; trustees, L. B. Davis, C. E., major of engineers, U. S. A.; W. F. Goodhue, sanitary engineer; H. C. Koch, architect.

Officers, 1894.—W. F. Goodhue, president; Howland Russell, first vice-president, architect; H. C. Koch, second vice-president, architect; G. G. Mason, secretary and treasurer, mechanical engineer; trustees, E. G. Cowdery, gas engineer; Richard Birkholz, mechanical engineer; John E. Hathaway, C. E.

The proceedings were hitherto published in the Journal of Engineering Societies, now edited by John C. Trautwine, jr., Philadelphia, Pa. The society withdrew February, 1894, and will publish its own proceedings in January of each year.

VIII. LITERATURE AND LANGUAGE.

NATIONAL.

THE AMERICAN DANTE SOCIETY.

NEW YORK, N. Y.

Organized in New York City November 28, 1890.

Organizers.—Hon. Seth Low, LL. D., president of Columbia College; Hon. William T. Harris, LL. D., Commissioner of Education, Washington, D. C.; Rev. Philip Schaff, D. D., and Rev. M. R. Vincent, D. D., Union Theological Seminary, New York; Rev. B. B. Tyler, D. D., Church of the Disciples, and Rev. R. Heber Newton, D. D., All Souls' Church, New York; Prof. J. C. Murray, LL. D., McGill University, Montreal, Canada; Prof. N. M. Butler, Ph. D., Columbia College, New York; and Prof. H. Norman Gardiner, Smith College, Northampton, Mass.

Object.—"The object of the society shall be to promote and encourage the study of the works of Dante and of the civilization which they seek to embody in all its branches—religion, politics, sociology, philosophy, science, and art—to provide public lectures on the literature of Dante and his epoch, and to publish a yearbook of the proceedings of the society and of the original work contributed in the course of the same, and to establish a library of Dante literature." (Constitution.)

Officers, 1890–91.—President, Theodore W. Dwight, LL. D., New York; vice-presidents, Rev. M. R. Vincent, D. D., New York; Prof. Vincenzo Botta, New York; Rev. Philip Schaff, D. D., New York; Hon. W. T. Harris, LL. D., Washington, D. C.; James MacAlister, LL. D., Philadelphia; secretary, Thomas Davidson, 239 West One hundred and fifth street, New York; treasurer, Charlotte F. Daley, 176 West One hundred and fifth street, New York; board of directors, the president, the secretary, and the treasurer ex officio, Rev. M. R. Vincent, D. D., Rev. B. B. Tyler, D. D, Lucius C. Ashley, Irving P. Boyd.

THE AMERICAN DIALECT SOCIETY.

NEW YORK, N. Y.

Organized during the winter of 1889–90.

Object.—The investigation of the spoken English of the United States and Canada, and incidentally of other nonaboriginal dialects spoken in the same countries.

Founders.—Of its first organization and the parties interested in the movement, E. H. Babbitt, the secretary, writes: "The preliminary meeting, where the plan was 'hatched,' was held in my room at Cambridge. There were present besides myself, Professor Sheldon, Professor Kittredge, Mr. Grandgent, and Mr. Bendelari. The public meeting which followed was held December 30, 1889, and then and there measures were taken which resulted in the adoption of the inclosed constitution."

First officers.—President, Francis J. Child, Cambridge, Mass.; vice-president, James M. Hart, Cincinnati, Ohio; secretary, Edward S. Sheldon, Cambridge, Mass.; treasurer, Charles H. Grandgent, Cambridge, Mass.; editing committee, the secretary ex officio, George L. Kittredge, Cambridge, Mass.; Sylvester Primer, Charleston, S. C.; executive committee, the officers named above and Benjamin I. Wheeler, Ithaca, N. Y.; Charles F. Smith, Nashville, Tenn.; Frederic D. Allen, Cambridge, Mass.

Officers, 1894.—President, Edward S. Sheldon, Cambridge, Mass.; vice-president, Charles H. Grandgent, Cambridge, Mass.; secretary, Eugene H. Babbitt, Columbia College, New York City; treasurer, Lewis F. Mott, New York City; editing committee, the secretary ex officio, George Hempl, Ann Arbor, Mich.; Oliver F. Emerson, Ithaca, N. Y.; executive committee, the officers named above and M. D. Learned, Baltimore, Md.; J. M. Manly, Providence, R. I.; H. R. Lang, New Haven, Conn.

PUBLICATIONS.

Dialect Notes is issued at irregular intervals; 7 numbers have appeared up to the present. 8vo.

AMERICAN FOLKLORE SOCIETY.

CAMBRIDGE, MASS.

Organized January 4, 1888.

Object.—The study of folklore in general, and in particular the collection and publication of the folklore of North America.

Officers, 1891.—President, Otis T. Mason, Washington, D. C.; council, Franz Boas, Worcester, Mass.; H. Carrington Bolton, New York, N. Y.; Daniel G. Brinton, Philadelphia, Pa.; Thomas Frederick Crane, Ithaca, N. Y.; James Deans, Victoria, B. C.; J. Owen Dorsey, Washington, D. C.; Alice C. Fletcher, Nez Perces Agency, Idaho; Alcée Fortier, New Orleans, La.; Victor Guilloû, Philadelphia, Pa.; Horatio Hale, Clinton, Ontario; Mary Hemenway, Boston, Mass.; Charles G. Leland, London, England; J. S. Newberry, New York, N. Y.; F. W. Putnam, Cambridge, Mass.; treasurer, John H. Hinton, New York, N. Y.; secretary, William Wells Newell, Cambridge, Mass.

PUBLICATIONS.

Journal of American Folklore, 1888. 8vo. Quarterly.

In addition to the Journal, the society, according to a resolution passed at its annual meeting, expects to print a series of monographs on the folklore of the different races included in the scope of its researches.

AMERICAN LIBRARY ASSOCIATION.

NEWARK, N. J.

Organized October 6, 1876; incorporated December 10, 1879.

Objects.—"Its objects shall be to promote the welfare of libraries by stimulating public interest in founding and improving them, by securing needed State and national legislation, by furthering such cooperative work as shall improve results or reduce expenses, by exchanging views and making recommendations, and by advancing the common interests of librarians, trustees, and others engaged in library or allied educational work." (Constitution.)

First officers.—President, Justin Winsor; vice-presidents, A. R. Spofford, W. F. Poole, H. A. Holmes; secretary and treasurer, Melvil Dewey.

Officers, 1894–95.—President, H. M. Utley, librarian public library, Detroit, Mich.; vice-presidents, J. C. Dana, public library, Denver, Colo.; Mary S. Cutler, State library, Albany, N. Y.; Ellen M. Coe, free circulating library, New York City; secretary, Frank P. Hill, public library, Newark, N. J.; assistant secretaries, C. R. Dudley, city library, Denver, Colo.; F. Richmond Fletcher, library bureau, Boston; Louisa S. Cutler, public library, Utica, N. Y.; G. E. Wire, Newberry Library, Chicago; recorder, Henry J. Carr, public library, Scranton, Pa.; assistant recorder, Nina E. Browne, library bureau, Boston; treasurer, George Watson Cole, Jersey City, N. J.

PUBLICATIONS.

Proceedings.

AMERICAN ORIENTAL SOCIETY.

NEW HAVEN, CONN.

Organized September 7, 1842; incorporated March 22, 1843.

Object.—(1) The cultivation of learning in the Asiatic, African, and Polynesian languages; (2) the publication of memoirs, translations, vocabularies, and other works relating to the Asiatic, African, and Polynesian languages; (3) the collection of a library.

Officers, 1842–43.—Hon. John Pickering, president; William Jenks, D. D., Prof. Moses Stuart, and Prof. Edward Robinson, vice-presidents; William W. Greenough, corresponding secretary; Francis Gardner, recording secretary; John James Dixwell, treasurer; Francis Gardner, librarian; directors, Rufus Anderson, D. D., Prof. Barnas Sears, Prof. C. C. Felton, Hon. Sidney Willard, Prof. Bela B. Edwards.

Officers, 1894–95.—D. C. Gilman, LL. D., president; William Hayes Ward, LL. D., Prof. C. H. Toy, and Prof. Isaac H. Hall, vice-presidents; Prof. E. D. Perry, corresponding secretary; Prof. D. G. Lyon, recording secretary; Henry C. Warren, treasurer; Addison Van Name, librarian; directors, the officers above named and also Prof. Maurice Bloomfield, Prof. Paul Haupt, Talcott Williams, Prof. Edward W. Hopkins, Prof. A. L. Frothingham, Prof. Richard J. H. Gottheil, Prof. George F. Moore.

PUBLICATIONS.

Journal, Vols. I–XVI, 8vo; Vol. I, Boston, all succeeding volumes, New Haven, 1849–1894, about 570 pages each.

The Journal includes also the proceedings, which, except in Vol. VI, are paged with roman numerals. Vols. II–V, like all the succeeding volumes, were printed at New Haven, but have the imprint of Geo. P. Putnam & Co., as publishers for the society.

AMERICAN PHILOLOGICAL ASSOCIATION.

BRYN MAWR, PA.

Organized 1869.

Officers, 1894-95.—President, John Henry Wright, Harvard; vice-presidents, Bernadotte Perrin, Yale, and Minton Warren, Johns Hopkins; secretary and treasurer, Herbert Weir Smyth, Bryn Mawr College.

THE MODERN LANGUAGE ASSOCIATION OF AMERICA.

BALTIMORE, MD.

Preliminary organization effected at Columbia College, New York, December 27, 28, 1883; permanent organization at same place, December 29, 30, 1884.

The object of the association is to promote the interests of scholarship and of academic work in the modern languages and literatures, centering chiefly in English, German, and French.

Founder.—Prof. A. Marshall Elliott, of Johns Hopkins University

First officers.—Presidents, Franklin Carter, president of Williams College, 1884-1886; James Russell Lowell, 1887-1891; Prof. Francis A. March, of Lafayette College, 1892-93; secretary, A. Marshall Elliott, 1884-1893.

Officers, 1894.—President, A. Marshall Elliott; secretary, Prof. James W. Bright, Johns Hopkins University.

PUBLICATIONS.

Publications of the Modern Language Association of America; edited by the secretary of the association.

The proceedings of the annual meetings of the association are added to the fourth installment or number of the publications for the corresponding year; quarterly, 8vo., about 600 pages to the annual volume; Vol. IX, 1894.

SOCIETY OF BIBLICAL LITERATURE AND EXEGESIS.

CAMBRIDGE, MASS.

Organized 1883.

Officers 1894-95.—President, J. Henry Thayer, Harvard; vice-president, Francis Brown, Union Theological Seminary; recording secretary, William H. Cobb, Congregational Library, Boston; corresponding secretary, David G. Lyon, Harvard; treasurer, Willis J. Beecher, Auburn Theological Seminary.

THE THEOSOPHICAL SOCIETY (AMERICAN SECTION).

NEW YORK, N. Y.

Organized November 17, 1875. The whole society is not incorporated, but some local branches are so for the purpose of holding real estate. The Aryan Theosophical Society of New York is one.

Objects.—(1) To form the nucleus of a Universal Brotherhood of Humanity without distinction of race, creed, sex, caste, or color; (2) to promote the study of Aryan and other eastern literatures, religions, and sciences, and demonstrate their importance; (3) to investigate unexplained laws of nature and the psychical powers latent in man.

Founders.—Madame H. P. Blavatsky, Col. Henry S. Olcott, William Q. Judge.

Officers, 1895.—Col. Henry S. Olcott, president; William Q. Judge, vice-president.

PUBLICATIONS.

The society, as such, publishes nothing except the official reports of its conventions, but a large amount of theosophical literature is printed under the auspices of the different sections, or by individuals or branches. Three monthly magazines—the Theosophist, Adyar, Madras, India; Lucifer, London; and the Path, New York—and a number of works by Madame Blavatsky, A. P. Sinnett, William Q. Judge, Mrs. Annie Besant, and others, expound the theosophical philosophy and religion.

STATE.

THE SHAKESPEARE CLUB.

LITTLE ROCK, ARK.

Organized December 2, 1875.

Objects.—For the reading and study of Shakespeare's plays and miscellaneous readings.

Founders and first officers.—Early records lost.

Officers, 1894–95.—Thomas Lafferty, president; J. W. Beidelman, secretary.

WESTERN ASSOCIATION OF WRITERS.

BROOKVILLE, IND.

Organized June 30, 1866.

Object.—The development of literature.

First officers.—President, Maurice Thompson; vice-presidents, Clarence A. Buskirk, C. F. McNutt, J. W. Gordon, Mrs. J. C. Aldrich, Will Cumback, Miss Jennie S. Judson, J. N. Matthews, Clarence Ladd Davis; secretary, Mrs. M. L. Andrews; treasurer, J. C. Ochiltree.

Officers, 1894.—President, A. W. Butler; secretary, Mrs. Ida May Davis; treasurer, W. W. Pefrimmer.

DANVILLE LITERARY AND SOCIAL CLUB (ANACONDA).

DANVILLE, KY.

Organized December 27, 1839.

Object.—For mutual improvement and enjoyment.

Rev. John C. Young, president Center College; Rev. Lewis W. Green, vice-president Center College; John A. Jacobs, principal institution for deaf-mutes; Rev. William Dod, professor mathematics, Center College; Thomas C. Nichols, professor languages, Center College; Ormond Beatty, professor sciences, Center College; Joshua T. Bell, attorney at law; William Pawling, physician.

Officers, 1894.—President, John A. Quisenberry; first vice-president, James H. Otter; second vice-president, John A. Cheek; secretary and treasurer, John W. Yerkes.

ATHÉNÉE LOUISIANAIS.

NEW ORLEANS, LA.

Organized, January 1, 1876; incorporated, July 26, 1892.

Objects.—(1) To perpetuate the French language in Louisiana; (2) for literary, scientific, artistic purposes; (3) for mutual aid.

First officers.—President, Dr. Armand Mercier; vice-president, Gen. G. T. Beauregard; secretary and treasurer, Dr. Alfred Mercier.

Officers, 1894.—Alcée Fortier, president; Dr. Gustave Devron, first vice-president; Gaston Doussan, second vice-president; Bussière Rouen, life secretary-treasurer.

PUBLICATIONS.

A bimonthly magazine, quarto from July 1, 1876, to January 1, 1882, 12 pages; quarto volume, 518 pages.

A bimonthly magazine, octavo from January 1, 1882, to date, 32 pages. Octavo volumes, Vol. I, 1882–1884, pp. 718; Vol. II, 1885–86, pp. 321; Vol. III, 1887–1889, pp. 630; Vol. IV, 1890–91, pp. 430; Vol. V, 1892–93, pp. 498; Vol. VI, 1894, not yet completed, 192 pages.

The society gives annually a gold medal for the best essay written in the French language by a resident of Louisiana, and gold medals are also awarded to the best French scholar in each of the Girls' high schools of New Orleans, and of the French Union School.

THE SHAKESPEARE ANNIVERSARY ASSOCIATION.

NEW ORLEANS, LA.

Organized January, 1894; to be incorporated, when the name will be changed to "Society" instead of "Association."

The purposes and objects of this corporation are to stimulate and to promote the study of Shakespeare and to commemorate suitably his memory, to give and to

superintend readings and dramatic performances and all such intellectual and social entertainments tending to elevate and cultivate the mind, and to establish a library and to maintain suitable rooms for literary and dramatic purposes, and to collect works of art, charts, maps, paintings, etc., for scientific, literary and dramatic improvement.

Founders and first officers.—Jos. H. De Grange, president; Charles F. Buck, S. H. Gilmore, B. C. Shields, vice-presidents; Tim O'Neil, stage manager; Capt. W. H. Beanham, assistant stage manager; A. J. Fitzpatrick, treasurer; R. B. Montgomery, recording secretary; J. L. Onorato, financial secretary; they are the same officers to-day.

PUBLICATIONS.

Proceedings of the Shakespearean Entertainments [New Orleans, 1894], 4to., pp. 24.

BALTIMORE SHAKESPEARE CLUB.

BALTIMORE, MD.

Organized 1884.

Objects.—The reading and study of Shakespeare's plays.

Founder.—Henry P. Goddard.

Officers, 1894.—Henry P. Goddard, president, and an executive committee of 3, viz, Henry P. Goddard, Archibald H. Taylor, Dr. Edward Renouf.

PUBLICATIONS.

Some contributions to Poet Lore.

The Lesson of Cymbeline, by Henry P. Goddard, Poet Lore, November, 1891, 5 pp.

THE JOHNS HOPKINS PHILOLOGICAL ASSOCIATION.

BALTIMORE, MD.

Organized May 31, 1877.

Objects.—The society was organized in view of the fact "that those members of this institution, [the Johns Hopkins University], whose departments of learning are most nearly akin, should by communication of the results of their work and studies produce a healthy stimulus to activity in research and aid each other in keeping up with the advances of science; by mutual and informal interchange of opinion furnish that sympathy to each other which is so confessedly essential to the normal development of the scholar; and by friendly and social intercourse become better acquainted and mutually helpful."—From statements made at the meeting for organization by Professor Gildersleeve, to whom the work of organizing the society was intrusted by President Gilman.

First officers.—B. L. Gildersleeve, president; Charles R. Lanman, secretary.

Officers, 1895.—B. L. Gildersleeve, president; Edward H. Spieker, secretary.

Meetings are held on the third Friday of every month from October to May, inclusive. At every meeting one principal paper and one or more minor communications are read.

The society has no publications of its own. Abstracts of the more important papers read before it are printed in the Johns Hopkins University Circular. Not a few of those papers are published in full in one form or another.

THE BOSTON BROWNING SOCIETY.

BOSTON, MASS.

Organized 1885.

Object.—"To study the poetry of Robert Browning, and to promote a more general interest in it."

Officers, 1895.—President, Rev. Philip S. Moxom; vice-presidents, Rev. George D. Latimer, Miss Heloise E. Hersey; honorary vice-presidents, Col. Henry Stone, Col. T. W. Higginson, Dr. William J. Rolfe, Rev. Francis B. Hornbrooke; secretary, Mrs. Emma E. Mareau; treasurer, Richard Arnold; librarian, William H. Ladd.

OLD CAMBRIDGE SHAKESPEARE ASSOCIATION.

CAMBRIDGE, MASS.

Organized 1881.

Object.—"The object of the association is both literary and social; in general to bring together those interested in literary pursuits, and in particular to promote an interest in the writings of Shakespeare."

First officers.—President, George Z. Gray, D. D.; vice-president, T. Wentworth Higginson, A. M.; secretary and treasurer, Mrs. J. G. Cilley. Other original members: Francis Wharton, D. D., LL. D., Henry N. Hudson, D. D., Elisha Mulford, D. D., Charles Theodore Russell, A. M., Henry Ware, A. M., James Mills Pierce A. M., Mrs. Ole Bull, Mrs. John T. Sargent, and others.

Officers, 1894.—President, S. L. Thorndike; vice-presidents, W. J. Rolfe, A. McF. Davis; treasurer, Miss Jones; secretary, Walter Deane.

THE SHAKESPEARE CLUB.

WORCESTER, MASS.

Organized November, 1887.

Object.—The study of the works of Shakespeare and other kindred subjects.

Founder.—Mrs. John C. Cutter (formerly of Brooklyn).

First officers.—Mrs. John C. Cutter, Harry L. Nelson, chairman; Miss Grace Goddard Cleveland.

Officers, 1894.—Thomas G. Kent, president; Louisa Trumbull Cogswell, secretary; Mrs. Alonzo S. Kimball, treasurer.

SHAKESPEARE SOCIETY OF WELLESLEY COLLEGE.

WELLESLEY, MASS.

Organized April, 1876.

Object.—"The Systematic study of Shakespeare, as a means of mental improvement."

Founder.—Henry F. Durant.

Officers, 1894.—President, Miss M. Gertrude Wilson; vice-president, Miss Emma Christy Brooks; recording secretary, Miss Ada Belfield; corresponding secretary, Miss S. Katharine Conner; treasurer, Miss Christine Caryl; first factotum, Miss May Allen; second factotum, Miss Louise Loomis.

THE SHAKESPEARE CLUB OF NEW YORK CITY.

Organized February 9, 1889; incorporated February 20, 1890.

Object.—Study of the works of Shakespeare.

First officers.—M. F. Hoagland, president; Emma Z. Smedley, secretary.

Officers, 1894.—Frederic G. Smedley, president; John M. Kyle, secretary; William B. Davenport, treasurer.

THE SHAKESPEARE SOCIETY OF NEW YORK.

NEW YORK, N. Y.

Organized December, 1885; incorporated April 18, 1885.

Object.—"Its object shall be to promote the knowledge and study of the works of William Shakespeare, and of the Shakespearian and Elizabethan drama, and to maintain a library of books, papers, pictures, paintings, statuary, and works of art relating thereto." (Constitution.)

Incorporators.—R. S. Guernsey, Appleton Morgan, Albert R. Frey, A. Chalmers Hinton, James E. Reynolds.

First board of trustees.—Appleton Morgan, Roscellus S. Guernsey, Albert R. Frey, A. Chalmers Hinton, Brander Matthews, and James E. Reynolds.

Officers, 1894–95.—Appleton Morgan, president; Martin W. Cooke, first vice-president; Harrison Grey Fiske, second vice-president; Albert R. Frey, recording secretary; W. O. Bates, assistant recording secretary; B. Rush Field, librarian; ———, treasurer; Nelson Wheatcroft, acting librarian; Thomas M. Wyatt, attorney and counsel; L. L. Lawrence, clerk of publication committee.

PUBLICATIONS.

1. Ecclesiastical Law in Hamlet, by R. S. Guernsey, 16mo, pp. 25. 2. Venus and Adonis; a study in Warwickshire dialect (with glossary), by Appleton Morgan, 16mo, pp. 104. 3. Shakespeare and Alleged Spanish Prototypes, by Albert R. Frey, 16mo, pp. 36. 4. Digesta Skakespeareana, Part I, A–F, by Appleton Morgan, 16mo, pp. 48. 5. Time in the Play of Hamlet, by E. P. Vining, 16mo, pp. 40. 6. Once Used Words in Shakespeare, by Davie Butler, 16mo, pp. 30. 7. Digesta Shakespeareana, Part II (conclusion), 16mo, pp. 90. 8. Construction and Types of Shakespeare's Versification, as seen in Othello, by T. R. Price, 16mo, pp. 32. 9. A Plea for a Reference Canon of the Plays, by Alvey A. Adee, 16mo, pp. 40. 10. The Society and the "Fad," by Appleton Morgan, 12mo, pp. 30. 11. The Earliest Shakespeare Society (in No. 5), by J. O. Hallewell-Phillipps. 12. The

Bankside Shakespeare, 38 volumes, 8vo, pp. about 350. These volumes consist of the text of the earliest version of each play printed in the lifetime of Shakespeare, paralleled with the 1623 or first folio text, both texts being numbered line by line and scrupulously collated with both the folio and quarto texts. The edition reproduces all the antique and pedantic ornaments of the quartos and folios; numbers consecutively every line, whether speech, stage direction, exit or entrance; copies every typographical slip, misplaced punctuation, error in orthography, or inverted letter in both texts, and even gives the precise "justification" of the lines of each version to the width of the original pages. It is an exact typographical reproduction, from photographs of the two extremely rare earliest printed forms, quarto and folio, as presented in and about the years 1591 to 1623, unexpurgated and unedited. The introductions are purely historical, and deal only with questions touching the materials, genesis, and record of each play, intruding no criticism whatever, either literary, "signpost," or by way of commentary. The work is under the general editorial direction of the president of the society, Dr. Appleton Morgan.

VOLAPUK ASSOCIATION.

NEW YORK, N. Y.

Organized July 10, 1885.

Object.—Advancement in America of the international language, "Volapuk."

First officers.—Ph. Heinsberger, jr., Fr. Heinsberger, Fr. Philips.

Officers, 1891.—Frederic Heinsberger, president; Fr. Philips, secretary and treasurer.

THE SHAKESPEARE CLUB OF THE UNIVERSITY OF NORTH CAROLINA.

CHAPEL HILL, N. C.

Organized October, 1886.

Objects.—To give impulse and guidance to scholarly investigation of the great dramatist, and besides to offer opportunity for comparative studies in the dramatic literature of ancient and foreign languages and to excite interest in the art of literary composition and criticism. Seminary methods are pursued by advanced students, and the results embodied in elaborate papers.

The society was organized as a result of the inspiring teaching of Rev. Thomas Hume, D. D., LL. D., the professor of English in the university, the leaders among the student body being Robert G. Grissom, Stephen B. Weeks, and L. P. McGehee.

First officers, 1886–87.—Prof. Thomas Hume, president; Prof. George T. Winston, vice-president; Robert G. Grissom, secretary; Joseph A. Morris, treasurer; executive committee (in addition to the above-named officers), Prof. W. D. Toy, L. P. McGehee, Stephen B. Weeks.

Officers, 1894–95.—Prof. Thomas Hume, president; Prof. W. D. Toy, vice-president; George T. Wills, secretary; H. Bingham, treasurer.

PUBLICATIONS.

Journal, Raleigh, 1887, 8vo., for the year 1886–87, with two extensive papers and elaborate reports of the proceedings and discussions.

The club has a small but valuable collection of special reference books. The character and range of subjects discussed are best suggested by selections from past programmes: 1. King Lear; sources of the plot; Robert of Gloucester's chronicle; the pre-Shakespearean plays on the subject. 2. The subplot of Gloster and his sons. 3. The comic element in modern tragedy. 4. Difference between the ancient and the modern treatment of ethical questions. 5. Method of characterization. Lectures have been delivered, or valuable papers read, on special occasions, on such subjects as the following: Shakespeare as a moral teacher. Mephistopheles and Iago. Shakespeare's use of legal knowledge and forms. Shakespearean side lights on old English life. Black's Judith Shakespeare: A picture of the dramatist's home life in his latest period. The history of dramatic blank verse and its artistic transformation by Shakespeare. Schiller's Macbeth compared with Shakespeare's. Greek tragedy. Molière's Les Précieuses Ridicules and Shakespeare's euphuism. A comparison of ethical teaching in the classical and the modern drama. Progressive art of Shakespeare in the delineation of women.

BROWNING SOCIETY OF PHILADELPHIA.

PHILADELPHIA, PA.

Organized 1888.

Object.—The study of poetry.

Officers for 1894–95.—President, Miss Helen Bell; vice-presidents, Dr. Daniel G. Brinton, Dr. Edward Brooks, Dr. G. Hudson Makuen, Mrs. S. B. Stitt, Jacob Sulz-

berger, Miss Anne H. Wharton; secretary, Miss Mary Harned; treasurer, Miss Matilda H. Morris; historiographer, Miss Harriet B. Henderson; executive board, Miss Harriet Boyer, Miss Anna R. Brown, Miss Mary M. Cohen, Miss Alice Groff, Miss Harriet B. Henderson, Miss Susan W. Janney, Harrison S. Morris, Prof. A. H. Smyth, Miss Louise Stockton, Francis Howard Williams, Hon. Robert N. Willson, Dr. Matthew Woods, and the officers ex officio.

The society has at present 730 members.

THE WARREN SHAKESPEARE CLUB

WARREN, PA.

Organized February 25, 1884.

Object.—The study of the writings of Shakespeare.

First officers.—C. H. Noyes, president; Mrs. C. W. Stone, vice-president; Mrs. J. P. Jefferson, secretary; P. S. Allen, treasurer.

Officers, 1894.—Hon. C. H. Noyes, president; Mrs. W. H. Allen, vice-president; L. A. Beardsley, secretary; Mrs. R. S. Hall, treasurer.

IX. HISTORY, BIOGRAPHY, AND GENEALOGY.

NATIONAL.

THE AMERICAN HISTORICAL ASSOCIATION.

WASHINGTON, D. C.

Organized September 10, 1884, at Saratoga, N. Y.; incorporated by act of Congress approved by the President January 4, 1889, as follows:

ACT OF INCORPORATION.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Andrew D. White, of Ithaca, in the State of New York; George Bancroft, of Washington, in the District of Columbia; Justin Winsor, of Cambridge, in the State of Massachusetts; William F. Poole, of Chicago, in the State of Illinois; Herbert B. Adams, of Baltimore, in the State of Maryland; Clarence W. Bowen, of Brooklyn, in the State of New York; their associates and successors, are hereby created in the District of Columbia a body corporate and politic by the name of the American Historical Association, for the promotion of historical studies, the collection and preservation of historical manuscripts, and for kindred purposes in the interest of American history and of history in America. Said association is authorized to hold real and personal estate in the District of Columbia so far only as may be necessary to its lawful ends to an amount not exceeding five hundred thousand dollars, to adopt a constitution, and to make by-laws not inconsistent with law. Said association shall have its principal office at Washington, in the District of Columbia, and may hold its annual meetings in such places as the said incorporators shall determine. Said association shall report annually to the secretary of the Smithsonian Institution concerning its proceedings and the condition of historical study in America. Said secretary shall communicate to Congress the whole of such reports, or such portions thereof as he shall see fit. The Regents of the Smithsonian Institution are authorized to permit said association to deposit its collections, manuscripts, books, pamphlets, and other material for history in the Smithsonian Institution or in the National Museum at their discretion, upon such conditions and under such rules as they shall prescribe.

[Approved, January 4, 1889.]

Object.—The promotion of historical studies.

Founders.—President Andrew D. White, of Cornell University; President Francis A. Walker, of the Massachusetts Institute of Technology; Profs. Justin Winsor and E. Emerton, and Instructors Channing, Scott, and Francke, of Harvard College; Profs. M. C. Tyler and T. F. Crane, of Cornell; Prof. Charles Kendall Adams, of the University of Michigan; Dr. H. B. Adams, of Johns Hopkins University; Prof. Allen C. Thomas, of Haverford College; Hon. John Eaton, United States Commissioner of Education; Charles Deane, LL. D., vice-president of the Massachusetts Historical Society; Dr. Charles W. Parsons and William B. Weeden, of the Rhode Island Historical Society; Mendes Cohen, of the Maryland Historical Society; Dr. Clarence W. Bowen, of The Independent; President S. L. Caldwell, of Vassar Col-

lege; Judge Mellen Chamberlain, librarian of the Boston Public Library; Judge Charles A. Peabody, of New York; Judge Batcheller, of Saratoga; Prof. Austin Scott, of Rutgers College; Prof. Herbert Tuttle, of Cornell; Dr. J. F. Jameson and Davis R. Dewey, of Johns Hopkins; Henry E. Scott, of Harvard; Calvin H. Carter, of Waterbury, Conn.; and William Henry Davis, of Cincinnati, Ohio.

First officers.—President, Andrew D. White; vice-presidents, Justin Winsor and Charles Kendall Adams; secretary, Herbert B. Adams; treasurer, Clarence W. Brown; executive council (in addition to the above-named officers), William B. Weeden, Moses Coit Tyler, and Ephraim Emerton.

Officers, 1895.—President, George F. Hoar; vice-presidents, Richard S. Storrs and James Schouler; secretaries, Herbert B. Adams and A. Howard Clark; treasurer, Clarence W. Bowen; executive council (in addition to the above-named officers), Andrew D. White, Justin Windsor, Charles Kendall Adams, William Wirt Henry, James B. Angell, Henry Adams, G. Brown Goode, George B. Adams, Theodore Roosevelt, J. L. M. Curry.

PUBLICATIONS.

Papers, 5 vols., 8vo, New York, 1886–1891. Reports, 6 vols. + 8vo. Washington, 1890. For contents see the report of the association, 1892, pp. 4–9.

AMERICAN JEWISH HISTORICAL SOCIETY.

WASHINGTON, D. C.

Organized June 7, 1892.

Object.—"The collection, preservation, and publication of material having reference to the settlement and history of the Jews on the American Continent."

First officers.—President, Hon. Oscar S. Straus, New York; vice-presidents, Dr. Charles Gross, Harvard University; Prof. John B. McMaster, University of Pennsylvania; Hon. Simon W. Rosendale, Albany; corresponding secretary and treasurer, Dr. Cyrus Adler, Smithsonian Institution; recording secretary, Dr. Herbert Friedenwald, Philadelphia; additional members of council, Max Cohen, New York; Mendes Cohen, Baltimore; L. M. Dembitz, Louisville; Dr. B. Felsenthal, Chicago; Rev. Dr. M. H. Harris, New York; Prof. Morris Jastrow, jr., University of Pennsylvania; Julius Rosenthal, Chicago; Miss Henrietta Szold, Baltimore.

Officers, 1895.—President, Hon. Oscar S. Straus, New York; vice-presidents, Dr. Charles Gross, Harvard; Hon. Simon W. Rosendale, Albany; Paul L. Ford, Brooklyn; corresponding secretary, Dr. Cyrus Adler, Smithsonian Institution; recording secretary, Dr. Herbert Friedenwald, Philadelphia; treasurer, R. J. H. Gottheil, Columbia College; council, Mendes Cohen, Baltimore; Hon. Meyer Sulzberger, Philadelphia; Rev. Dr. B. Felsenthal, Chicago; Prof. M. Jastrow, University of Pennsylvania; N. Taylor Phillips, New York; Hon. Simon Wolf, Washington; Dr. J. H. Hollander, Johns Hopkins University; Max J. Kohler, New York.

PUBLICATIONS.

Publications Nos. I and II +, 1893–94, 8vo, pp. v + 143, vi + 208.

THE AMERICAN SOCIETY OF CHURCH HISTORY.

NEW YORK, N. Y.

Organized in New York City, March 23, 1888.

Object.—To promote studies in the department of church history.

Its founder was Rev. Philip Schaff, D.D., LL.D., at the time professor of church history in Union Theological Seminary, New York City, and he was its president till his death, October 20, 1893. The other officers of the first board were: Vice-presidents, Rev. Prof. Drs. George P. Fisher (Yale, New Haven), James C. Moffat (Princeton), A. H. Newman (Toronto), and Rt. Rev. Dr. A. C. Coxe, (Buffalo, N. Y.); councilors, Rev. Dr. D. Dorchester (Boston), Rev. Prof. Dr. H. M. Scott (Chicago), Prof. E. Emerton, Ph. D. (Harvard, Cambridge), and E. C. Richardson (librarian, Hartford, Conn.); secretary and treasurer, Rev. Samuel Macauley Jackson.

Officers, 1894.—Rev. Bishop Dr. J. F. Hurst, president; vice-president, Rev. Prof. Drs. H. M. Baird, G. P. Fisher, H. E. Jacobs, and Rev. Dr. C. C. Tiffany; councilors, Rev. Drs. T. W. Chambers, J. M. Buckley, H. M. MacCracken, and Mr. H. C. Vedder; secretary, Rev. Samuel Macauley Jackson; treasurer, Barr Ferree.

PUBLICATIONS.

Papers, Vols. I–VI, 1889–94, 8vo, averaging about 250 pages each.

SOUTHERN HISTORICAL SOCIETY.

RICHMOND, VA.

Organized at New Orleans, La., May 1, 1869; reorganized August, 1873, and its headquarters transferred to Richmond, Va.

Object.—"The collection and preservation of papers and records as might be valuable in preserving a true history of the claims, events, and results of the late war between the Confederate States and the United States."

First officers.—Rev. B. M. Palmer, D. D., president; Gen. Braxton Bragg, vice-president; Dr. Joseph Jones, secretary and treasurer; an advisory committee of four, and vice-presidents: from Virginia, Gen. Robert E. Lee; Maryland, Hon. S. Tinckle Wallis; North Carolina, Lieut. Gen. D. H. Hill; South Carolina, Lieut. Gen. Wade Hampton; Georgia, Hon. A. H. Stephens; Alabama, Admiral Raphael Semmes; Tennessee, Gov. Isham G. Harris; Mississippi, Gov. B. G. Humphreys; Texas, Col. Ashbel Smith; Kentucky, Maj. Gen. John C. Breckinridge; Missouri, Gen. Trusten Polk; Arkansas, Hon. A. H. Garland; Florida, Hon. S. R. Mallory; District of Columbia, William Wilson Corcoran.

Officers, 1894.—President, vacant; chairman of executive committee, Maj. Gen. Dabney H. Maury (who was an original founder of the society at New Orleans); treasurer, Hon. George L. Christian; secretary and editor of the papers, R. A. Brock; members of the executive committee, the above, and Col. William H. Palmer, Maj. Robert Stiles, Robert S. Bosher, Col. Archie Anderson, Rev. M. D. Hoge, D. D., Col. T. M. R. Talcott, Col. W. E. Cutshaw, Hon. Theodore S. Garnett, Maj. E. D. T. Myers, S. Horace Hawes, John S. Ellett.

PUBLICATIONS.

Southern Historical Papers, monthly, commenced January 1, 1876; six semiannual volumes, of about 400 pages each, were published; also as an appendix, commencing with No. 5, Vol. I, "A Roster of General Officers, Heads of Departments, Senators, Representatives, Military Organizations, etc., in Confederate Service during the war between the States. By Charles C. Jones, jr., late lieutenant-colonel of artillery, C. S. A." This was completed in No. 2, Vol. III, in 130 pages. With Vol. VII the Papers were published monthly, in annual volumes of nearly 600 pages each. With Vol. XIII the Papers were published annually and have been continued, Vol. XXII being now issued. 8vo.

For a more detailed history of this society see an account in its Papers, Vol. XVIII, pp. 349–365, Vol. XIX, pp. 335–336; and for a full bibliography, see Report American Historical Association, 1892.

SOUTHERN HISTORY ASSOCIATION.

WASHINGTON, D. C.

Organized in Washington, D. C., April 24, 1896.

Objects.—"The study of the history of the Southern States, the encouragement of original research, discussion, and conference among members, the widening of personal acquaintance, the publication of work, and the collection of historical material." (Constitution.)

Founders.—This association grew out of the joint efforts of Dr. Colyer Meriwether, Thomas M. Owen, and Dr. Stephen B. Weeks.

Officers for 1896.—President, Postmaster-General William L. Wilson, Washington, D. C.; vice-presidents, Dr. J. L. M. Curry, general agent Peabody fund, Washington, D. C., Gen. M. C. Butler, Edgefield C. H., S. C., Gen. M. J. Wright, War Department, Washington, D. C., Hon. John R. Procter, president Civil-Service Commission, Washington, D. C., Mr. Thomas Nelson Page, Washington, D. C., Prof. Woodrow Wilson, Princeton, N. J.; secretary, Colyer Meriwether, Ph. D., 325 East Capitol street, Washington, D. C.; treasurer, Mr. Thomas M. Owen, Post Office Department, Washington, D. C.; administrative councils (in addition to the above-named officers), Col. Isaac W. Avery, Atlanta, Ga., Prof. Kemp P. Battle, University of North Carolina, Chapel Hill, N. C., Col. R. A. Brock, secretary Southern Historical Society, Richmond, Va., Mr. T. L. Cole, room 13, Corcoran Building, Washington, D. C., Dr. Chas. W. Dabney, jr., Assistant Secretary of Agriculture, Washington, D. C., Prof. R. Heath Dabney, University of Virginia, Charlottesville, Va., Prof. John R. Ficklen, Tulane University, New Orleans, La., Prof. Lee Davis Lodge, Columbian University, Washington, D. C., Judge C. W. Raines, Austin, Tex., Prof. Chas. Lee Smith, William Jewell College, Liberty, Mo., Prof. W. C. Stubbs, New Orleans, La., Mr. Reuben G. Thwaites, secretary State Historical Society, Madison, Wis., President Lyon G. Tyler, William and Mary College, Williamsburg, Va., Stephen B. Weeks, Ph. D., Bureau of Education, Washington, D. C., and Prof. W. S. Wyman, LL. D., University of Alabama.

STATE.

THE ALABAMA HISTORICAL SOCIETY.

TUSCALOOSA, ALA.

Organized July 9, 1850, at the University of Alabama, Tuscaloosa; incorporated February 5, 1852.

Objects.—The collection of the materials of Alabama history; arousing an interest in the subject and stimulating effort in the production of local and other historical works.

First officers.—President, Hon. Alexander Bowie, Talladega, Ala.; first vice-president, A. J. Pickett, Montgomery, Ala.; second vice-president, Gen. E. D. King, Perry County, Ala.; treasurer, Hon. Washington Moody, Tuscaloosa; secretary, Joshua H. Foster, Tuscaloosa.

Present officers, 1894–95.—President, Dr. Allen S. Andrews, Greensboro, Ala.; secretary, R. A. Hardaway, Tuscaloosa, Ala.; treasurer, J. H. Fitts, Tuscaloosa, Ala.

The meetings are held annually during the commencement exercises of the University of Alabama.

PUBLICATIONS.

See Bibliography in Report of American Historical Association, 1890.

CALIFORNIA HISTORICAL SOCIETY.

SAN FRANCISCO, CAL.

Incorporated April 30, 1852, as the Historical Society of the State of California, by Stephen J. Field, J. B. Moore, Henry W. Halleck, Robert Greenow, J G. Marvin, Alex. S. Taylor, P. B. Reading, Pablo De La Guerra, and William J. Shaw. Reorganized and incorporated as the California Historical Society, March 5, 1886, by William Ashburner, Horace Davis, Joseph A. Donohoe, John T. Doyle, Edw. S. Holden, Ralph C. Harrison, Bernard Moses, John R. Jarboe, William Norris, J. De Barth Shorb, and Rev. Aloysius Varsi.

Objects.—It is now supported by a few public-spirited citizens of the Commonwealth, whose object is to collect, preserve, and diffuse information relating to history.

Organizers as above.

Officers and directors, 1894–95.—President, Hon. James V. Coffey; secretary, A. S. Hubbard; treasurer, Joseph A. Donohoe; directors, Prof. Martin Kellogg, Hon. Horace Davis, John R. Jarboe, Hon. John Reynolds, Hon. Nathan W. Blanchard, Hon. John M. Corcoran, William Norris, Hon. A. P. Catlin.

PUBLICATIONS.

Papers, 2 vols, 2 pts. each. For details see seventh report of American Historical Association, 1890.

HISTORICAL SOCIETY OF SOUTHERN CALIFORNIA.

LOS ANGELES, CAL.

Organized November 1, 1883; incorporated February 13, 1891.

Objects.—The collection and preservation of all material which can have any bearing upon the history of the Pacific Coast in general and of Southern California in particular; the publication of historical papers read before the society; discussion of historical subjects.

First officers.—President, J. J. Warner; vice-presidents, H. D. Barrows, A. F. Coronel, J. G. Downey, and John Mansfield; treasurer, J. M. Guinn; secretary, C. N. Wilson.

Officers, 1894.—President, C. P. Dorland; first vice-president, H. D. Barrows; second vice-president, Mrs. M. Burton Williamson; treasurer, Edwin Baxter; secretary and curator, J. M. Guinn; board of directors, C. P. Dorland, H. D. Barrows, J. M. Guinn, Edwin Baxter, Rev. J. Adam, J. D. Moody, Mrs. M. Burton Williamson.

PUBLICATIONS.

Collections or Annual Publication, 1886–1894, 16mo, averaging about 80 pages. See Report of American Historical Association, 1890.

Annual Publication of Collections Historical Society of Southern California, 16mo, 56 pages, 1887, paper.

THE SOCIETY OF CALIFORNIA PIONEERS.

San Francisco, Cal.

Organized August, 1850; incorporated January 28, 1863, and again under the civil code of California, March 18, 1885.

Objects.—To cultivate social intercourse, form a more perfect union among its members, and create a fund for charitable purposes in their behalf; to collect and preserve information connected with the early settlement and subsequent history of the country; to form a library and cabinet, and preserve such literary and scientific objects as the board of directors may from time to time determine, and in all appropriate matters to advance the interests and perpetuate the memory of those whose sagacity, energy, and enterprise induced them to settle in the wilderness and become the founders of a new State.

First officers under incorporation of 1863.—Owen P. Sutton, president; Richard Chenery, Ephriam W. Leonard, James Lick, Lewis Cunninghan, and Joseph W. Winans, vice-presidents; William L. Duncan, secretary; John H. Turney, treasurer; directors, Horace Hawes, J. H. Widber, J. E. De la Montagnie, John O. Earle, W. K. Van Alen, J. H. Stearns, and William Henry Tiffany.

Incorporators, 1885.—Nathaniel Holland, Louis Sloss, George T. Marye, jr., David P. Marshall, William Dutch, Thomas J. Knipe, Henry B. Russ, Justin Gates, Robert White, Charles H. Stoutenborough, Ferdinand Vassault.

First president, 1850–1853, William Henry Davis Howard.

Officers, 1893–94.—President, C. V. S. Gibbs; vice-presidents, John B. Russ, Dr. Washington Ayer, Henry Matthews, Niles Searles, Caius T. Ryland; secretary, John I. Sepear; marshal, John F. Pinkham; directors, Christian Reis, John P. Bering, H. N. Tilden, E. E. Chever, A. S. Hall, Henry Palmer, James H. Widber, George T. Marye, jr., Martin R. Roberts, jr.

PUBLICATIONS.

See Report of American Historical Association, 1890.

THE BRISTOL HISTORICAL AND SCIENTIFIC SOCIETY.

Bristol, Conn.

Organized June 18, 1890.

Object.—"Its object shall be the promotion of interest in history, especially local history, and science, and the establishment and care of a museum for the collection of objects of interest." (Constitution.)

Founders.—C. S. Treadway, F. H. Williams, E. E. Newell, G. H. Tracy, Epaphroditus Peck, J. H. Sessions.

Officers, 1895.—President, E. E. Newell; vice-president, W. C. Richards; secretary and treasurer, E. L. Dunbar; directors, W. C. Richards, B. S. Lewis, E. E. Newell, Roswell Atkins, E. L. Dunbar.

CONNECTICUT HISTORICAL SOCIETY.

Hartford, Conn.

Organized May 30 and 31, 1825; incorporated May, 1825. After the first year the society failed to keep up its organization and was revived by an act of the Connecticut legislature, passed in 1839, the former members becoming members under the new act.

Objects.—"For the purpose of discovering, procuring, and preserving materials for the civil, ecclesiastical, and natural history of the United States and especially of the State of Connecticut."

Founders.—John Trumbull, president, poet, author of McFingal, lawyer, judge of superior and supreme courts of Connecticut, treasurer of Yale College; Right Rev. Thomas C. Brownell, vice-president, bishop of Connecticut, and first president of Washington, now Trinity, College; Thomas Day, recording secretary; Rev. Thomas Robbins, corresponding secretary; Walter Mitchell, treasurer.

Officers, 1894–95.—Charles J. Hoadly, president; Rev. Samuel Hart, first vice-president; Frank B. Gay, recording secretary; Rev. W. De Loss Love, corresponding secretary; Jonathan F. Morris, treasurer; Albert C. Bates, librarian.

PUBLICATIONS.

Collections, Vol. I–V, 1860, 8vo. See also report American Historical Association, 1890.

THE FAIRFIELD COUNTY HISTORICAL SOCIETY.

BRIDGEPORT, CONN.

This society was at first a voluntary association, formed February 4, 1881; incorporated March 24, 1885.

Objects.—"The promotion and encouragement of historical, antiquarian, and genealogical investigation relating to said county and the towns composing it, and for the preservation and publication of the same." (Act of incorporation.)

Founders.—Rowland B. Lacey, George C. Waldo, William A. Beers, Samuel Orcutt, Richard C. Ambler, Nathaniel E. Wordin, L. N. Middlebrook, William B. Hincks, and Curtis Thompson, all of Fairfield County.

Officers, 1894.—President, Rowland B. Lacey; vice-presidents, George C. Waldo, Curtis Thompson, and Charles Burr Todd; treasurer and curator, Edward Deacon; recording secretary, Howard N. Wakeman; corresponding secretary, James R. Burroughs.

PUBLICATIONS.

Anniversary proceedings, 1882, 1885, 1887, 8vo. Annual report, 1889, 1891–92, 1893–94, 8 vo. See also report American Historical Association, 1892.

LITCHFIELD HISTORICAL SOCIETY.

LITCHFIELD, CONN.

Organized August 10, 1893.

Objects.—To collect and preserve objects of local historical interest; books written by Litchfield people or of interest to them.

First officers.—President, Rev. S. O. Seymour; vice-presidents, A. A. Stone, D. C. Kilbourn, and Mrs. John H. Hubbard; secretary, Elbert P. Roberts; treasurer, Rev. Charles A. Symington.

Officers, 1894–95.—Same as above, except that Miss Mary Phelps is now the treasurer.

THE MORSE SOCIETY.

HARTFORD, CONN.

Organized May, 1892; incorporated 1892.

Objects.—"The particular business and object of such society is the establishment of social relations between and among its members; the conservation of historical records, information, and data, particularly those relating to the history and genealogy of members and their families; the encouragement of patriotic sentiment among the members of the society and others; the production and publication of literature relating to the objects of the society or to its members or their families; the establishment of a library to contain books, records, paintings, periodicals and other publications, and objects which may suitably be collected in such library; and the transaction of such business as may be incidental or pertinent to the accomplishment of the objects above specifically set forth." (Certificate of incorporation.)

Charter members.—David R. Morse, Jerome E. Morse, Howard H. Morse, George R. Morse, Frederick R. Morse, George H. Morse, George D. Morse, Eldredge W. Morse, Henry G. Morse, Arthur G. Morse, Waldo G. Morse, William H. Morse, Frank Rogers Morse, Albert G. Morse, Elijah A. Morse, George F. Morse, Frank E. Morse.

First officers.—President, Jerome E. Morse; vice-president, Waldo G. Morse; treasurer, David R. Morse; registrar, George R. Morse; secretary, Arthur G. Morse.

Officers and trustees, 1895.—President, Jerome E. Morse, 239 Broadway, New York City; vice-president, Waldo G. Morse, 10 Wall street, New York City; treasurer, David R. Morse, 45 Fulton street, New York City; secretary and registrar, John Howard Morse, 17 Capitol avenue, Hartford, Conn.; Arthur G. Morse, 234 Broadway, New York City; George R. Morse, 11 Wall street, New York City; Elijah A. Morse, Canton, Mass.; Daniel P. Morse, 160 Monroe street, Brooklyn, N. Y.; Harry T. Morse, 80 Broad street, New York City.

PUBLICATIONS.

The Morse Record. 4to.

NEW HAVEN COLONY HISTORICAL SOCIETY.

NEW HAVEN, CONN.

Organized November 14, 1862; incorporated June 17, 1863.

Object.—"To collect and preserve such books, pamphlets, * * * manuscripts, * * * curiosities, and antiquities of every kind as may be connected with or

may illustrate the local history of the towns included within the ancient New Haven Colony; * * * to encourage historical and antiquarian investigation and to disseminate historical information."

First officers.—President, Henry White, M. A.; vice-president, Rev. E. Edwards Beardsley, D. D., LL. D.; secretary, Horace Day, M. A.; treasurer, Nathan Peck.

Officers, 1895.—President, Hon. Simeon E. Baldwin, LL. D.; vice-president, Eli Whitney, M. A.; secretary, Henry T. Blake, B. A.; treasurer, Dwight E. Bower, B. A., LL. B.

PUBLICATIONS.

"Papers," 8vo, Vol. I–IV, as follows: I, 1865, pp. 170+IV+192; II, 1877, pp. XXIV+388; III, 1882, pp. VII+620; IV, 1888, pp. VIII+456; V, 1894, pp. XCII+309.

THE NEW LONDON COUNTY HISTORICAL SOCIETY.

New London, Conn.

Incorporated July 6, 1870.

Object.—To collect, preserve, and publish historical and genealogical matter relating to the early settlement and subsequent history especially of New London County, and incidentally of other portions of the United States.

Founders.—Henry P. Haven, Charles J. McCurdy, John W. Stedman, Richard A. Wheeler, Learned Hibbard, John T. Wait, John P. C. Mather, Ashbel Woodward, Nathan Belcher, William H. Potter, S. G. Willard, Thomas A. Clark, Isaac Johnson.

First officers.—President, La Fayette S. Foster; vice-presidents, Charles J. McCurdy, Ashbel Woodward, Francis B. Loomis; secretary, John P. C. Mather; treasurer, William H. Rowe.

Officers, 1894–95.—President, Charles Augustus Williams; vice-presidents, Benjamin Stark, William A. Slater, Frederick Bill; secretary, May Kelsey Champion; treasurer, Charles B. Ware.

PUBLICATIONS.

See Report of American Historical Association, 1890.

SAUGATUCK HISTORICAL SOCIETY OF WESTPORT.

Westport, Conn.

Organized January 19, 1889.

Object.—Historical research.

Founders.—Rev. Alonzo Norton Lewis, Rev. James E. Coley, Horace Staples, William C. Staples, Lorin T. Day, M. D., Samuel Wood, Louis McDonough, Thomas C. Stearns.

Present officers, 1894–95.—President, Horace Staples; vice-presidents, William J. Jennings, William H. Saxton, Rev. K. Mackenzie, jr.; secretary, Rev. James E. Coley; librarian, William Gray Staples; treasurer, Dr. L. T. Day.

THE HISTORICAL SOCIETY OF DELAWARE.

Wilmington, Del.

Organized May 31, 1864; incorporated October 26, 1864.

Object.—The elucidation of history, particularly such portions as may refer to this State.

First officers.—President, Hon. Willard Hall; first vice-president, Hon. William T. Read; second vice-president, Sam. M. Harrington; third vice-president, William Cannon; corresponding secretary, Rev. Leighton Coleman; recording secretary, William D. Dowe; librarian, Dr. I. Frank Vaughn; treasurer, William S. Hilles.

Officers, 1894–95.—President, Chief Justice Charles B. Love; first vice-president, Hon. Thomas F. Bayard; second vice-president, Nathaniel B. Smithers; third vice-president, Ebe. W. Tunnell; corresponding secretary, Henry B. Nones; recording secretary, Willard Hall Porter; treasurer, Henry R. Bringhurst; librarian, John J. Gallagher; historiographer, Dr. Horace Burr.

PUBLICATIONS.

See Report American Historical Association, 1890, and in addition: The Records of Holy Trinity (Old Swedes) church, Wilmington, Del. From 1697 to 1773. Translated from the original Swedish, by Dr. Horace Burr, 1890. Cæsar Rodney, 1728–1784.

THE COLUMBIA HISTORICAL SOCIETY.

WASHINGTON, D. C.

Organized April 12, 1894; incorporated May 3, 1894.

Objects.—The particular business and objects of the society are the collection, preservation, and diffusion of knowledge respecting the history and topography of the District of Columbia, and national history and biography, and, in general, the transaction of any business pertinent to a historical society at the national capital.

Incorporators.—Marcus Baker, Swan M. Burnett, Worthington C. Ford, Kate Field, Lawrence Gardner, W. W. Godding, G. Brown Goode, A. B. Hagner, W. T. Harris, James F. Hood, John F. Hurst, Gardiner G. Hubbard, John J. Keane, Elizabeth B. Johnston, John A. Kasson, W. J. McGee, S. P. Langley, Martin F. Morris, John G. Nicolay, Theodore W. Noyes, John W. Powell, J. Havens Richards, E. Francis Riggs, John W. Ross, A. R. Spofford, Hugh T. Taggart, J. M. Toner, James C. Welling, and Michael I. Weller.

First officers.—President, Dr. J. M. Toner; vice-presidents, Gardiner G. Hubbard, Ainsworth R. Spofford; recording secretary, Marcus Baker; corresponding secretary, Michael I. Weller; treasurer, E. Francis Riggs; curator, James F. Hood. Councilors: four years, Kate Field; four years, W. J. McGee; three years, Lawrence Gardner; three years, J. C. Welling; two years, A. B. Hagner; two years, John G. Nicolay; one year, Elizabeth B. Johnston; one year, T. W. Noyes.

Officers, 1895.—President, J. M. Toner, M. D.; vice-presidents, Hon. A. R. Spofford and Hon. John A. Kasson; recording secretary, Marcus Baker; corresponding secretary, M. I. Weller; treasurer, E. Francis Riggs; curator, James F. Hood. Councilors: For four years, F. W. Noyes and Elizabeth Bryant Johnson; three years, Kate Field and W. J. McGee; two years, Lawrence Gardner and J. O. Wilson, and one year, John G. Nicolay and A. B. Hagner.

THE GEORGIA HISTORICAL SOCIETY.

SAVANNAH, GA.

Organized May 24, 1839; incorporated December 19, 1839; amended October 25, 1870, so as to allow the society to hold property of more than the annual value of $5,000.

Objects.—To collect, preserve, and diffuse information relating to the history of the State of Georgia, in all its departments, and of American history generally, and to create a library for the use of its members. (Constitution.)

Incorporators—J. M. Berrien, James M. Wayne, M. H. McAllister, I. K. Tefft, William B. Stevens, George W. Hunter, H. K. Preston, William T. Williams, and others.

First officers.—President, Hon. John M. Berrien; first vice president, Hon. James M. Wayne; second vice-president, William Bellinger Bulloch; corresponding secretary, Israel K. Tefft; recording secretary, William Bacon Stevens; treasurer, George Wallace Hunter; librarian, Henry K. Preston; curators, William Thorne Williams, Charles S. Henry, John C. Nicoll, William Law, Richard D. Arnold, M. D., Robert M. Charlton, and Matthew Hall McAllister.

Present officers.—President, Hon. Henry R. Jackson; first vice-president, Col. John Screven; second vice-president, Hon. W. D. Harden; corresponding secretary, Otis Ashmore; recording secretary, George T. Cann; treasurer, Clarence S. Connerat; librarian, William Harden; curators, Hon. W. D. Harden, Col. George A. Mercer, Dr. R. J. Nunn, Col. J. H. M. Clinch, Walter G. Charlton, Dr. A. Oemler, Charles N. West, and Horace P. Smart.

PUBLICATIONS.

See Report of American Historical Association, 1890, pp. 193–197, and add: The Life and Times of William Harris Crawford, by Charles N. West, A. M., 1892, 8vo. pp. 45.

PUBLIC LIBRARY AND HISTORICAL SOCIETY.

MACON, GA.

Organized June, 1874; incorporated April, 1876.

Objects.—For social and mental improvement.

First officers.—R. E. Park, president; C. E. Campbell, vice-president; W. B. Valger, secretary; T. O. Chestney, treasurer, with 14 directors.

Officers, 1894.—O. P. Willingham, president; A. A. Allen, vice president; E. A. Waxelbaum, treasurer; M. G. Ogden, secretary, and a board of nine directors.

CHICAGO HISTORICAL SOCIETY.

CHICAGO, ILL.

Organized June 9, 1856; incorporated February 7, 1857.

Object.—To institute and encourage historical inquiry, to collect and preserve the materials of history, and to spread historical information, especially concerning the Northwestern States. (Constitution.)

First officers.—W. H. Brown, president; William B. Ogden and J. Y. Scammon, vice-presidents; S. L. Ward, treasurer; William Barry, secretary and treasurer.

On the 9th of October, 1871, all its collection of books, pamphlets, manuscripts, files of newspapers, maps, etc., amounting to more than $100,000 was destroyed by fire. The society was reorganized in 1872, and its collections were destroyed a second time on July 14, 1874.

It was again reorganized in 1877. The corner stone of a new building was laid November 12, 1892.

Officers, 1890–91.—President, Edward G. Mason; vice presidents, Alex. C. McClurg and George W. Smith; secretary and librarian, John Moses; treasurer, Gilbert B. Shaw.

PUBLICATIONS.

Collections, Vols. I–IV+, 1882–1890+, 8vo. For detailed list see Report of American Historical Asscoiation 1890.

THE RAVENSWOOD HISTORICAL SOCIETY.

172 WASHINGTON STREET, CHICAGO, ILL.

Organized July 5, 1882; incorporated October, 1882.

Object.—To assist the young men of the village in the "study of history and kindred subjects."

The project met with flattering success, and the plan of the society was soon enlarged so as to include the building of a public library. The society now owns a fine three-story brick building, recently remodeled, and is a distributing station of the Chicago Public Library. The originator and founder of the society was A. M. Compton, who was for a number of years the president of the same. The first board of trustees consisted of R. J. Bennett, Squire Dingee, Rev. J. P. Brushingham, Rev. W. A. Lloyd, Rev. F. S. De Mattos, A. M. Compton, and D. R. Cameron.

Officers, 1895.—President, A. P. Brink; vice-president, D. N. Holcomb; treasurer, James W. Andrews; secretary, Theodore B. Potter; board of trustees, A. P. Brink, D. N. Holcomb, C. W. Chandler, Charles E. Sinclair, James W. Andrews, George A. Du Puy.

STATE HISTORICAL SOCIETY OF IOWA.

IOWA CITY, IOWA.

Organized February 7, 1857; incorporated December 2, 1867.

Object.—"For the purpose of collecting, arranging, and preserving books, pamphlets, maps, charts, manuscripts, papers, paintings, statuary, and other materials illustrative of the history of this State, and also to preserve the memory of the early pioneers of Iowa, their deeds, exploits, perils, and adventures; to secure facts relative to the history of our Indian tribes; to exhibit faithfully the antiquities, and to mark the progress of our rapidly developing Commonwealth; to publish such of the collections of the society as it shall from time to time deem of value and interest; to bind such publications and other books, pamphlets, manuscripts, and papers, as they may publish or collect, and to aid in all respects as may be within its province to develop the history of this State in all its departments."

First officers, 1857.—President, Hon. James W. Grimes; vice-presidents, Hon. S. J. Kirkwood, Hon. F. H. Lee, Hon. H. W. Gray, Hon. C. F. Clarkson, Hon. E. Price; corresponding secretary, C. Billings Smith; recording secretary, Thomas Hughes; librarian, John Pattee; treasurer, J. P. Wood.

Curators.—Hon. John Shane, Hon. D. P. Palmer, Hon. D. W. Price, Hon. Charles Negus, Hon. W. F. Coolbaugh, Hon. S. H. Langworthy, F. W. Ballard, M. B. Cochran, H. D. Downey, E. K. Rugg, William Vogt, T. S. Parvin, Hon. W. Penn Clarke, J. C. Culbertson, G. D. Woodin, Hon. G. W. McCleary, Le Grand Byington, Hon. S. G. Winchester.

Officers, 1894.—J. L. Pickard, LL. D., president; M. B. Cochran, M. D., vice-president; Lyman Parsons, treasurer; M. W. Davis, secretary; H. W. Lathrop, librarian.

Curators (by appointment of the governor).—Hon. D. N. Richardson, Hon. George D. Perkins, Miss Marion Murdock, Hon. S. M. Clark, Hon. W. J. Knight, Hon. J. O.

Crosby, Hon. R. H. Moore, Hon. John F. Duncombe, Hon. S. R. Davis; (by election of society), Dr. J. L. Pickard, Prof. S. Calvin, Hon. Peter A. Dey, Hon. George W. Ball, Dr. C. M. Hobby, Prof. T. H. McBride, Hon. S. E. Paine, Dr. E. F. Clapp, Hon. L. B. Patterson.

PUBLICATIONS.

See Second Report of American Historical Association, 1890.
Iowa Historical Record, quarterly, 8vo, Vol. X, 1894.
Iowa Historical Lectures, delivered in 1892, Iowa City, 1893, 8vo, pp. 92.

KANSAS STATE HISTORICAL SOCIETY.

TOPEKA, KANS.

Organized December 14, 1875; incorporated December 15, 1875.

Object.—To collect and preserve a library of books, pamphlets, maps, manuscripts, pictures, relics, and other materials illustrative of the history of Kansas, and to make up a library of reference upon all subjects of human knowledge.

First officers.—Samuel A. Kingman, president; George A. Crawford, vice-president; John A. Martin, treasurer; F. P. Baker, secretary.

Officers, 1894.—Vincent J. Lane, president; W. L. Brown and James B. Abbott, vice-presidents; John Guthrie, treasurer; Franklin G. Adams, secretary.

PUBLICATIONS.

See Report of American Historical Association, 1890; add to this list Columbian History of Education in Kansas, 1893, 8vo, pp. 231, cloth.

THE LABETTE COUNTY (KANS.) HISTORICAL SOCIETY.

ALTAMONT, KANS.

Organized July 16, 1878; incorporated November 21, 1881.

Object.—To preserve the early history of the county and the objects of interest connected with its settlement and development.

Founders.—Nelson Case, B. W. Perkins, J. S. Waters, W. A. Starr, R. M. Donally, and some others.

First officers.—Nelson Case, president; J. S. Waters, secretary.

Officers, 1895.—Nelson Case, president; A. T. Dickerman, secretary.

PUBLICATIONS.

History of Labette County, by Nelson Case, 1883, 4to, pp. 372.

THE FILSON CLUB.

LOUISVILLE, KY.

Organized May 15, 1884; incorporated October 5, 1891.

Object.—Collecting, preserving, and publishing history, and especially the history of Kentucky. It is a literary and scientific association as well as historical, but its essential character is that of an historical organization.

Founders.—Reuben T. Durrett, Richard H. Collins, William Chenault, John Mason Brown, Basil W. Duke, George M. Davie, James S. Pirtle, Thomas W. Bullitt, Alexander P. Humphrey, and Thomas Speed.

Officers, 1894.—President, Reuben T. Durrett; vice-president, J. Stoddard Johnston; secretary, Thomas Speed; treasurer, Attilla Cox.

PUBLICATIONS.

See Report of American Historical Association, 1890, and add to that list: Centenary of Kentucky, by R. T. Durrett and others, 1892, 4to, pp. 200; the Centenary of Louisville, by R. T. Durrett, 1892, 4to, pp. 200; the Political Club, by Thomas Speed, 1894, 4to, pp. 180; the Life and Writings of Constantine Samuel Rafinesque, by Richard Ellsworth Call, 1895, 4to, pp. 239; History of Transylvania University, by Dr. Robert Peter, 4to, pp. 202.

LOUISIANA HISTORICAL ASSOCIATION.

NEW ORLEANS, LA.

Incorporated April 11, 1889.

"The objects and purposes for which this corporation is formed are to collect such books, pamphlets, papers, documents, flags, maps, plans, charts, paintings, engravings, lithographs, and other pictorial representations, manuscripts, and other things appertaining to the history of the territory of Louisiana, both before and after its

cession to the United States, and especially the collection and preservation of all papers, documents, relics, etc., relating to the war between the States from 1861 to 1865. And this corporation shall have the right to compile and publish, and to have compiled and published, books, plans, charts, and other papers and documents relating to the purposes for which it is organized, and to apply for and hold copyrights and patents necessary to its protection."—Constitution.

Incorporators.—Frank T. Howard, W. R. Lyman, D. A. Given, Peter Blake, J. Henry Behan, E. D. Willett, George H. Frost, J. H. Duggan, A. S. Lewis, Robert Maxwell, J. B. Wilkinson, jr., J. A. Chalaron, Charles E. Fenner, Jeff. C. Wenck, G. T. Beauregard, W. M. Owen, Richard S. Venables, Thomas Higgins, John T. Purves, Thomas S. Campbell, Joseph H. De Grange, T. E. Davis, S. S. Prentiss, John K. Renaud, Charles L. C. Dupuy, William Preston Johnston, Edwin I. Kursheedt, William Renaudin.

First officers.—Frank T. Howard, president; W. R. Lyman, first vice-president; W. M. Owen, second vice-president; D. A. Given, secretary and treasurer; C. A. Nelson, custodian.

Officers, 1894.—E. A. Palfrey, president; Hon. J. A. Breaux, first vice-president; J. A. Chalaron, second vice-president; D. S. Sullivan, secretary, treasurer, and custodian.

LOUISIANA HISTORICAL SOCIETY.

New Orleans, La.

This society was organized January 15, 1836. Its first president was Judge Henry A. Bullard; its secretaries, Mr. Harrison and Louis Janin. It then fell into decay and was reorganized in June, 1846, by John Perkins, J. D. B. De Baw, Edmund J. Forstall, Charles Gayarré, Gen. Joseph Walker, and Alfred Hennen. Judge Francois Xavier Martin was president. It flourished for several years and by act of assembly of January 10, 1860, became practically a State institution and Mr. Gayarré became its president. It was reorganized again in 1877 and in 1893.

Officers, 1894-95.—President, Alice Fortier; first vice-president, Grace King; second vice-president, Gustave Devron, M. D.; secretary and treasurer, John R. Ficklin; assistant secretary, J. H. Rapp.

BANGOR HISTORICAL SOCIETY.

Bangor, Me.

Organized May 3, 1864; incorporated March 4, 1864.

Object.—The original object was to gather and preserve records and memorials of the history of Bangor and vicinity. This was extended later to the collecting and preserving whatever would be of interest to students of civil, ecclesiastical, or natural history.

Founders.—John E. Godfrey, Rev. Benjamin F. Tefft, Dr. John Mason, Joseph S. Wheelwright. Rev. George W. Field, Dr. James C. Weston, George W. Pickering, Rev. Daniel S. Talcott, Elnathan F. Duren, George C. Pickering, Dr. Edwin M. Field, Noah S. Harlow, Samuel H. Dale, Charles S. Fellows, James Allen, Charles Stetson, Joseph Bartlett, Isaiah Stetson, Rev. Amory Battles, Rev. Charles C. Everett, Rev. Samuel Harris, Albert W. Paine.

First officers (elected May 3, 1864).—Hon. Elijah L. Hamlin, president; Rev. Charles C. Everett, vice-president; Rev. Samuel Harris, corresponding secretary; Elnathan F. Duren, recording secretary.

Present officers.—E. B. Nealley, president; Henry Lord, vice-president; Rev. John S. Sewall, corresponding secretary; Elnathan F. Duren, recording secretary; Dr. Thomas U. Coe, treasurer; Noah S. Harlow, librarian.

GORGES SOCIETY.

Portland, Me.

Organized 1884.

A publication club similar to the Prince Society, named in memory of Sir Ferdinando Gorges, the father of English colonization in New England.

Officers, 1894.—James Phinney Baxter, president; Hubbard Winslow Bryant, treasurer.

PUBLICATIONS.

Five volumes of publications, all in 4to, have been issued to date: New England's Vindication, edited by Charles E. Banks, M. D.; George Cleeve of Casco Bay, with Collateral Documents, by James Phinney Baxter, A. M.; Rosier's Relation of Waymouth's Voyage, edited by Henry S. Burrage, D. D.; the Sagadahoc Colony, by Henry O. Thayer, A. M.; Christopher Levett of York, by James Phinney Baxter, A. M., 1893, pp. 178.

MAINE GENEALOGICAL SOCIETY.

PORTLAND, ME.

Organized April 29, 1884; incorporated 1884.
Object.—The collection, preservation, and publication of historical and genealogical information in regard to Maine.
Founders.—John T. Hull, Charles F. Libby, Leonard B. Chapman, Augustus F. Moulton, and William Henry Smith.
First officers.—President, John Farwell Anderson; vice-president, Fabius Maximus Ray; secretary, Stephen Marion Watson; treasurer, Frederick Odell Conant; librarian, Charles Burleigh.
Officers, 1895.—President, Marquis Fayette King; vice-president, Albion Keith Parris Meserve; secretary, Frederick Odell Conant; treasurer, Millard Fillmore Hicks; librarian, Joseph Porter Thompson.

PUBLICATIONS.

Probate Records of Lincoln County, Me., in monthly parts, 8vo.

MAINE HISTORICAL SOCIETY.

PORTLAND, ME.

Organized April 11, 1822; incorporated February 15, 1822.
Object.—To collect historical materials and promote historical research.
First officers.—Albion K. Parris, president; Benjamin Hasey, recording secretary; Edward Russell, corresponding secretary; Prentiss Mellen, treasurer; Edward Payson, librarian.
Officers, 1894-95.—James P. Baxter, president; Joseph Williamson, corresponding secretary; Hubbard W. Bryant, recording secretary and librarian; Stephen J. Young, treasurer.

PUBLICATIONS.

Collections, Vols. I-X, 8vo, Series I.
Documentary Series, Vols. I-IV, 8vo.
Collections and Proceedings, Series II, Vols. I-V, 8vo, quarterly.
See also Report of American Historical Association, 1890.

PEJEPSCOT HISTORICAL SOCIETY.

BRUNSWICK, ME.

Organized January 10, 1888; incorporated December 10, 1891.
Object.—To investigate and record matters of interest in the history of Brunswick and of the adjoining towns of Topsham and Harpswell; to preserve records of the characters and services of eminent citizens of the three towns; to publish from time to time the proceedings of the society, including the historical and biographical papers read before the society, and to establish and maintain an historical museum and library.
First officers.—Henry W. Wheeler, president; Henry Johnson, vice-president; Ira P. Booker, secretary and treasurer; Henry L. Chapman, James W. Curtis, Albert G. Tenney, executive committee.
Officers, 1894.—Henry L. Chapman, president; James W. Curtis, vice-president; Ira P. Booker, recording secretary; John Furbish, corresponding secretary; Lyman E. Smith, treasurer; William M. Pennell, auditor; Albert G. Tenney (now deceased), A. V. Metcalf, George T. Little, executive committee.

PUBLICATIONS.

Collections, Part I, 1889, 8vo, pp. 66.
Account of the celebration of the one hundred and fiftieth anniversary of the incorporation of the town of Brunswick, June 13, 1889. 1889, 8vo, pp. 92.

SAGADAHOC HISTORICAL SOCIETY.

BATH, ME.

Organized October 4, 1877.
Object.—To promote the study of local history.
First officers.—Hon. Edwin Reed, president; J. L. Douglas, secretary.
Officers, 1895.—Dr. R. D. Bibbs, president; J. L. Douglas, secretary.

MARYLAND HISTORICAL SOCIETY.

BALTIMORE, MD.

Organized January 27, 1844; incorporated March 8, 1844.

Object.—For the purpose of collecting the scattered materials of the early history of the State and for other collateral objects.

Founders.—John Spear Smith, Robert Gilmoe, sr., Charles F. Mayer, Brantz Mayer, Bernard U. Campbell, John D. Carey, William A. Talbott, Fielding Lucas, jr., John J. Donaldson, Robert Carey Long, Sebastian F. Streeter, John H. B. Latrobe, Dr. James Hall, J. Morrison Harris, John P. Kennedy, George William Brown, Dr. Joshua I. Cohen, Dr. Stephen Collins, Frederick William Brune, jr., Capt. Robert Leslie.

Officers, 1895.—President, Rev. Dr. John G. Morris; vice-presidents, Albert Ritchie and Hon. Charles E. Phelps; corresponding secretary, Mendes Cohen; recording secretary, W. Hall Harris; reporting secretary, Henry C. Wagner; treasurer, Lennox Birckhead; librarian and curator of the cabinet, Henry F. Thompson.

PUBLICATIONS.

See Report of American Historical Association, 1890, pp. 229–240, and add Fund Publications, Nos. 30, 31, 32, and 33, and Archives of Maryland, Vols. X, XI, XII.

THE SOCIETY FOR THE HISTORY OF THE GERMANS IN MARYLAND OF BALTIMORE CITY.

BALTIMORE, MD.

Organized January 19, 1886; incorporated April 10, 1889.

Object.—"The object of this society shall be to gather, utilize, publish, and preserve material for the history of the Germans in Maryland."

Founders.—L. P. Hennighausen, Dr. W. S. Landsberg, Prof. C. Ch. F. Raddatz, Ed. F. Leyh, Chr. Ax, G. W. Gail, Rev. J. G. Morris, D. D., LL. D., Charles Weber, jr., Dr. Emil Bessels, Dr. L. H. Steiner, Rev. F. Ph. Hennighausen, D. D., etc.

Officers, 1894.—President, Rev. J. G. Morris, D. D., LL. D.; vice-presidents, L. P. Hennighausen and Rev. H. Scheib; secretary, F. Ph. Hennighausen, D. D.; treasurer, Mr. Robert M. Rother; executive committee, Prof. Ch. F. Raddatz, George W. Gail, Prof. Otto Fuchs, Prof. M. D. Learned, Ph. D., Rev. Ed. Huber, and the officers of the society.

PUBLICATIONS.

See Report of American Historical Association, 1890, and add to that list the following: The sixth, seventh, and eighth annual reports, 1892–1894, 8vo.

AMERICAN CONGREGATIONAL ASSOCIATION.

BOSTON, MASS.

Organized 1853; incorporated 1854.

Objects.—For the purpose of establishing and perpetuating a library of the religious history and literature of New England, and for the erection of a suitable building for the accommodation of the same and for the use of charitable societies.

Founders.—Rufus Anderson, Joseph S. Clark, Julius A. Palmer.

First officers.—President, William T. Dwight; corresponding secretary, Joseph S. Clark; librarian, Joseph B. Felt; treasurer, Alpheus Hardy.

Officers, 1894.—President, Samuel Johnson; secretary, Morton Dexter; librarian, William H. Cobb; treasurer, A. S. Lovett.

PUBLICATIONS.

Proceedings at the Dedication of the Congregational House. 8vo. pp. 100. Boston, 1873.

Annual reports I–XLI, Boston, 1854–1894. 8vo. About 20 pages each.

THE BOSTONIAN SOCIETY.

BOSTON, MASS.

Organized and incorporated 1881.

Objects.—"To promote the study of the history of Boston and the preservation of its antiquities." By its by-laws it is made "the duty of members, so far as it may be in their power, to carry out the objects of the society, by collecting, by gift, loan, or purchase, books, manuscripts, and pictures, and by such other suitable means as may from time to time seem expedient."

Founder and first president.—Curtis Guild.

Officers, 1894.—President, Curtis Guild; clerk and treasurer, Samuel Arthur Bent; directors, Curtis Guild, Samuel H. Russell, Hamilton A. Hill, Joshua P. Bodfish, John Lathrop, George O. Carpenter, Benjamin C. Clark, James F. Hunnewell, Levi L. Willcutt.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE DANVERS HISTORICAL SOCIETY.

DANVERS, MASS.

Organized September 16, 1889; incorporated 1893.

"The objects of the society shall be to discover, collect, and preserve such publications, manuscripts, pictures, memorials, and specimens as may illustrate local and general history, but particularly the annals and natural history of the town of Danvers; to establish within the town a library and museum in which such treasures as it may thus receive or procure shall be deposited and kept; and, generally, to foster among its members and others, by meetings, and lectures, and in various ways, a love of historical, literary, and scientific pursuits."—By-laws.

First officers, September 16, 1889.—Rev. A. P. Putnam, D. D., president; Hon. A. P. White, vice-president; Ezra D. Hines, secretary; Dudley A. Massey, treasurer; George Tapley, librarian; Sarah E. Hunt, curator; directors, Augustus Mudge, Gilbert A. Tapley, Mrs. E. F. Masury, Andrew Nichols, Rev. C. B. Rice, Dr. Warren Porter, John S. Learoyd, Anne L. Page, and Charles H. Preston.

Officers, 1894–95.—Rev. A. P. Putnam, D. D., president; Hon. Alden P. White, vice-president; Miss Harriet S. Tapley, secretary; Mrs. E. M. P. Gould, assistant secretary; Dudley A. Massey, treasurer; George Tapley, librarian; Rev. Watson M. Ayres, assistant librarian; Mrs. Isadora E. Kenney, curator; Mrs. Annie G. Newhall, assistant curator; Ezra D. Hines, historian; directors, John W. Porter, Charles H. Masury, Miss Sarah W. Mudge, David R. Galloupe, Mrs. Ellen M. Dodge, Wallace P. Perry, Andrew Nichols, Rev. W. H. Trickey, Miss A. A. Kimball.

DEDHAM HISTORICAL SOCIETY.

DEDHAM, MASS.

Organized 1859; incorporated April 23, 1862, and February 25, 1886. The last allowed the society to hold property.

Objects.—The "preserving and transmitting to posterity all possible memorials of past and present times."

Founders.—On February 1, 1859, Henry Orin Hildreth, Calvin Guild, Danforth Phipps Wight, Jonathan Holmes Cobb, Francis Marsh, and William Bullard met to form a society for local historical work. As early as 1853 Mr. Hildreth had called the attention of several persons to the need and importance of such an organization, and the credit for the beginning of this enterprise is largely due to him. His untiring energy, with the earnest support of Mr. Guild, brought about the formation of the society. The first regular meeting was held on March 10, 1859. The officers chosen were: Rev. Alvan Lamson, D. D., president; Dr. Wight, vice-president; Mr. Hildreth, corresponding secretary; Mr. Guild, recording secretary, treasurer, and librarian; Mr. Cobb, Mr. Bullard, and Waldo Colburn, curators; Enos Foord and Henry White Richards, auditors.

Officers, 1894.—Don Gleason Hill, president; Erastus Worthington, vice-president; Don Gleason Hill, Erastus Worthington, Henry W. Richards, John H. Burdakin, A. Ward Lamson, and Carlos Slafter, curators; John H. Burdakin, librarian; Julius H. Tuttle, corresponding secretary; Harriet T. Boyd, recording secretary; George W. Humphrey, treasurer.

PUBLICATIONS.

See Report of American Historical Association, 1892, and add annual reports 1892–1894, 8vo.

Dedham Historical Register, 8vo, vol. 2, 1891, pp. 166; vol. 3, 1892, pp. 205; vol. 4, 1893, pp. 187; vol. 5, 1894, pp. 187.

DORCHESTER HISTORICAL SOCIETY

DORCHESTER, MASS.

Organized April 10, 1893; incorporated April 6, 1891.

Objects.—The collection, preservation, and publication of historical information.

Founders.—Herbert S. Carruth, William H. Whitmore, James M. Stark.

First officers.—W. H. Whitmore, president; Thomas Mair, treasurer; W. B. Mendum, secretary.

Officers, 1895.—President, William H. Whitmore; treasurer, Thomas Mair; secretary, Willis B. Mendum; directors, William Stamford Stevens, M. D., Herbert M. Mauks, D. Chauncey Brewer, John J. May, James H. Stark, Elbridge Smith, S. D.

THE HISTORICAL SOCIETY OF OLD NEWBURY, MASS.

NEWBURY, MASS.

Organized September 5, 1877.

Objects.—"For the commemoration of the first settlement on the banks of the Parker, for the preservation of whatever may yet be found of historic interest, whether of tradition or relics of the past, and also to record in the future any events of local interest as they may occur."

First officers.—President, William Little, of Newbury; vice-presidents, Nathaniel Little, Charles W. Woods, W. Burke Little, Horace F. Longfellow, Nathaniel Little, jr., Paul M. Ilsley, Moses K. Noyes, Joseph N. Rolfe, all of Newbury, and Eben F. Stone, William H. Swasey, Rev. S. J. Spalding, George J. L. Colby, Nathan N. Withington, William Thurston, Albert W. Greenleaf, John J. Currier, Henry M. Cross, Amos Noyes, Nathaniel Greeley, all of Newburyport, and Ben. Perley Poore, Somerby C. Noyes, Stephen E. Noyes, John C. Carr, Thomas G. Ordway, Charles W. Ordway, all of West Newbury; recording secretary, Stephen Ilsley; corresponding secretary, D. L. Withington; treasurer, Nathaniel Dole; historian, Luther Dame; finance committee, Nathaniel Dole, I. W. Little, Warren Currier, Henry B. Little, Somerby N. Noyes.

Officers, 1894.—President, William Little, of Newbury; vice-presidents, Robert N. Toppan, of Cambridge; Hon. E. M. Boynton, of West Newbury; Hon. Benjamin Hale, Hon. E. F. Stone, Hon. J. J. Currier, Rev. Dr. Fiske, W. H. Swasey, William Hale, P. K. Hills, A. W. Greenleaf, H. W. Moulton, H. B. Little, J. H. Newman, J. W. Coffin, all of Newburyport; recording secretary, Miss Emily A. Getchell, of Newburyport; corresponding secretary, Lawrence B. Cushing, of Newburyport; treasurer, Philip H. Lunt, of Newburyport; finance committee, P. H. Lunt, L. B. Cushing, R. N. Toppan, P. K. Hills, of Newburyport; S. P. Hale, of Newbury.

HISTORICAL SOCIETY OF WATERTOWN, MASS.

WATERTOWN, MASS.

Organized July 31, 1888; incorporated May 7, 1891.

Object.—Historical research.

First officers.—President, Dr. Alfred Hosmer; vice-president, Rev. Edward A. Rand; secretary and treasurer, Solon F. Whitney.

Officers, 1894.—President, Rev. Edward A. Rand; vice-presidents, William H. Ingraham, Alexander Starbuck, Mary F. Peirce, Edward Whitney; recording secretary, Charles F. Fitz; corresponding secretary, Dr. Bennett F. Davenport; treasurer, Charles F. Mason; librarian, Solon F. Whitney. Council: Rev. Edward A. Rand, William H. Ingraham, Charles F. Mason, Solon F. Whitney, Dr. B. F. Davenport, George S. Wright, Charles A. Stearns, Mrs. Anne E. Davenport, Charles F. Fitz.

PUBLICATIONS.

See Report of American Historical Association, 1892.

LEXINGTON HISTORICAL SOCIETY.

LEXINGTON, MASS.

Organized March 16, 1886; incorporated July 28, 1886.

Object.—"The study of the history of Lexington and of individuals and families identified with it, the preservation of such knowledge and of such relics as illustrate its history, and the commemoration, by fitting public services, of the event which has rendered the town forever memorable in the annals of our country."

First officers.—President, Augustus E. Scott; vice-presidents, Matthew H. Merriam, Herbert G. Locke, William A. Tower, Mary E. Hudson, Kate Whitman; treasurer, Leonard A. Saville; custodian, Dr. Robert M. Lawrence; historian, Rev. C. A. Staples; corresponding secretary, Rev. E. G. Porter; clerk, Alonzo E. Locke.

Officers, 1895.—President, Robert P. Clapp; vice-presidents, Albert S. Parsons, A. Bradford Smith, Edward P. Merriam, Miss Florence E. Whitcher, Mrs. J. F. Maynard; historian, Rev. C. A. Staples; corresponding secretary, James P. Munroe; clerk, Leonard E. Bennink: custodian, Everett M. Mulliken; treasurer, Leonard A. Saville.

PUBLICATIONS.

Proceedings, Vol. I, 1886–1889, pp. 141.
Handbook of Lexington, illustrated.

MASSACHUSETTS HISTORICAL SOCIETY.

BOSTON, MASS.

Organized 1791; incorporated 1794.

Object.—The study of New England history.

First officers.—James Sullivan, president; Thomas Wallcut, recording secretary; Jeremy Belknap, corresponding secretary; William Tudor, treasurer; John Eliot, librarian; George Richards Minot, cabinet keeper.

Officers, 1894.—George Edward Ellis, president; Charles Francis Adams and Justin Winsor, vice-presidents; Edward James Young, recording secretary; William Watson Goodwin, corresponding secretary; Charles Card Smith, treasurer; Samuel Abbott Green, librarian; Samuel Foster McCleary, cabinet keeper.

PUBLICATIONS.

See Report of American Historical Association, 1892, pp. 338–385.

THE MILITARY HISTORICAL SOCIETY OF MASSACHUSETTS.

BOSTON, MASS.

Organized February 7, 1876; incorporated January 13, 1891.

Objects.—"The prosecution of studies connected with the military history of our own and other countries, the establishment of a reading room and library devoted to such topics, and the maintenance of social meetings for the discussion of the same."

First officers.—President, George H. Gordon, brevet major-general, United States Volunteers, brigadier-general, United States Volunteers; secretary, Edward B. Robins, brevet captain, United States Volunteers, first lieutenant, Twentieth Massachusetts Infantry; executive committee, John Codman Ropes, Charles Devens, brevet major-general, United States Volunteers, brigadier-general, United States Volunteers, Thomas L. Livermore, colonel, United States Volunteers, Eighteenth New Hampshire Infantry.

Officers, 1894.—President, Francis A. Walker, brevet brigadier-general, United States Volunteers; secretary, Charles H. Porter, captain, Thirty-ninth Massachusetts Infantry; treasurer, Edward B. Robins, brevet captain, United States Volunteers; executive committee, John Codman Ropes, Col. Thomas L. Livermore, Capt. (Bvt.) Howard Stockton, Col. (Bvt.) Thomas F. Edmonds.

PUBLICATIONS.

See Report of American Historical Association, 1892.

NEW ENGLAND HISTORIC GENEALOGICAL SOCIETY.

BOSTON, MASS.

Organized January 7, 1845; incorporated March 18, 1845.

Object.—To promote the study of American local and family history, with particular reference to New England.

First officers.—Charles Ewer, president; Lemuel Shattuck, vice-president; Samuel G. Drake, corresponding secretary; John Wingate Thornton, recording secretary; William Henry Montague, treasurer.

These five officers comprise all the founders of the society, and no other members were admitted till after organization in January, 1845.

Officers, 1894.—William Claflin, president; Walbridge Abner Field, vice-president for Massachusetts; Joseph Williamson, vice-president for Maine; Frederick Smyth, vice-president for New Hampshire; James Barrett, vice-president for Vermont; Herbert Warren Ladd, vice-president for Rhode Island; Edward Elbridge Salisbury, vice-president for Connecticut; George Augustus Gordon, recording secretary; William Stamford Stevens, corresponding secretary; Benjamin Barstow Torrey, treasurer; John Ward Dean, librarian.

PUBLICATIONS.

See Report of American Historical Association, 1892.

NEW ENGLAND METHODIST HISTORICAL SOCIETY.

BOSTON, MASS.

Organized May 3, 1880; incorporated under the laws of Massachusetts.

Object.—"To found and perpetuate a library of books, pamphlets, and manuscripts, and a collection of portraits and relics of the past; to maintain a reading room; to

preserve whatever shall illustrate the history and promote the interest of the Methodist Episcopal Church." (Constitution.)

First officers.—President, Hon. William Claflin, LL. D.; vice-presidents, Rev. Stephen Allen, D. D., Maine; Hon. Horace W. Gilman, New Hampshire; Hon. Paul Dillingham, Vermont; Rev. Lorenzo R. Thayer, D. D., Massachusetts; Rev. William F. Whitcher, Rhode Island; Prof. Caleb T. Winchester, Connecticut; corresponding secretary, Rev. Ralph W. Allen, D. D.; recording secretary, Rev. George Whitaker, D. D.; treasurer, Alonzo S. Weed; historiographer, Rev. Daniel Dorchester, D. D.; librarian, William S. Allen, A. M., East Boston, Mass.

Officers, 1895.—President, Hon. William Claflin, LL. D.; vice-presidents, Rev. William R. Clark, D. D., Cambridge, Mass.; Rev. Charles F. Allen, D. D., Kennebunk, Me.; Rev. Daniel C. Knowles, D. D., Tilton, N. H.; Hon. William P. Dillingham, Waterbury, Vt.; Rev. William V. Morrison, D. D., Providence, R. I.; Hon. Phineas C. Lounsbury, LL. D., Ridgefield, Conn.; corresponding secretary, Rev. William H. Meredith, Everett, Mass.; recording secretary, Rev. Joseph H. Mansfield, D. D.; treasurer, Willard S. Allen; historiographer, Rev. Charles W. Wilder, Wollaston, Mass.; librarian, Willard S. Allen, East Boston, Mass.

PUBLICATIONS.

Reports, annual, 1881–1889, 1891, 1893, 1895, 12mo, averaging about 32 pages.

OLD COLONY HISTORICAL SOCIETY.

TAUNTON, MASS.

Organized February 1854; incorporated February 4, 1853.

Object.—For the purpose of preserving and perpetuating the history of the Old Colony in Massachusetts, and of collecting and holding documents, books, and memoirs relating to its history.

Founders.—Nathaniel Morton, Samuel Hopkins Emery, Mortimer Blake, Hodges Reed, Edgar Hodges Reed, Henry B. Wheelwright.

First officers.—President, Nathaniel Morton, of Taunton; vice-presidents, S. Hopkins Emery, of Taunton, John Daggett, of Attleboro; directors, Mortimer Blake, of Mansfield, Samuel L. Crocker, of Taunton, Ellis Ames, of Canton, Henry B. Wheelwright, of Taunton, William R. Deane, of Boston, Caleb Swan, of Easton; recording secretary and librarian, Edgar H. Reed, of Taunton; corresponding secretary, John Ordronaux, of Taunton; treasurer, Hodges Reed, of Taunton.

Officers, 1895.—President, Rev. S. Hopkins Emery, D. D., of Taunton; vice-presidents, Hon. Edmund H. Bennett, LL. D., of Taunton, and Rev. William L. Chaffin, of North Easton; recording secretary and librarian, Capt. John W. D. Hall, of Taunton; corresponding secretary, Hon. Charles A. Reed, of Taunton; treasurer, John F. Montgomery, esq., of Taunton; auditor, Capt. George A. Washburn, of Taunton; historiographer, Edmund W. Porter, esq., of Taunton; directors, Hon. William E. Fuller, of Taunton, Gen. Ebenezer W. Peirce, of Freetown, Henry M. Lovering, esq., of Taunton, Hon. John S. Brayton, of Fall River, Hon. William W. Crapo, of New Bedford, James M. Cushman, of Taunton.

PUBLICATIONS.

Historical Collections, Vols. I.–IV; Vol. V in press.
A Quarterly Bulletin of Proceedings is also issued.

THE OLD RESIDENTS' HISTORICAL ASSOCIATION OF LOWELL.

LOWELL, MASS.

Organized December 19, 1868; now incorporated.

Objects.—To collect, arrange, preserve, and publish from time to time facts relating to the history of the city of Lowell.

First officers.—President, Dr. John O. Green; vice-president, Artemas L. Brooks; secretary and treasurer, Z. E. Stone; executive committee, James B. Francis, Edward Tufts, Joshua Merrill, J. P. Jewett, E. B. Patch, Hapgood Wright, E. T. Watson, Benjamin Walker, J. G. Peabody, Charles Morrill, E. B. Howe, J. K. Chase.

Officers, 1895.—President, Benjamin Walker; vice-president, Ephraim Brown; secretary and treasurer, James T. Smith; executive committee, J. G. Peabody, Ephraim Brown, Hapgood Wright, Samuel Horn, Artemas S. Tyler, D. M. Collins, Samuel P. Hadley, Z. E. Stone, Charles Cowley, John F. Kimball, Benjamin Walker, E. B. Howe.

PUBLICATIONS.

Contributions, first issued in pamphlet form, Vols. I–V. For detailed bibliography see Report of American Historical Association, 1892.

POCUMTUCK VALLEY MEMORIAL ASSOCIATION.

DEERFIELD, MASS.

Organized May 26, 1870; incorporated May 9, 1870.

Objects.—"The objects of this association shall be the collecting and preserving such memorials, books, papers, and curiosities as may tend to illustrate and perpetuate the history of the early settlers of this region and of the race which vanished before them, and the erection of a memorial hall in which such collections can be securely deposited."—Constitution.

The origin of the association lies in an appeal made to the descendants of those slaughtered at the sacking of Deerfield on the morning of February 29, 1704, to repair a shameful neglect by the erection of a monument which should bear their names down to posterity. This appeal was responded to generously and promptly. So general was the response that it was evident a popular chord had been struck, and that the sentiment of the people was in full accordance with the idea underlying this movement. With this view of public feeling, a plan, entertained for many years and considered almost hopeless of execution, now seemed not only feasible, but to be the very thing which the enthusiasm aroused by the discussion of the subject absolutely demanded, and the project for a monument over their place of rest was merged in a plan for an antiquarian society, under whose auspices a hall should be erected, with memorial slabs containing the names, as far as can be ascertained, of all the victims of that fatal day.

First officers.—Hon. George Sheldon, president; Josiah D. Canning, first vice-president; James M. Crafts, second vice-president; Dea. Nathaniel Hitchcock, recording secretary; Rev. Robert Crawford, D. D., corresponding secretary; Dea. Nathaniel Hitchcock, treasurer.

Officers, 1894—President, George Sheldon; vice-president, F. M. Thompson; second vice-president, E. A. Hale; secretary and treasurer, Nathaniel Hitchcock; corresponding secretary, Catherine B. Yale.

PUBLICATIONS.

See Report of American Historical Association, 1892.

PRINCE SOCIETY.

BOSTON, MASS.

Organized May 25, 1858; incorporated March 18, 1874.

Object.—"For the purpose of preserving and extending the knowledge of American history, by editing and printing such manuscripts, rare tracts, and volumes as are mostly confined in their use to historical students and public libraries."—Act of incorporation.

First officers.—Samuel Gardner Drake, president; Thomas Waterman, Frederic Kidder, Jeremiah Colburn, vice-presidents; John Ward Dean, corresponding secretary; William H. Whitmore, recording secretary; John Wells Parker, treasurer.

Officers, 1894–95.—President, Rev. Edmund F. Slafter, D. D., Boston; vice-presidents, John Ward Dean, A. M., Boston, William B. Trask, A. M., Boston, James P. Baxter, A. M., Portland, Me.; corresponding secretary, Robert N. Toppan, A. M., Cambridge; recording secretary, David Greene Haskins, jr., A. M., Cambridge; treasurer, Elbridge H. Goss, esq., Boston.

PUBLICATIONS.

New England's Prospect. Preface by Charles Deane, LL. D. pp. 131. Boston, 1865.

The Hutchinson Papers. Edited by William H. Whitmore, A. M., and William S. Appleton, A. M. 2 vols. Vol. I, pp. 324. Vol. II, pp. 354. Albany, 1865.

John Dunton's Letters from New England. Edited by William H. Whitmore, A. M. pp. 340. Boston, 1867.

The Andros Tracts. With a memoir of Sir Edmund Andros, by the editor, William H. Whitmore, A. M. 3 vols. Vol. I, pp. 215, 1868. Vol. II, pp. 346, 1869. Vol. III, pp. 257, 1874. Boston.

Sir William Alexander and American Colonization. With a memoir of Sir William Alexander, by the editor, the Rev. Edmund F. Slafter, D. D. pp. 283. Boston, 1873.

John Wheelwright. With a memoir by the editor, Charles H. Bell, LL. D. pp. 253. Boston, 1876.

Voyages of the Northmen to America. Edited, with an introduction, by the Rev. Edmund F. Slafter, D. D. pp. 162. Boston, 1877.

The Voyages of Samuel de Champlain. Edited, with a memoir and historical illustrations, by the Rev. Edmund F. Slafter, D. D. 3 vols. Vol. I, pp. 340, 1880. Vol. II, pp. 273, 1878. Vol. III, pp. 240, 1882. Boston.

New English Canaan of Thomas Morton. Edited, with an introduction and historical illustrations, by Charles Francis Adams, jr., A. B. pp. 381. Boston, 1883.

Sir Walter Raleigh and his Colony in America. Edited, with a memoir and historical illustrations, by the Rev. Increase N. Tarbox, D. D. pp. 329. Boston, 1884.

Voyages of Peter Esprit Radisson. Edited, with historical illustrations and an introduction, by Gideon D. Scull. pp. 385. Boston, 1885.

Captain John Mason, the Founder of New Hampshire. With a memoir by the late Charles W. Tuttle, Ph. D. Edited, with historical illustrations, by John Ward Dean, A. M. pp. 492. Boston, 1887.

Sir Ferdinando Gorges and his Province of Maine. With historical illustrations and a memoir by James P. Baxter, A. M. 3 vols. Vol. I, pp. 286, 1890. Vol. II, pp. 270, 1890. Vol. III, pp. 353, 1890. Boston.

Antinomianism in the Colony of Massachusetts Bay. Edited by Charles Francis Adams. pp. 415. Boston, 1894.

Volumes in preparation.—1. Sir Humphrey Gilbert; with historical illustrations and a memoir by David G. Haskins, jr., A. M. 2. Samuel Maverick; with historical illustrations and a memoir by Frank W. Hackett, A. M. 3. Edward Randolph, a monograph, including his letters and other papers, with historical illustrations and a memoir by Robert N. Toppan, A. M. 4. Letters of Governor Hutchinson and Lieut. Governor Oliver, 1768–1769; with historical illustrations by Mellen Chamberlin, LL. D. 5. John Checkley and his Publications; with historical illustrations and a memoir by Edmund F. Slafter, D. D.

RUMFORD HISTORICAL ASSOCIATION.

WOBURN, MASS.

Organized March 26, 1877, the one hundred and twenty-fourth anniversary of the birth of Benjamin Thompson, Count Rumford; incorporated 1877.

Object.—"The object of this corporation shall be to hold and preserve a certain lot of land, with the buildings situated thereon, in Woburn, known as the birthplace of Benjamin Thompson, or Count Rumford; also, to collect and preserve for exhibition or use books, manuscripts, objects of antiquarian interest, and whatever may illustrate the life and times and perpetuate the memory of the distinguished man whose title is prominently associated with our organization, or whatever may relate to other matters of general historical interest." (Constitution.)

In January, 1873, a lecture was given in the lyceum course at Woburn, by Rev. William S. Barnes, upon the life of Count Rumford, the one native of the town who had achieved a celebrity as wide as the civilized world. Referring, in one of his concluding sentences, to the old mansion in the north village of the town, in which the boy, Benjamin Thompson, who became the distinguished count, was born in 1753, he said: "I could wish that Woburn would take measures to preserve that interesting property to a future that will think more of such relics than we." Previous to the date of this lecture individuals had often privately expressed a similar wish, but this is believed to be the first public intimation ever uttered in Woburn that the old Rumford house, now rapidly going to decay, might be, or should be, rescued and preserved as an appropriate memorial of the illustrious scientist who there found his first home. A few persons immediately began to investigate and to plan. After considerable delay and not a few apparent discouragements, it was ascertained that the house was not only in a very ruinous condition, but likely shortly to exchange owners, and be early doomed to destruction. Accordingly, a paper was drawn up stating the facts, the sum of money needed for the purchase of the place as it was, and the object in view, and also soliciting such aid in the enterprise as any friends in Woburn or elsewhere might be disposed to contribute. The effort met with a degree of success far beyond the expectations of anyone. Contributions from a large number of persons in Woburn were promptly made, and, by means of correspondence, the sum thus secured was soon considerably increased by remittances from various friends elsewhere in Massachusetts, in Maine, New Hampshire, Vermont, New York, Pennsylvania, Illinois, and in London, England. The sums given varied from a single dollar upward to nearly $300. To the gratification of all, the purchase was made.

First officers.—President, Hon. Charles Choate; vice-presidents, Rev. Charles Anderson, of Woburn; Nathan Wyman, of Woburn; Josiah Pierce, of London, England; George Rumford Baldwin, of Woburn; Cyrus Woodman, of Cambridge; Edward Everett Thompson, of Woburn; trustees and directors, Rev. Leander Thompson, Marshall Tidd, Andrew R. Linscott, Hon. John Cummings, Leonard Thompson, E. D. Hayden, George Rumford Baldwin; clerk and treasurer, Andrew R. Linscott; corresponding secretary, Everett A. Thompson; library committee, Nathan Wyman, Charles Nichols, Warren B. Perkins; librarian and custodian, Warren B. Perkins.

Officers, March 26, 1892.—President, Hon. John Cummings; vice-presidents, Rev. Charles Anderson, of Constantinople, Turkey; Abijah Thompson, of Winchester; Hon. Josiah Pierce, of London, England; Hon. Edward Everett Thompson, of Woburn; William R. Cutter, of Woburn; Hon. Edward F. Johnson, of Woburn; corresponding secretary, William R. Cutter; clerk and treasurer, Andrew R. Linscott; librarian and custodian, Warren B. Perkins.

THE UNIVERSALISTS' HISTORICAL SOCIETY.

TUFTS COLLEGE, MASS.

Organized 1834; incorporated 1850.

Object.—The collection of literature pertaining to the subject of endless punishment.

First officers and founders.—Hosea Ballou, D. D., Thomas Whittemore, D. D., and Thomas J. Sawyer, D. D.

Officers, 1894.—President, Richard Eddy, D. D.; treasurer, G. L. Demarest, D. D.; secretary, T. J. Sawyer, D. D.

WEYMOUTH HISTORICAL SOCIETY.

WEYMOUTH, MASS.

Organized April 12, 1879; incorporated July 19, 1886.

Object.—To make antiquarian collections; to collect, preserve, and disseminate the local history of Weymouth and the genealogy of Weymouth families.

Founders.—Gilbert Nash, Frank W. Lewis, Samuel W. Reed, John J. Loud, Anson Titus, jr., Charles G. Easterbrook, Everett C. Bumpus, Elias Richards, Augustus J. Richards, William H. Clapp, Lucien H. Frary, J. W. Armington, and F. P. Chapin.

First officers.—President, Elias Richards; vice-president, John J. Loud; recording secretary, Gilbert Nash; corresponding secretary, Anson Titus, jr.; treasurer, William H. Clapp; librarian, Samuel W. Reed. An executive committee, consisting of the above-named officers and Lucien H. Frary, and a committee on nominations: Charles G. Easterbrook, Everett C. Bumpus, and Augustus J. Richards.

Officers, 1894.—President, John J. Loud; vice-president, Herbert A. Newton; recording and corresponding secretary, Samuel W. Reed; treasurer, Charles T. Crane; librarian, Miss Carrie A. Blanchard; executive committee, the above-named officers and Quincy L. Reed; committee on nominations, John J. Loud, Samuel W. Reed, and Quincy L. Reed; library committee, William H. Clapp, Rev. William Hyde, and Francis H. Cowing.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE MUSKEGON COUNTY PIONEER AND HISTORICAL SOCIETY OF MICHIGAN.

MUSKEGON, MICH.

Organized September 11, 1886.

Object.—To assist the State Pioneer and Historical Society in the preservation of the early reminiscences and history of Michigan, and particularly of Muskegon County.

First officers.—Henry H. Holt, president; C. L. Whitney, vice-president; Daniel Upton, sr., secretary; Peter Everett, treasurer.

Officers, 1894.—Henry H. Holt, president; C. L. Whitney, secretary; S. H. Stevens, treasurer; Hiram Parker, W. W. Owen, P. J. Connell, A. V. Mann, and Thomas T. Rogers, executive committee.

No publications save in connection with the Michigan Pioneer and Historical Society.

PIONEER AND HISTORICAL SOCIETY.

LANSING, MICH.

Organized April 22, 1874; incorporated September 30, 1874.

Object.—"To collect, procure, and preserve anything and everything relating to the natural, civil, literary, and ecclesiastical history of our State, and it solicits the cordial and active support of every pioneer and of every historical student of Michigan to aid in promoting the objects and interests of the society. It relies wholly upon

voluntary contributions to its collections, and invites everyone to donate any books, pamphlets, or papers pertaining to the history of Michigan; also biographies and incidents of pioneer life, maps, charts, manuscript narratives, diaries, correspondence, paintings, portraits, photographs, statuary, newspaper files, and Indian and other relics and curiosities of any kind." (Manual of the Society.)

Charter members.—Judge Albert Miller, Bay City; Hon. Witter J. Baxter, Jonesville; Dr. Oliver C. Comstock, Marshall; D. Johnson, Jackson; H. H. Bingham, Jackson; Hon. Randolph Strickland, St. Johns; John N. Ingersoll, Corunna; Ephriam Longyear, Lansing; W. W. Mitchell, Ionia; Erastus S. Ingersoll, Delta; Ebenezer Lakin Brown, Schoolcraft; David Scott, Dewitt; Henry P. Cherry, Johnstown; Smith Tooker, Lansing; Levi Bishop, Detroit; Charles Dickey, Marshall; Horace Angell, Lansing; Warren Hopkins, Lansing; Martin B. Wood, Albion; Harriet A. Tenney, Lansing; Prof. John C. Holmes, Detroit; Hon. Alvin N. Hart, Lansing.

First officers.—Judge Albert Miller, president; Mrs. Harriet A Tenney, recording secretary; Ephriam Longyear, corresponding secretary; Hon. Alvin N. Hart, treasurer; Judge Albert Miller (ex officio chairman), Hon. Wetter J. Baxter, Levi Bishop, executive committee.

A committee of historians was provided for at the annual meeting February 2, 1876, consisting of five members. The following were elected: Prof. John C. Holmes, Merchant H. Goodrich, Dr. Oliver C. Comstock, Judge Hezekiah G. Wells, Mrs. Harriet A. Tenney.

Officers, 1894.—Ex-Governor Alpheus Felch, Ann Arbor, president; George H. Greene, Lansing, recording and corresponding secretary; Benjamin F. Davis, treasurer; Hon. Orlando M. Barnes, Lansing, Hon. Daniel Strikes, Hastings, and Theron F. Giddings, Kalamazoo, executive committee; Col. Michael Shoemaker, Jackson, ex-Lieut. Governor Henry H. Holt, Muskegon, L. D. Watkins, Manchester, J. Wilkie Moore, Detroit, Hon. Gerrit J. Diekeme, Holland, committee of historians; Jennie B. Greene, Lansing, clerk of the committee of historians. A vice-president from each county having membership was also elected.

PUBLICATIONS.

Pioneer and Historical Collections, Vol. I–XXIII. For a fuller collation, see Report of American Historical Association, 1892.

WAYNE COUNTY HISTORICAL AND PIONEER SOCIETY.

DETROIT, MICH.

Organized in 1824 as Wayne County Historical Society; name changed in 1871 to its present form.

Object.—The collection and preservation of matter relating to Wayne County and the personal history of its members.

First officers.—Lewis Cass, president; Isaac Rowland, secretary.

Officers, 1894.—J. Wilkie Moore, president; Fred. Carlisle, secretary.

PUBLICATIONS.

Its papers are published in the Michigan Pioneer Collections.

MINNESOTA HISTORICAL SOCIETY.

ST. PAUL, MINN.

Organized 1849; incorporated October 20, 1849, with amendments March 1, 1856, and February 19, 1875.

"Among its objects are the following: To collect, arrange, and preserve a library of books, pamphlets, maps, manuscripts, prints, papers, or paintings; a cabinet of minerals and archæological curiosities, and other materials illustrative of the civil, religious, literary, and natural history of the State; to rescue from oblivion the memory of its early pioneers, and to obtain and preserve narratives of their exploits, perils, and hardy adventures; to exhibit faithfully the antiquities, the past and present condition, and resources of Minnesota, and it may take steps to promote the study of history by lectures and other means, and to publish and diffuse information relative to the description and history of the State." (By-laws.)

Incorporators.—C. K. Smith, David Olmsted, H. H. Sibley, Aaron Goodrich, David Cooper, B. B. Meeker, A. M. Mitchell, T. R. Potts, J. C. Ramsey, H. M. Rice, F. Steele, Charles W. Borup, D. B. Loomis, M. S. Wilkinson, L. A. Babcock, Henry Jackson, W. D. Phillips, William H. Forbes, and Martin McLeod.

Officers, 1894.—President, Hon. Alexander Ramsey; first vice-president, Capt. Russell Blakeley; second vice-president, Charles E. Mayo; secretary, Hon. William R. Marshall; treasurer, Henry P. Upham.

PUBLICATIONS.

See Report of American Historical Association, 1892.

MISSISSIPPI HISTORICAL SOCIETY.

UNIVERSITY, MISS.

Organized and incorporated 1890.

Object.—The study of State and local history.

Officers, 1895.—Robert Lowry, president; R. W. Jones, vice-president; R. B. Fulton, archivist.

MISSOURI HISTORICAL SOCIETY.

ST. LOUIS, MO.

Organized August 11, 1866; incorporated February 7, 1872.

Object.—"The general object of this society shall be to encourage historical research and inquiry, and to disseminate historical information, especially within the State of Missouri, and also within the entire Mississippi Valley. The particular objects of this society shall be: First, the establishment of a library of books and publications appropriate to such an institution, with convenient works of reference, and also a cabinet of antiquities, relics, etc.; second, the collection into a safe and permanent depository of manuscripts, documents, papers, and tracts possessing an historical value and worthy of preservation; third, to encourage investigation of prehistoric remains, and more particularly to provide for the complete and scientific exploration and survey of such prehistoric monuments as exist within the limits of this State and the Mississippi Valley; fourth, to collect and preserve in particular such historical materials as shall serve to illustrate the settlement and growth of the city of St. Louis, State of Missouri, and the Mississippi Valley."

Incorporators.—James H. Lucas, Elihu H. Shepard, William G. Eliot, Silas Bent, Albert Todd, Charles P. Chouteau, Wilson Primm, Henry Shaw, Nathan Ranney, John Knapp, James B. Eads, William A. Lynch, John F. Darby, Isaiah Forbes, Green Erskine, James G. Barry, Joseph M. P. Nolan, William H. H. Russell, George Knapp, Richard Dowling, John B. Johnson, Edward Brooks.

First officers.—President, Hon. James H. Lucas; vice-presidents, Hon. Edward Bates, J. C. Barlow, George H. Kennerly, Dr. Robert Simpson, Hon. John F. Darby, Henry von Phul, Daniel D. Page, Hon. Archibald Gamble, Daniel Hough, James Clemens, jr., Hon. James S. Thomas, Edward Dobyns, Hon. John D. Daggett, John B. Hortiz, David B. Hill, Elkanah English, Fred. L. Billon, Capt. Lewis Bissell, Louis A. Benoist, Hon. James G. Barry, William K. Rule, Gen. Bernard Pratte, Henry Shaw, James G. Soulard, Gen. Nathan Ranney, D. Valle, A. Christy; secretaries, Elihu H. Shepard, George Knapp, William H. Cozzens.

Officers, 1894.—President, Marshall S. Snow; first vice-president, Emil Preetorius; second vice-president, Dr. Charles D. Stevens; secretary, William J. Seever; treasurer, Dr. Charles D. Stevens; advisory committee, George E. Leighton, Henry Hitchcock, John H. Terry, Joseph Boyce, Melvin L. Gray, Marshall S. Snow, ex officio.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE HISTORICAL SOCIETY OF THE STATE OF MONTANA.

HELENA, MONT.

Organized February 21 and April 20, 1865; incorporated February 2, 1865.

Object.—To accumulate information illustrative of the early history of the region of country that is now the State of Montana.

It was incorporated as the Historical Society of Montana by Hez. L. Hosmer, Christopher P. Higgins, John Owen, James Stuart, W. F. Sanders, Malcolm Clark, F. M. Thompson, William S. Graham, Granville Stuart, W. W. De Lacy, Caleb E. Irvine, and Charles S. Bagg.

First officers—Wilbur F. Sanders, president; Granville Stuart, vice-president; William E. Cullen, corresponding secretary; Cornelius Hedges, recording secretary; Charles Rumley, librarian.

By act of March 2, 1893, the society became the Historical Society of the State of Montana.

Officers, 1894.—President, Granville Stuart; vice-president, Cornelius Hedges; corresponding secretary, William E. Cullen; recording secretaries, Henry N. Blake and Wilbur F. Sanders; librarian, Harris S. Wheeler; John E. Rickards, governor, L. Rotwitt, secretary of state, Henri J. Haskell, attorney-general, executive committee, with the regular officers.

PUBLICATIONS.

See Report of American Historical Association, 1892.

Nearly all of the books and manuscripts of the society were destroyed by fire in 1874, but the society has recovered from this misfortune and now has more than 3,000 pages of manuscripts, besides books and pamphlets.

THE NEBRASKA STATE HISTORICAL SOCIETY.

LINCOLN, NEBR.

Organized 1878; incorporated February 17, 1879.

Objects.—To encourage historical research, especially in Nebraska; to establish an historical library and to collect a cabinet of relics, with special reference to this State; to collect material in reference to the history of Nebraska; to publish the history of the State.

First officers.—President, ex-Governor Robert W. Furnas; first vice-president, Dr. George L. Miller; second vice-president, Judge E. S. Dundy; treasurer, W. W. Wilson; secretary, Prof. Samuel Aughey; corresponding secretary, D. H. Wheeler; directors, Ex-Governor Silas Garber, Hon. J. Sterling Morton, Prof. C. D. Wilbur, Dr. G. C. Morrell, Hon. Lorenzo Crounse.

Officers, 1895.—President, Hon. J. Sterling Morton, Nebraska City; first vice-president, Judge E. Wakeley, Omaha; second vice-president, ex-Governor Robert W. Furnas, Brownville; secretary, Prof. Howard W. Caldwell, Lincoln; treasurer, C. H. Gere, Lincoln; librarian, Jay Amos Barrett, Lincoln.

PUBLICATIONS.

Transactions and Reports, Vols. I–V, 1885–1893. 8vo.
Proceedings and Collections, second series, I, 1894–95, a quarterly magazine.

The society is a State institution and is supported by appropriations. One of its special features is the collection of papers and magazines published in the State. It is furnished quarters in the University Library building.

NEW JERSEY HISTORICAL SOCIETY.

NEWARK, N. J.

Organized January, 1845; incorporated 1846.

Object.—The preservation of records, etc.

First officers.—Hon. Joseph C. Hornblower, president; R. G. Johnson, P. O. Beer, John Pope, vice-presidents; T. J. Slayter, treasurer; T. Gordon, librarian; W. A. Whitehead, corresponding secretary; J. P. Beall, recording secretary.

Officers, 1895.—S. H. Pennington, president; F. W. Ricord, treasurer and librarian; E. E. Coe, recording secretary; William Nelson, corresponding secretary.

PUBLICATIONS.

Collections, Vols. I–VII+, 8vo, about 380 pages each.
Documents relating to the colonial history of New Jersey, 1631 to 1776. 10 vols. 8vo, with index.
Journal of the governor and council of New Jersey, 1682 to 1775, in course of publication. 2 vols., 8vo, printed.
The proceedings of the society comprise 20 octavo volumes, divided into 2 series of 10 volumes each.

SALEM COUNTY HISTORICAL SOCIETY.

SALEM, N. J.

Organized November 11, 1884.

Object.—"The object of the society shall be to discover, procure, and preserve whatever may relate to the natural, civil, literary, and ecclesiastical history of Salem County." (Constitution.)

First officers.—President, William Patterson; vice-presidents, Thomas Shourds, Richard M. Acton, Dr. J. H. Thompson, W. Graham Tyler; corresponding secretary, George Mecum; recording secretary, J. B. Hilliard; executive committee, William Patterson, Rev. C. M. Perkins, George Mecum, W. T. Hilliard, Elijah Ware; treasurer, Joseph Bassett.

Officers, 1894.—President, William Patterson; vice-presidents, Andrew Sinnickson, W. Graham Tyler, Albert H. Slape, J. Howard Sinnickson; corresponding secretary, Woodnut Petitt; executive committee, William Patterson, Woodnut Petitt, Josiah Wistar, Thomas Jones Yorke; recording secretary, J. B. Hilliard; treasurer, Charles W. Casper.

VINELAND HISTORICAL AND ANTIQUARIAN SOCIETY.

VINELAND, N. J.

Organized January 6, 1864; incorporated July 13, 1868.

Object.—To collect and preserve historical and current account of events, persons, inventions, scientific investigations, photographs, drawings, models, and specimens, and other matters of a similar character connected with the interests of Vineland.

First officers.—Joseph W. Morton, president; Hosea Allen, secretary; Mrs. O. D. Graves, treasurer.

Officers, 1894.—Daniel F. Morrill, president; Frank D. Andrews, secretary and treasurer.

PUBLICATIONS.

The society's reports, etc., have been published in the local press.

The society has a library, museum, and reading room, and after many years of inactivity is now permanently established in a building of its own and is steadily growing.

BROOKLYN CATHOLIC HISTORICAL SOCIETY.

BROOKLYN, N. Y.

Organized February 22, 1890; incorporated December, 1894.

Objects.—The discovery, collection, and preservation of historical material relating to the introduction, establishment, and progress of Catholicity in the diocese of Brooklyn (comprising Long Island), the encouragement of historical studies, the publication of historical papers and documents, and the maintenance of a library and museum of historical relics.

First officers.—Marc F. V llette, LL. D., president; (founder) George E. O'Hara, secretary; Rev. M. G. Flannery, treasurer; John A. Hamilton, librarian.

Officers, 1894.—Rt. Rev. Charles E. McDonnell, D. D., honorary president; Marc F. Vallette, LL. D., president; Rev. J. H. Mitchell, vice-president; Thomas F. Meehan, corresponding secretary; Thomas P. Mulligan, recording secretary; Rev. M. G. Flannery, treasurer; George E. O'Hara, librarian.

THE BUFFALO HISTORICAL SOCIETY.

BUFFALO, N. Y.

Organized December 31, 1862; incorporated January 6, 1863.

Objects.—To discover, procure, and preserve whatever may relate to the history of western New York, and the city of Buffalo in particular.

First officers.—Millard Fillmore, president; Lewis F. Allen, vice-president; Charles D. Norton, recording secretary; Guy H. Salisbury, corresponding secretary and librarian; Oliver G. Steele, treasurer.

Officers, 1894.—President, Andrew Langdon; vice-president, George W. Townsend; recording secretary, Henry W. Hill; corresponding secretary, librarian, and treasurer, George G. Barnum.

PUBLICATIONS.

See report of American Historical Association, 1892.

THE CAYUGA COUNTY HISTORICAL SOCIETY.

AUBURN, N. Y.

Organized, March 22, 1876; reorganized January 20, 1877; incorporated upon reorganization February 2, 1877.

Object.—To discover, procure, and preserve whatever relates to the natural, civil,

military, industrial, literary, and ecclesiastical history, and the history of science and art, of the State of New York in general, and the county of Cayuga in particular.

First officers.—President, Rev. Charles Hawley, D. D.; vice-president, Gen. William H. Seward; corresponding secretary, Benjamin B. Snow; recording secretary, Charles M. Baker; treasurer, David M. Dunning; librarian, Denis R. Alward; trustees, B. B. Snow, B. Fosgate, J. D. Button, L. E. Carpenter, D. M. Dunning, J. H. Osborn, J. Lewis Grant.

Officers, 1894.—William H. Seward, president; vice-president, Benjamin B. Snow; corresponding secretary, Frank W. Richardson; recording secretary, Porter Beardsley; treasurer, Nelson B. Eldred; librarian, James Seymour.

PUBLICATIONS.

See report of American Historical Association, 1892, and: Collections Nos. 10 and 11, 8vo.

CHAUTAUQUA SOCIETY OF HISTORY AND NATURAL SCIENCE.

JAMESTOWN, N. Y.

Organized July 19, 1883.

Object.—The collection and preservation of historic and scientific data of local and general importance.

First officers.—President, Prof. Samuel G. Love, Jamestown, N. Y. (deceased); first vice-president, William C. J. Hall, Jamestown, N. Y. (deceased); second vice-president, Horace C. Taylor, M. D., Brocton, N. Y.; secretary, William W. Henderson, Jamestown, N. Y.; treasurer, Judge L. Buyker, Stockton, N. Y. (deceased); executive committee, chairman, Hon. O. Edson, Sinclairville; A. Waterhouse, Jamestown, N. Y. (deceased); Daniel Sherman, Forestville, N. Y.; John A. Hall, Jamestown, N. Y. (deceased); Charles Parker, M. D., Panama, N. Y. (deceased).

Officers, 1894.—President, Horace C. Taylor, Brocton, N. Y.; first vice-president, Marcus Sackett, Irving; second vice-president, Flint Blanchard, Ellicott; secretary and treasurer, William W. Henderson, Jamestown; executive committee, Obed Edson, Sinclairville; Daniel Sherman, Forestville; Josephus H. Clark, Jamestown; Sidney Jones, Jamestown; Levant L. Mason, Jamestown.

PUBLICATIONS.

Many of the most important papers read before the society have been printed in pamphlet form or in the local newspapers.

HISTORICAL AND FORESTRY SOCIETY.

NYACK, N. Y.

Organized February 22, 1878; incorporated early in 1879.

Objects.—To discover, procure, and preserve whatever may relate to the natural, civil, and literary history of Rockland County, and to promote an interest in forestry and rural adornment.

Founders.—Hon. J. W. Ferdon, Hon. A. E. Suffern, Dr. C. R. Agnew, W. S. Gilman, jr., Rev. A. S. Freeman, Robert Smith, Dr. W. Govan, W. T. Searing, W. A. Shepard, John L. Salisbury, G. Van Nostrand, John Charlton, Albert Wells, Prof. G. D. Wilson, W. H. Bannister, Rev. W. C. Stitt, Charles W. Miller, W. H. Whiton, Benjamin Gilman, Rev. A. H. Hand, D. D., J. Snider, Cyrus M. Crum, R. Lexow, Rev. G. M. S. Blauvelt, H. Whittemore.

First officers.—President, Hon. J. W. Ferdon; vice-presidents, Hon. A. E. Suffern, Albert Wells, W. Govan, M. D., Jacob Snider, Cyrus M. Crum; recording secretary, Henry Whittemore; corresponding secretary, W. S. Gilman, jr.; treasurer, G. Van Nostrand.

Officers, 1894–95.—President, A. Chalmers Hinton; vice-presidents, Garret E. Green, George Van Houten, Augustus M. Voorhis, Ira M. Hedges, John L. Salisbury; recording secretary, George F. Morse; corresponding secretary, Garrett Z. Snider; treasurer, Charles C. Main; librarian, Garret Z. Snider.

HISTORICAL SOCIETY OF NEWBURG BAY AND THE HIGHLANDS.

NEWBURG, N. Y.

Organized September 3, 1883; incorporated January 8, 1884.

Objects.—Historical and literary.

First officers.—Enoch L. Fancher, president; Edward C. Boynton, first vice-president; William W. Carson, second vice-president; Lewis Beach, third vice-president; J.

Hervey Cook, fourth vice-president; Charles Estabrook, recording secretary; William J. Roe, corresponding secretary; Jonathan N. Weed, treasurer; Hamilton Fish, John J. Mouell, Joel T. Headley, Thomas B. Brooks, Edward M. Ruttenber, John R. Caldwell, James G. Graham, and Henry Dudley, trustees.

Officers, 1894.—Rev. Rufus Emery, president; J. Hervey Cook, first vice-president; James G. Graham, second vice-president; David Carson, third vice-president; Charles H. Wygant, fourth vice-president; Charles Estabrook, recording secretary; William Cook Belknap, corresponding secretary; Jonathan N. Weed, treasurer; Rev. William K. Hall, Thomas B. Brooks, James N. Dickey, Charles E. Williams, Charles F. Allan, George W. Peters, E. K. Shaw, and Russell Headley, trustees.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE HOLLAND SOCIETY OF NEW YORK.

NEW YORK, N. Y.

Incorporated March 14, 1885.

Objects.—To collect and preserve information respecting the early history and settlement of the city and State of New York by the Dutch, and to discover, collect, and preserve all still existing documents, monuments, etc., relating to their genealogy and history; to perpetuate the memory and foster and promote the principles and virtues of the Dutch ancestors of its members, and to promote social intercourse among the latter; to gather by degrees a library for the use of the society, composed of all obtainable books, monographs, pamphlets, manuscripts, etc., relating to the Dutch in America; to cause statedly to be prepared and read before the society papers, essays, etc., on questions in the history or genealogy of the Dutch in America, and to cause to be prepared and published, when the requisite materials have been discovered and procured, collections for a memorial history of the Dutch in America, wherein shall be particularly set forth the part belonging to that element in the growth and development of American character, institutions, and progress.

Incorporators.—Hooper C. Van Vorst, George M. Van Hoesen, George W. Van Slyck, David Van Nostrand, Edgar B. Van Winkle, Herman W. Vander Poel, William H. Hoes, Aaron J. Vanderpoel, George W. Van Siclen, Lucas L. Van Allen, Abraham Van Santvoord, W. A. Ogden Hegeman, George G. De Witt, jr., Wilhelmus, Mynderse, Jacob Wendell, Benjamin F. Vosburgh, M. D., Robert B. Roosevelt, Philip Van Volkenburgh, jr., Alfred Van Santvoord.

Officers, 1895.—President, Warner Van Norden; vice-presidents, Charles H. Truax, Delavan Bloodgood, Albert Van der Veer, Elijah Du Bois, Edward Elsworth, John N. Jansen, Garret D. Van Reipen, Henry A. Bogert, Harris E. Adriance, William H. Vredenburgh, John Livingston Swits, John Paul Paulison, Seymour De Witt, Abraham V. Schenck, Samuel S. Stryker, John Hopper, Charles K. Van Vleck, Charles R. De Freest, John H. Starin, Stewart Van Vlict, William K. Van Reypen; secretary, Theodore Melvin Banta; treasurer, Eugene Van Schaick.

PUBLICATIONS.

Year Books. These are reports of the transactions of the society.

Collections. Of these 2 volumes of about 400 pages each have been published in 8vo. They contain much valuable historical material not otherwise accessible. The first volume contains the official records of the (collegiate) Dutch reformed churches of Hackensack and Schraalenburg, Bergen County, N. J., from the year 1686 to the beginning of the present century, comprising the minutes of the consistories and lists of members, marriages, and baptisms, together with a brief history of the churches. This work, the first of an intended series of historical publications by the Holland Society, is of great value to all interested in their Dutch ancestry. A large portion of the names represented in the Holland Society appear upon the records of these ancient churches. A few of these names which occur with more or less frequency are: Ackerman, Adrianse, Allen, Alyee, Anderson, Banta, Benson, Berdan, Bertholf, Berry, Blauvelt, Bogert, Bordet, Brevoort, Brinkerhoff, Brower, Bruyn, Cadmus, Christie, Cole, Conklin, Conover, Cooper, Cornell, Cowenhoven, Day, De Baun, De Grauw, De Groot, Delamater, Demarest, Devoe, Dey, Doremus, Dubois, Duryea, Earle, Ecker, Edsall, Ferdon, Goetschins, Hardenburgh, Haring, Helm, Hopper, Hoogland, Housman, Huyler, Huysman, Jeroloman, Kingsland, Kipp. Kuyper, Labaugh, Lawrence, Leydecker, Lozier, Lutkens, Mabie, Mandeville, Meyer, Montanye, Moore, Nagel, Outwater, Paulison, Peek, Persel, Pieterson, Post, Quackenbush, Remsen, Retan, Romer, Romeyn, Ryerson, Schoonmaker, Slote, Smidt, Smith, Spier, Stagg, Stevens, Storm, Ten Eyck, Terhune, Tiebout, Valentine, Van Blercom, Van Buren, Van Buskirk,

Vanderbeck, Vanderhoef, Vanderlinde, Van Dien, Van Giesen, Van Horn, Van Houten, Van Norden, Van Reipen, Van Orden, Van Schaick, Van Sicklen, Van Saun, Van Voorhees, Van Wagener, Van Winkle, Van Zile, Varick, Verveelen, Volk, Vorhis, Vreeland, Waldron, Wannemaker, Westervelt, Wortendyke, Wynkoop, Zabriskie.

THE HUGUENOT SOCIETY OF AMERICA.

New York.

Organized April 12, 1883; incorporated June 12, 1885.

Objects.—"First. To perpetuate the memory and to foster and promote the principles and virtues of the Huguenots. Second. To publicly commemorate at stated times the principal events in the history of the Huguenots. Third. To discover, collect, and preserve all still existing documents, monuments, etc., relating to the genealogy or history of the Huguenots of America. Fourth. To gather by degrees a library, for the use of the society, composed of all obtainable books, monographs, pamphlets, manuscripts, church and other registers, relating to the Huguenots. Fifth. To cause statedly to be prepared and read before the society papers, essays, etc., especially on obscure or disputed questions in Huguenot history or genealogy, their settlements, biographies, public acts, influence on society, arts, commerce, and politics of America especially and of other countries where they settled. Sixth. To cause to be prepared and published, when the requisite materials have been discovered and procured, from time to time, a series of octavo volumes entitled 'Collections of the Huguenot Society of America.' An annual bulletin shall also be published, to correspond in general uniformity with the 'Collections.' It shall contain the proceedings of the society, notices of papers read before the society, or abstracts of them, or the papers in full, at the discretion of the publication committee. It shall also contain the annual financial statement of the treasurer and such a brief review of the doings of other Huguenot societies as the committee may deem it advisable to print. Seventh. To establish branches of this society in other American cities, and to encourage the foundation of similar societies in other countries where Huguenots have taken refuge, in order to arrive, with their aid, at a correct estimate of the combined influence of the Huguenots upon the history of the world at large."

Founders.—John Jay, Edward F. De Lancey, Ashbel G. Vermilye, Louis Mesier, Peter W. Gallaudet, Benjamin F. De Costa, Abram Du Bois, Josiah H. Gautier, Alfred V. Wittmeyer, Morey Hale Bartow, Charles W. Maury, Charles A. Briggs, and Chauncey M. Depew.

Officers, 1894.—President, Henry G. Marquand; vice-president for New York, John K. Rees; secretary, Lea McI. Luquer; treasurer, Henry M. Lester.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE JEFFERSON COUNTY HISTORICAL ASSOCIATION.

Watertown, N. Y.

Organized April 6, 1886; incorporated June 10, 1886.

Objects.—"The discovery, collection, preservation, and publication of the history, historical records, and data of and pertaining to Jefferson County; the collection and preservation of books, newspapers, pamphlets, maps, genealogies, portraits, paintings, relics, manuscripts, letters, journals, surveys, field books, and any and all other materials which may establish or illustrate such history or the growth and progress of population, wealth, education, agriculture, arts, manufactures, and commerce in Jefferson County, N. Y.. But a principal object of the society is the preservation of records and historical material relative to the war of 1812, of which the battle of Sackets Harbor and the triumphs of the American fleet in its vicinity, are so conspicuous a part."

Founders.—W. B. Camp, of Sackets Harbor; Dr. A. T. Jacobs, of Ellisburg; Justus Eddy, of Adams; Philo M. Brown, of Lorraine; J. A. Parker, of the town of Watertown, and Rev. J. Winslow, R. A. Oakes, Moses Eames, A. D. Shaw, Rev. R. Fisk, Sidney Cooper, E. M. Gates, E. J. Clark, B. Brockway, and F. D. Rogers. Mr. Brockway was made chairman and R. Fisk secretary.

Officers, 1894.—President, Beman Brockway; vice-presidents, Walter B. Camp, Moses Eames, John C. Sterling; recording secretary, Richmond Fisk; corresponding secretary, Lotus Ingalls; librarian and custodian, Daniel S. Marvin; treasurer, N. P. Wardwell; executive committee, Albert D. Shaw, D. A. Dwight, Sidney Cooper, P. M. Brown; counselors, L. J. Dorwin, Rev. J. Winslow, R. A. Oakes, A. D. Rem-

ington, P. M. Brown, D. A. Dwight, Sidney Cooper, A. D. Shaw, George B. Massey, R. Fisk, E. M. Gates, A. H. Sawyer, Lotus Ingalls, C. R. Skinner, Elon R. Brown, John Sheldon, J. C. Knowlton, Joseph Mullin, Frank A. Hinds.

PUBLICATIONS.

Transactions, Vols. I–II, 1886–1891, Watertown, 1887, 1891, 8vo, pp. 183 (1), 61.

THE JOHNSTOWN HISTORICAL SOCIETY.

JOHNSTOWN, N. Y.

Organized May 30, 1892; incorporated May 30, 1892.

Objects.—"The discovery, collection, preservation, and publication of the history, historical records, and data of and relating to the territory or districts of country formerly occupied or claimed by the various Indian tribes or nations which were under the supervision of Sir William Johnson, as representative of the British Government prior to the war of the American Revolution; the collection and preservation of books, newspapers, pamphlets, maps, genealogies, portraits, paintings, relics, manuscripts, letters, journals, surveys, field books, and any and all other articles which may establish or illustrate such history or the growth and progress of population, wealth, education, agriculture, arts, science, manufactures, trade, and commerce in said territory or districts."

Founders and first officers.—Hon. Horace E. Smith, LL. D., Johnstown, N. Y., president; James I. Younglove, first vice-president; Capt. Edgar S. Dudley, U. S. A., second vice-president; S. Elmore Burton, Gloversville, N. Y., third vice-president; Fred. Linus Carroll, A. M., Johnstown, N. Y., corresponding secretary; Hon. Philip Keck, recording secretary; Donald Fraser, treasurer; Rev. John N. Marvin, librarian; trustees, Rev. Peter Felts, D. D., Andrew J. Nellis, John G. Ferres, A. S. Van Voast, John T. Selmser, William A. Livingston, and Fenton I. Gidley, M. D., all of Johnstown, N. Y.

Officers, 1895.—Hon. Horace E. Smith, LL. D., Johnstown, N. Y., president; James I. Younglove, first vice-president; Capt. Edgar S. Dudley, U. S. A., second vice-president; Hon. Philip Keck, third vice-president; Fred. Linus Carroll, A. M., corresponding secretary; M. S. Northrup, recording secretary; C. H. Butler, assistant recording secretary; Donald Fraser, treasurer; Rev. John N. Marvin, librarian; trustees, Rev. Peter Felts, D. D., Andrew J. Nellis, John G. Ferres, A. S. Van Voast, John T. Selmser, William A. Livingston, and Fenton I. Gidley, M. D., all of Johnstown, N. Y.

LIVINGSTON COUNTY HISTORICAL SOCIETY.

GENESEO, N. Y.

Organized 1876; incorporated February 13, 1877.

Object.—"The general object of the society shall be to discover, procure, and preserve whatever may relate to the history of western New York in general and Livingston County and its towns in particular, and to gather such statistics of education and population, growth and prosperity, and business of this region as may seem advisable or of public utility."

Founders.—Norman Seymour, L. B. Proctor, Charles Shepard, D. H. Bissell, D. H. Fitzhugh. First president, D. H. Fitzhugh.

Officers, 1894.—Frank Fielder, president; C. K. Sanders, vice-president; L. R. Doty, secretary and treasurer.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE LONG ISLAND HISTORICAL SOCIETY.

BROOKLYN, N. Y.

Organized and incorporated 1863.

The object of the society is to discover, procure, and preserve whatever may relate to general history; especially to the natural, civil, literary, and ecclesiastical history of the United States, the State of New York, and more particularly of the counties, towns, and villages of Long Island.

First officers.—President, J. Carson Brevoort; first vice-president, John Greenwood; second vice-president, Charles E. West; foreign corresponding secretary, Henry C. Murphy; home corresponding secretary, John Winslow; recording secretary, A. Cooke Hull; treasurer, Charles Congdon; librarian, Henry R. Stiles.

Officers, 1894-95.—President, Rev. Richard S. Storrs, D. D., LL. D.; first vice-president, Hon. Joshua M. Van Cott; second vice-president, Alexander E. Orr; foreign corresponding secretary, Hon. Benjamin D. Silliman, LL. D.; home corresponding secretary, Rev. Charles H. Hall, D. D.; recording secretary, Frederic A. Ward; chairman of the executive committee, Thomas E. Stillman; treasurer, John Jay Pierrepont; librarian, Emma Toedteberg.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE METHODIST HISTORICAL SOCIETY IN THE CITY OF NEW YORK.

NEW YORK, N. Y.

Organized 1891; incorporated February 29, 1892.

Object.—"To found and perpetuate a library of books, pamphlets, and manuscripts, and a collection of portraits and relics, to maintain a reading room, to found a lectureship, and to collect and preserve whatever shall illustrate the history and promote the interests of Methodism." (Constitution.)

Charter members.—Morris D'C. Crawford, Albert S. Hunt, Henry A. Buttz, James M. King, J. S. Breckinridge, Richard Vanhorne, Richard Wheatley, Elias S. Osbon, J. Cowins, J. M. Buckley, John F. Dodd.

First officers.—President, Morris D'C. Crawford, D. D.; vice-presidents, James M. Buckley, D. D.; James A. Punderford, Henry A. Buttz, D. D., Edward L. Dobbins, Hon. Enoch L. Fancher, Prof. John M. Van Vleck; historian, Albert S. Hunt, D. D.; recording secretary, Townsend Wandell; treasurer, William H Beach; librarian, Rev. Joseph C. Thomas.

The officers at present are the same as those above named, with the addition of Rev. J. M. Freeman, D. D., as corresponding secretary.

MINISINK VALLEY HISTORICAL SOCIETY.

PORT JERVIS, N. Y.

Organized and incorporated 1889.

Object.—To encourage the study of local history and to collect materials for illustrating the same.

First officers.—Rev. S. W. Mills, president; Dr. S. Van Etten, Francis Marvin, Moses L. Cole, and John L. Bonnell, vice-presidents; Dr. W. L. Cuddeback, recording secretary; W. H. Nearpass, corresponding secretary; Benjamin Van Fleet, O. P. Howell, C. E. Cuddeback, and H. H. Farnum, executive committee.

Officers, 1895.—Rev. Dr. S. W. Mills, president; Dr. S. Van Etten, Francis Marvin, John I. Westbrook, and Etting Cuddeback, vice-presidents; Dr. W. L. Cuddeback, recording secretary; W. H. Nearpass, corresponding secretary; C. F. Van Inwegen, treasurer; Benjamin Van Fleet, O. P. Howell, C. E. Cuddeback, and Peter Wells, with officers of the society, executive committee.

PUBLICATIONS.

Settlement of the Minisink Valley.

MOHAWK VALLEY HISTORICAL SOCIETY.

CANAJOHARIE, N. Y.

Organized October 26, 1885; incorporated January 8, 1889.

Object.—To preserve Fort Rensselaer, Canajoharie, N. Y., and to gather within it relics of former ages, forming an educational museum which will show the progress from the time of first settlement to the present and future periods.

Founders.—A. G. Richmond, James Arkell, Mrs. James Arkell, Benjamin Smith, Adam Smith, Rufus A. Grider, Augustus Jones, Allen W. Johnson, James Taylor, Joseph Drexell, Augustus Hodge, Martin L. Smith, E. W. Smith, William Hatter & Sons, Daniel Devoe, Louis Bierbauer, A. P. Gage & Co, John Finehaut, C. F. Wheelock, P. D. Van Olinda, James D. Taylor, and others.

Past and present officers.—James Arkell, president; M. L. Smith, vice-president; A. G. Richmond, treasurer; Rufus A. Grider, secretary.

NEW YORK GENEALOGICAL AND BIOGRAPHICAL SOCIETY.

NEW YORK, N. Y.

Organized February 27, 1869; incorporated March 26, 1869.

Objects.—"To discover, procure, preserve, and perpetuate whatever may relate to genealogy and biography, and more particularly to the genealogies and biographies

of families, persons, and citizens associated and identified with the State of New York." These objects it aims at accomplishing: First, by semimonthly meetings for the transaction of business, the interchange of views, and the reading of appropriate papers, and for discussions relative to genealogy, biography, and kindred subjects; second, by collecting and maintaining a library of reference of such books on history, genealogy, biography, and kindred subjects, both in printed and manuscript form, as may in any way contribute to the purpose of the society; third, by the publication and dissemination of genealogical and biographical material and information.

Daniel P. Holton was the originator of the plan. The founders were Henry E. Stiles, M. D.; S. A. Baker, D. D.; Daniel P. Holton, M. D.; W. F. Holcombe, M. D.; and S. E. Stiles.

First officers.—H. E. Stiles, president; S. E. Stiles, secretary.

Officers, 1894.—President, Gen. James Grant Wilson, D. C. L.; first vice-president, Ellsworth Eliot, M. D.; second vice-president, Rufus King; treasurer, William Platt Ketcham, A. M., LL. B.; librarian, Richard Henry Greene, A. M., LL. B.; recording secretary, Thomas G. Evans, A. B., LL. B.; corresponding secretary, Newland Maynard, D. D.; registrar, Howland Pell.

PUBLICATIONS.

Bulletin, December, 1869.

New York Genealogical and Biographical Record, January, 1870, to date, quarterly; Marriages and Baptismal Records of the Reformed Dutch Church, New Amsterdam and New York, 1639–1800, vol 1; Marriages, New York, 1890, 8vo, pp. 351. See also Report of American Historical Association, 1892.

THE NEW YORK HISTORICAL SOCIETY.

NEW YORK, N. Y.

Organized November 20, 1804; incorporated February 10, 1809.

Object.—For the purpose of discovering, procuring, and preserving whatever may relate to the natural, civil, literary, and ecclesiastical history of the United States in general, and of this State [New York] in particular.

Founders.—Egbert Benson, De Witt Clinton, Rev. William Linn, Rev. Samuel Miller, Rev. John N. Abeel, Rev. John M. Mason, David Hosack, M. D., Anthony Bleecker, Samuel Bayard, Peter G. Stuyvesant, and John Pintard.

First officers.—Egbert Benson, president; Right Rev. Benjamin Morse, first vice-president; Buckholst Livingston, second vice-president; Rev. Samuel Miller, corresponding secretary; John Pintard, recording secretary; Charles Wilkes, treasurer; John Forbes, librarian.

Officers, 1895.—President, John A. King; first vice-president, John A. Weekes; second vice president, John S. Kennedy; foreign corresponding secretary, John Bigelow; domestic corresponding secretary, Edward F. De Lancey; recording secretary, Andrew Warner; treasurer, Robert Schell; librarian, William Kelby.

PUBLICATIONS.

Collections of the New York Historical Society, Vols. I–VI, 8vo, New York, 1811–1829.

———, Second series, Vols. I–IV, 8vo, New York, 1841–1859.

———, Publication Fund Series, Vols. I–XXII, 8vo, New York, 1868–1889.

Proceedings, 1843 to 1849, 7 vols., 8vo, New York, 1843–1849.

A great many minor publications, consisting of anniversary addresses, papers read before the society, by-laws, lists of members, exhibition catalogues, etc. See also Report of American Historical Association, 1892.

THE ONEIDA HISTORICAL SOCIETY AT UTICA.

UTICA, N. Y.

Organized December 1, 1876; incorporated September 18, 1878.

Objects.—The discovery, collection, and preservation of the history, historical records, and data of and relating to that portion of the State of New York formerly known as Tryon County.

First officers.—Horatio Seymour, president; C. W. Hutchinson, Alexander Seward, Edward Huntington, vice-presidents; S. N. D. North, recording secretary; M. M. Jones, corresponding secretary; R. S. Williams, treasurer.

Officers, 1894.—C. W. Hutchinson, president; William M. White, George D. Dimon, David E. Wager, vice-presidents; W. Pierrepont White, recording secretary; C. W.

Darling, corresponding secretary; M. M. Bagg, librarian; Warren C. Rowley, treasurer.

The ground has been purchased and $50,000 provided toward a new building, which will be a handsome structure occupying a triangular plat of ground and separate from other buildings.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE ONONDAGA HISTORICAL ASSOCIATION.

SYRACUSE, N. Y.

Organized January 22, 1862; incorporated April 29, 1863.

Its object is to preserve documents or articles relating to the history of Onondaga County, and to undertake such special work in the way of arousing interest in the history of the county as may seem advisable.

Founders.—James Noxon, Lyman W. Conkey, Homer De L. Sweet, William Baumgras, Samuel N. Holmes, and Charles R. Wright.

First officers.—President, Joshua V. H. Clark; vice-president, Nathaniel B. Smith; treasurer, James S. Leach; recording secretary, Charles R. Wright; corresponding secretary, James Noxon.

Officers, 1894.—President, William Kirkpatrick; first vice-president, Dr. Henry D. Didama; second vice-president, Mrs. Mary E. Bagg; treasurer, Edward A. Powell, recording secretary, Louis Dow Scisco; corresponding secretary, Mrs. Frances W. Marlette.

PUBLICATIONS.

Transactions, Vol. I, 1865, 8vo, pp. 24; Vol. II, 1894, 8vo, pp. 24, paper.

THE ROCHESTER HISTORICAL SOCIETY.

ROCHESTER, N. Y.

Organized March 3, 1888; incorporated November, 1888.

Objects.—To discover, procure, and preserve whatever may relate to the history of the city of Rochester and of those adjacent localities which, in their historical growth or commercial relations, are intimately connected with the interests of the city.

The society had its origin in a social gathering at the residence of Mrs. Gilman H. Perkins.

First board of managers.—Henry E. Rochester, M. F. Reynolds, Hiram Sibley, George E. Mumford, James L. Angle, F. A. Whittlesey, W. C. Morey.

First officers.—Dr. E. M. Moore, sr., president; Rev. Dr. A. H. Strong, vice-president; Mrs. Jane Marsh Parker, corresponding secretary; William F. Peck, recording secretary; Gilman H. Perkins, treasurer; Herman K. Phinney, librarian.

Officers, 1894.—John H. Rochester, president; Frank W. Elwood, vice-president; Mrs. Jane Marsh Parker, corresponding secretary; William F. Peck, recording secretary; Charles H. Wilt, treasurer; Jane E. Rochester, librarian.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE ST. NICHOLAS SOCIETY OF THE CITY OF NEW YORK.

NEW YORK, N. Y.

Organized February 28, 1835; incorporated April 17, 1841.

Objects.—"To afford pecuniary relief to indigent or reduced members and their widows and children; to collect and preserve information respecting the history, settlement, manners, and such other matters as may relate thereto of the city of New York, and to promote social intercourse among its native citizens."

First officers, 1835.—President, Peter G. Stuyvesant; first vice-president, Abraham Bloodgood; second vice-president, Washington Irving; third vice-president, Gulian C. Verplanck; fourth vice-president, Peter Schermerhorn; treasurer, John Oothout; secretary, Hamilton Fish; assistant secretary, William A. Lawrence; chaplains, Rt. Rev. Benjamin T. Onderdonk, Rev. Robert McCartee; physicians, William H. Hobart, Edward G. Ludlow; consulting physicians, Hugh McLean, John W. Francis.

Officers, 1895.—President, Chauncey M. Depew; first vice-president, Edward King; second vice-president, S. Franklin Stanton; third vice-president, Frederic De Peyster Foster; fourth vice-president, Stuyvesant Fish; treasurer, Charles A. Schermerhorn; secretary, George G. De Witt; assistant secretary, E. Benedict Oakley; chaplains,

Rt. Rev. Henry C. Potter, D. D., Rev. Henry Van Dyke, D. D.; physicians, Stuyvesant Fish Morris, M. D., Edward Quintard, M. D.; consulting physicians, Stephen V. R. Bogert, M. D., Gouverneur M. Smith, M. D.

SCHOHARIE COUNTY HISTORICAL SOCIETY.

SCHOHARIE, N. Y.

Organized November 29, 1888; incorporated March 4, 1889.

Objects.—"To create an interest in historical matters; to discover, gather, collect, and disseminate historical information; collect, receive, preserve, and safely keep historical records, documents, books, papers, maps, manuscripts, letters, journals, relics, and other historical data, articles, and things which may establish or illustrate the history, growth, and progress of the county of Schoharie and its surroundings."

First officers.—President, Mark W. Stevens; vice-presidents, George L. Danforth, William E. Roscoe, Hobart Krum; recording secretary, Dr. Henry F. Kingsley; corresponding secretary, Prof. Solomon Sias; treasurer, John B. Grant; librarian, Henry Cady; executive committee, Charles Brewster, Peter C. Vroman, Frank G. Mix, Martin V. B. Hagar, William D. Gebhard.

Officers, 1895.—President, George L. Danforth; vice-president, Charles M. Thorp; treasurer, John B. Grant; secretary, Henry F. Kingsley; curator, Henry Cady.

THE UNITED STATES CATHOLIC HISTORICAL SOCIETY.

BROOKLYN, N. Y.

Organized December, 1884; incorporated, January 1885.

Objects.—"The discovery, collection, and preservation of historical materials relating to the introduction, establishment, and progress of the Catholic Church and faith in the United States, to the progress of Christian art and civilization therein, to Catholic American bibliography, and to the evidences of Catholic Christianity furnished by American ethnology, linguistics, and political development; the discussion of subjects and the publication of essays, documents, and rare books relating to the above, and the maintenance of an historical library and museum of historical relics."

Founders and first officers.—Honorary president, His Eminence Cardinal McCloskey; president, Richard H. Clarke, LL. D.; vice-president for archdiocese of New York, Gen. Charles P. Stone; corresponding secretary, Marc F. Vallette, LL. D.; recording secretary, Cornelius M. O'Leary, M. D.; treasurer, Patrick Farrelly; trustees, John Gilmary Shea, LL. D., Rev. Richard L. Burtsell, D. D., Rev. James H. McGean, Thomas Addis Emmet, M. D., John R. S. Hassard, Charles Carroll Lee, M. D., Franklin H. Churchill.

Officers, 1894.—Most Rev. M. A. Corrigan, D. D., honorary president; Frederick R. Coudert, honorary vice-president; Hon. Morgan J. O'Brien, honorary vice-president; Thomas Addis Emmet, M. D., LL. D., president; Charles W. Sloane, vice-president; Marc F. Vallette, LL. D., corresponding secretary; Joseph T. Keiley, recording secretary; Joseph A. Kernan, treasurer; Rev. James J. Dougherty, librarian; trustees, Rev. James H. McGean, Hon. Morgan J. O'Brien, Charles Carroll Lee, M. D., Patrick Farrelly, Francis D. Hoyt, John D. Keiley; councillors, Rev. P. F. McSweeney, D. D., James S. Coleman, Edward J. McGean, Charles G. Herbermann, LL. D., Joseph H. Mosher, Joseph Thoron.

PUBLICATIONS.

See Report of American Historical Association, 1892, and: Proceedings, 1885, pp. 47.
The United States Catholic Historical Magazine, Vols. I–IV, 1887, quarterly, 412 pp. each.
Voyages of Columbus, 8vo, pp. 290.

THE WATERLOO LIBRARY AND HISTORICAL SOCIETY.

WATERLOO, N. Y.

Organized April 17, 1875; incorporated March 22, 1876.

Object.—"The establishing, creating, and maintaining a library, and for purchasing literary, historical, geological, and other papers, books, and mementos."

Incorporators and first officers.—Daniel S. Kendig, president; Horace F. Gustin, vice-president; Samuel R. Welles, secretary; Charles I. Morgan, treasurer; Samuel H. Gridley, historian; James McLean, Thomas A. McIntyre, George Haigh, Frederick Furniss, Walter Quinby, James C. Halstead, Thomas Fatzinger.

Present trustees and officers, 1894.—Samuel R. Welles, president; Frederick L. Manning, vice-president; Andrew G. Mercer, treasurer; William S. Carter, secretary; Edward Fatzinger, jr., historian; Albert M. Patterson, William O. Clark, Leonard Story, Edwin C. Peirson, Francis Bacon, Alonzo Terwilliger, Paul G. Walsh.

PUBLICATIONS.

See report of American Historical Association, 1892, and add: Unveiling the monument to Red Jacket at Canoga, N. Y., October 14, 1891, 8vo., 60 pp.

WESTCHESTER COUNTY HISTORICAL SOCIETY.

WHITE PLAINS, N. Y.

Organized September 16, 1874; incorporated October 10, 1874.

Object.—To obtain and preserve information pertaining to the history of the United States, the State of New York, and especially of the county of Westchester, N. Y.

First officers.—President, James Wood; vice-presidents, Edward F. Delancey, Rev. Charles W. Baird, Josiah S. Mitchell, John Jay, David Hawley; recording secretary, Monmouth G. Hart; corresponding secretary, Rev. C. Winter Bolton; treasurer and librarian, Oliver R. Willis.

Officers, 1894.—President, James Wood; recording secretary, James B. Lockwood; corresponding secretary, S. L. H. Ward; treasurer, M. G. Hart; librarian and curator, W. A. Woodworth.

PUBLICATIONS.

See report of American Historical Association, 1892; constitution and by-laws.

THE GUILFORD BATTLE GROUND COMPANY.

GREENSBORO, N. C.

Organized May 6, 1887; incorporated March 7, 1887.

Objects.—"For the benevolent purpose of preserving and adorning the grounds on and over which the battle of Guilford Court House was fought on the 15th day of March, 1781, and the erection thereon of monuments, tombstones, and other memorials to commemorate the heroic deeds of the American patriots who participated in this battle for liberty and independence."

First officers and founders.—Hon. David Schenck, Col. Thomas B. Keogh, Col. Julius A. Gray, Dr. D. W. C. Benbow, and J. W. Scott. These were elected as a board of directors, and from these directors the following officers were chosen: Hon. David Schenck, president; Col. Thomas B. Keogh, secretary; J. W. Scott, treasurer.

Officers, 1895.—Hon. David Schenck, president; J. W. Fry, vice-president; D. Schenck, jr., secretary; J. W. Scott, treasurer. Directors, Hon. D. Schenck, J. W. Fry, J. W. Scott, W. E. Bevill, Dr. D. R. Schenck, Neil Ellington, Joseph M. Morehead, Thomas Woodroffe, Samuel Wittkowsky, E. P. Wharton, Col. R. M. Douglas, Col. L. M. Scott, R. M. Sloan, D. W. C. Benbow, Hon. Thomas M. Holt.

The Guilford Battle Ground Company owns 75 acres of land, which lies 5 miles northwest of Greensboro, N. C. This tract is intersected by the Cape Fear and Yadkin Valley Railroad. It is now a beautiful park. This is the only Revolutionary battlefield purchased, owned, controlled, and embellished by a private corporation. It has 8 monuments, 5 beautifully adorned springs, a lovely lake covering 2 or 3 acres, a pavilion with a seating capacity of 2,000, and a handsome bronze statue of Maj Joseph Winston. It has also a museum, which contains a collection of Revolutionary relics and autographs and a number of fine oil paintings and portraits. The lines of battle are all marked by granite posts. The company has an annual celebration on the 4th of July, which is largely attended. An historical address is delivered each year by some distinguished guest of the company.

PUBLICATIONS.

Historical address on the battle of Guilford Court House, by Hon. D. Schenck, delivered May 5, 1888. 8vo.

Address by Hon. Z. B. Vance, May 4, 1889. 8vo.

Address on the life and services of Brig. Gen. Jethro Sumner, by Kemp P. Battle, LL. D., July 4, 1891, 8vo.

Address on the life and services of Gen. William R. Davie, by Hon. Walter Clark, July 4, 1892, 8vo.

Maryland and North Carolina in the Campaign of 1780–81, by Prof. Ed. Graham Daves, October 15, 1892, 8vo.

Address on the occasion of the dedication of the monument to the memory of the Maryland soldiers who fell in the battle of Guilford Court-House, by Prof. E. A. Alderman, October 15, 1892, 8vo.

Address on the occasion of the dedication of the Holt monument, by Hon. D. Schenck, July 4, 1893.

The design of this address was to show that while the North Carolina militia received the first fire in this battle, the North Carolina riflemen under Maj. Joseph Winston and Martin Armstrong were the last to leave the battlefield.

Address upon the life and services of William Hooper, by Prof. E. A. Alderman, July 4, 1894.

Memorial volume of the Guilford Battle Ground Company, 8vo, 1894.

This volume has 40 illustrations of the monuments and scenes on the battle-field and of distinguished men connected with the battle ground company. It contains a complete history of the company.

North Carolina, 1780–81, by Hon. D. Schenck, 8vo., pp. 499, 1889.

This volume is an outgrowth of the company, and is a vindication of the North Carolina troops who fought in the campaign of 1780 and 1781, against the aspersions of Col Harry Lee. It also sets forth the patriotic and important services rendered by the State of North Carolina in repelling the invasion of Cornwallis.

THE HISTORICAL SOCIETY OF THE NORTH CAROLINA CONFERENCE.

DURHAM, N. C.

Organized December, 1893, at Wilmington, N. C.

Object.—To preserve the history of North Carolina Methodism.

First officers.—President, Rev. W. S. Rone; secretary, Rev. T. N. Ivey.

Officers, 1895.—President, Rev. W. S. Rone; secretary, Rev. T. N. Ivey. Prof. J. S. Bassett, Durham, N. C., is chairman of its board of curators, and preserves its collections, which are deposited at Trinity College.

HISTORICAL SOCIETY OF THE UNIVERSITY OF NORTH CAROLINA.

CHAPEL HILL, N. C.

Organized January, 1844.

Object.—"This society has been established, first, for the purpose of endeavoring to excite such interest in the public mind in regard to the history of the State as may induce the legislature to adopt early and efficient measures to obtain from England the most interesting documents in relation to the regal government, together with such papers as may be found to reflect light upon the obscure history of the proprietary government of Carolina; and, secondly, to collect, arrange, and preserve at the university, as nearly as may be possible, one or more copies of every book, pamphlet, and newspaper published in this State since the introduction of the press among us in 1749; all books published without the State, in our own or foreign countries, on the history of Carolina, and especially all the records, documents, and papers to be found within the State that may tend to elucidate the history of the American Revolution." (Quoted from the first publication of the society.)

The founder was David L. Swain, ex-governor and then president of the university. He was its president, chief promoter, and personal embodiment until his death, in August, 1868, when the society ceased to exist for the time being.

It was again reorganized on October 26, 1887, with the following officers: President, Kemp P. Battle, LL. D.; vice-president, A. W. Mangum, D. D.; honorary secretary, Prof. John F. Heitman; secretary and treasurer, Stephen B. Weeks; executive committee, Kemp P. Battle, A. W. Mangum, G. T. Winston, Stephen B. Weeks, Claudius Dockery. It has since continued active.

TRINITY COLLEGE HISTORICAL SOCIETY.

DURHAM, N. C.

Organized April 4, 1892.

Object.—To awaken interest in historical work at Trinity College; to investigate the history of North Carolina and of the South, and to collect documents and relics relating to the history of North Carolina.

Founder.—Dr. Stephen B. Weeks.

First officers.—President, S. J. Durham; vice-president, E. T. Bynum; corresponding secretary, Dr. Stephen B. Weeks; recording secretary and treasurer, I. E. Avery; librarian, F. C. McDowell.

Present officers.—President, Dr. John S. Bassett; secretary, S. S. Dent.

ASHTABULA COUNTY PIONEER ASSOCIATION.

JEFFERSON, OHIO.

Organized September 8, 1880.

Objects.—To keep up old associations, collect history, and perpetuate the memory of the pioneers.

First officers.—L. H. Jones, of Wayne Township, president; Abel Krum, Ashtabula Township, treasurer: J. A. Howells, Jefferson Township, secretary.

Officers, 1894-95.—H. L. Morrison, president, Ashtabula; N. E. French, treasurer, Jefferson; J. A. Howells, secretary, Jefferson.

DEUTSCHER PIONEER-VEREIN.

CINCINNATI, OHIO.

Organized June 2, 1868.

The aim and object of the association is to renew and fortify the ties of old friendship, and also to preserve the history and deeds of the German pioneers of North America for coming generations by collecting documents, notes, etc., pertaining to same.

Founders and first officers.—Dr. Joseph H. Pulte, president; Joseph Siefert, vice-president; Christ. von Seggern, secretary; Nic. Hoeffer, treasurer.

Officers, 1894.—Julius Hoffmann, president; Ed. Gruber, vice-president; J. C. Krieger, secretary; J. C. Wiechelmann, treasurer.

PUBLICATION.

A quarterly.

THE FIRELANDS HISTORICAL SOCIETY.

NORWALK, OHIO.

Organized June 17, 1857; incorporated June 9, 1880.

Objects.—"To collect, preserve, and publish in proper forms historical information, and especially the facts constituting the full history of the Firelands and adjacent parts of Ohio; to obtain and preserve an authentic account of their resources and productions, of their natural and archæological relics, curiosities, and antiquities; and other scientific and historical collections." (Charter.)

Founders and first officers.—President, Platt Benedict; vice-presidents, William Parish, Elutheros Cooke, Zalmuna Phillips, Seth C. Parker, and John H. Niles; treasurer, Charles A. Preston; recording secretary, Philip N. Schuyler; corresponding secretaries, Frank D. Parish and Gideon T. Stewart.

Officers, 1895.—President, Gideon T. Stewart; vice-presidents, James D. Easton and Hiram P. Starr; recording secretary, Frank H. Jones; corresponding secretary, James G. Gibbs; treasurer, Charles W. Manahan; librarian and custodian of relics, Caleb H. Gallup; biographer, Frederick R. Loomis; directors and trustees, Gideon T. Stewart, J. M. Whiton, J. L. Brooks, Frank H. Jones, I. M. Gillett, Caleb H. Gallup, and Frederick R. Loomis.

PUBLICATIONS.

The Firelands Pioneer, Vols. I–XIII, 1858–1878; new series, Vol. I, 1882–1884. See also Report of American Historical Association, 1892.

HISTORICAL AND PHILOSOPHICAL SOCIETY OF OHIO.

CINCINNATI, OHIO.

Organized December 31, 1831; incorporated February 11, 1831.

Objects.—The collection and preservation of everything relating to the history and antiquities of America, more especially of the State of Ohio, and the diffusion of knowledge concerning them.

First officers.—Benjamin Tappan, president; Ebenezer Lane and Rev. William Preston, vice-presidents; Alfred Kelly, corresponding secretary; P. B. Wilcox, recording secretary; John W. Campbell, treasurer; G. Swan, B. G. Leonard, Edward King, J. P. Kirtland, and S. P. Hildreth, curators.

Officers, 1895.—Eugene F. Bliss, president; Frank J. Jones and Nathaniel Henchman Davis, vice-presidents; Robert Clarke, corresponding secretary; Reuben H. Warder, recording secretary; Julius Dexter, treasurer; Mrs. Catharine W. Lord, librarian; Mrs. Louise N. Anderson, Albert H. Chatfield, Mrs. T. L. A. Greve, John M. Newton, and John A. Gano, curators.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE LICKING COUNTY PIONEER, HISTORICAL, AND ANTIQUARIAN SOCIETY.

NEWARK, OHIO.

Organized May 1, 1867.

Objects.—To collect a reference library, to gather the records of old settlers, and to serve as a repository for relics.

First officers.—President, Hon. William Stanbery; vice-presidents, John N. Wilson, Thomas J. Anderson, and Daniel Forry; treasurer, Enoch Wilson; corresponding secretary, William Spencer; recording secretary, Isaac Smucker.

Officers, 1894.—President, Hon. M. M. Munson; vice-presidents, Prof. E. F. Appy, Jacob V. Burner, and S. Stacker Williams; chaplain, Rev. Henry C. Johnson; recording secretary, Hon. Charles B. Giffin; corresponding secretary, Judge E. M. P. Brister; historian, Samuel J. Ewing; treasurer and librarian, Capt. James H. Smith; executive committee, A. B. Clark, William L. Evans, Lucius B. Wing, J. C. Hartzler, Samuel J. Davis, Griff Rosebrough.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE LORAIN COUNTY HISTORICAL SOCIETY.

ELYRIA, OHIO.

Organized 1889.

Object.—The collection and safe-keeping of papers, documents, and biographical sketches pertaining to the county history and the several townships therein, together with articles of an archæological character and such aboriginal and other relics as are worthy of preservation.

Founders.—The founders were the ladies of that county who worked for the Ohio Centennial. A small amount of money left from a loan held in the city was used as a basis, and the society is now self-supporting, and has a creditable archæological and historical collection.

Officers, 1895.—President, Mrs. Edwin Hall; first vice-president, Mrs. G. A. Budd; second vice-president, Mrs. S. A. Cary; recording secretary, Mrs. P. H. Boynton; corresponding secretary, Mrs. George G. Washburn; treasurer, Mrs. W. E. Cahoon.

NEW CENTURY HISTORICAL SOCIETY.

MARIETTA, OHIO.

Organized December 31, 1888.

Objects.—To collect and preserve historical matter relating to the Northwest Territory and its growth and development during the past century, to promote patriotism, and to engage in any memorial or other work which may from time to time be deemed desirable.

Founders.—George M. Woodbridge, A. Tupper Nye, W. B. Loomis, J. B. West, M. M. Rose, Dr. J. D. Cotton, William H. Buell, T. F. Davis, S. J. Hathaway, James W. Nye.

Officers, 1895.—M. M. Rose, president; C. S. Dana, vice-president; Mrs. S. J. Hathaway, secretary; Joseph Brennan, treasurer.

SANDUSKY COUNTY PIONEER AND HISTORICAL SOCIETY.

FREMONT, OHIO.

Organized June 6, 1874.

Objects.—To promote mutual acquaintance and social intercourse among the early settlers of the county, and to gather and put on record the reminiscences, historical events, and names of pioneers.

First officers.—Homer Everett, president; L. Q. Rawson, vice-president; R. B. Hayes, secretary; James W. Wilson, treasurer; H. Everett, R. B. Hayes, H. Lang, Platt Brush, R. P. Buckland, and J. L. Green, executive committee.

Officers, 1895.—Dr. James W. Wilson, president; Maj. I. H. Burgoon, vice-president and secretary; A. J. Wolf, treasurer; Jacob Burgner, stenographer and assistant secretary.

PUBLICATIONS.

A verbatim report of the proceedings at the annual reunions and picnics is printed each year in the county papers, but the society has not yet published its "annals."

WESTERN RESERVE HISTORICAL SOCIETY.

CLEVELAND, OHIO.

Organized May, 1867, as a branch of the Cleveland Library Association (now the Case Library); chartered and reorganized March 8, 1892.

Objects.—"To discover, collect, and preserve whatever relates to the history, biography, genealogy, and antiquities of Ohio and the West, and of the people dwelling therein, including the physical history and condition of that State; to maintain a museum and library, and to extend knowledge upon the subjects mentioned by literary meetings, by publication, and by other proper means." (Charter.)

Founders.—M. B. Scott, A. T. Goodman, Peter Thatcher, W. N. Hudson, J. D. Cleveland, George Willey, E. R. Perkins, John H. Sargeant, W. P. Fogg, George R. Tuttle, Samuel Starkweather, J. C. Buell, Henry A. Smith, C. W. Sackrider, J. H. A. Bone, Joseph Perkins, A. K. Spencer, H. B. Tuttle, C. C. Baldwin, T. R. Case, and Charles Whittlesey.

First officers.—President, Charles Whittlesey; vice-president, M. B. Scott; secretary, J. C. Buell; treasurer, A. K. Spencer.

Reincorporators, 1892.—Henry C. Ranney, D. W. Manchester, Amos Townsend, William Bingham, Charles C. Baldwin, David C. Baldwin, Percy W. Rice, Jas. D. Cleveland, and A. T. Brewer.

Officers, 1894–95.—President, Charles C. Baldwin; vice-presidents, William Bingham, William Perry Fogg, and John D. Rockefeller; corresponding secretary, Albert L. Withington; treasurer, Moses G. Watterson; recording secretary, Wallace H. Catchcart; librarian, Peter Neff; executive committee, Charles C. Baldwin, Charles W. Bingham, A. T. Brewer, Stiles H. Curtiss, and Henry C. Ranney.

PUBLICATIONS.

Tracts, of which 85 have been issued to date. For full list see Report of American Historical Association, 1892.

OREGON PIONEER ASSOCIATION.

PORTLAND, OREG.

Organized about 1872.

Object.—To collect and place on record materials relating to the history of Oregon and the Northwest.

Officers, 1893.—Secretary, George H. Hines.

PUBLICATION.

Transactions, 8vo.

THE AMERICAN BAPTIST HISTORICAL SOCIETY.

PHILADELPHIA, PA.

Organized May, 1853, as the "Historical Department of the American Baptist Publication Society;" incorporated October, 1863, under present name.

Object.—For the sole purpose of founding and maintaining a library of books, manuscripts, etc., relating to the history of the Christian Church and the Baptist denomination in particular, and, in special cases, to cause to be written or published works on these subjects.

First officers under organization of 1853.—President, Rev. William R. Williams, D. D.; vice-presidents, John M. Peck, D. D., William Hoyne, D. D., Baron Stow, D. D., R. B. C. Howell, D. D.; secretary, Horatio Gates Jones; treasurer, Rev. Benjamin R. Loxley; curators, Rev. Joseph Belcher, John Dowling, D. D., J. C. Burrows, D. D., Rev. Heman Lincoln, William Terrell, D. D., and John Hanna.

Founders of present society.—Howard Malcom, D. D., J. Newton Brown, D. D., David Jayne, LL. D., Rev. S. J. Cresswell, Rev. B. R. Loxley, Rev. Joseph A. Warne, Levi Knowles, J. Lewis Croser, George Nugent, and William Mann.

First officers under incorporation.—Howard Malcom, D. D., president; vice-presidents, Revs. David Benedict, William H. Shirler, Baron Stone, Robert Turnbull, William R. Williams, Samuel Baker, Franklin Wilson, Silas Bailey, W. W. Evarts, Lyman Draper, W. Q. Force, A. H. Dunlevy; corresponding secretary, J. Newton Brown, D. D.; recording secretary, Levi Knowles; treasurer, Benjamin R. Loxley; curators, David Jayne, J. Lewis Croser, George Nugent, S. J. Cresswell, William Mann, Horatio Gates Jones, E. D. Fendall, Henry E. Lincoln, Benjamin B. Willis, Jacob G. Neaffie, Thomas A. Taylor, and Samuel C. Ford.

Officers, 1894.—Hon. James Buchanan, president; Richard B. Cook, D. D., vice-president; Rev. B. MacMackin, secretary; Henry E. Lincoln, treasurer and librarian; managers, William Cathcart, D. D.; Lemuel Moss, D. D.; Rev. John Love, jr.; Samuel Colgate; J. C. Long, D. D.; W. T. Chase, D. D.; Rev. John Brooks; Charles H. Harrison; C. C. Bitting, D. D.; H. S. Burrage, D. D.; Rev. George H. Charles, jr.; Arthur Malcom.

The library contains 7,500 volumes, bound; also many pamphlets, embracing minutes and reports of denominational societies, associations, and State conventions, sermons, addresses, newspapers, periodicals, not sufficiently complete for binding; also many photographs and prints of ministers, missionaries, and prominent persons, churches, and literary institutions connected with the Baptist denomination. It also has historical and biographical manuscripts.

BUCKS COUNTY HISTORICAL SOCIETY.

DOYLESTOWN, PA.

Organized January 20, 1880; incorporated February 23, 1885.

Object.—The preservation of local history.

First officers.—President, W. W. H. Davis; secretary, Richard M. Lyman; treasurer, Alfred Paschall.

Officers, 1894.—President, W. W. H. Davis; secretary and treasurer, Alfred Paschall.

PUBLICATIONS.

The papers read at the meetings are published in the county papers and then preserved by the society in large scrap books prepared for the purpose.

FRIENDS' HISTORICAL ASSOCIATION IN THE COUNTY OF PHILADELPHIA, PA.

PHILADELPHIA, PA.

Organized December 4, 1873, and January 8, 1874; incorporated October, 1875.

Objects.—To create a repository for such books, manuscripts, or other material as may be secured wherewith to elucidate the history of Friends and to encourage social intercourse, to enlarge our sympathies, and create an incentive to activity in kindred pursuits.

Founders.—Samuel Parrish, Joseph M. Truman, jr., S. Mason McCollin, John Comly, Josiah W. Leeds, Samuel Worthington, Lewis Woolman, Samuel L. Smedley, Nathaniel E. Janney, Howard B. French, James E. Kaighn, Samuel Baker, Franklin M. Potts, Dr. Edward Livezey, Samuel W. Moore, Edward C. Jones, William J. Jenks, Samuel Biddle, B. Hallowell Farquhar, James Gaskill, James H. Atkinson.

First officers.—William J. Jenks, president; Samuel Parrish, vice-president; Nathaniel E. Janney, secretary and treasurer; James E. Kaighn, Samuel L. Smedley, Josiah W. Leeds, S. Mason McCollin, Edward C. Jones, committee on property; Samuel Baker, Howard B. French, Lewis Woolman, Dr. Edward Livezey, John Comly, Samuel Worthington, committee on election.

Officers, 1895.—William J. Jenks, president; Nathaniel E. Janney, treasurer; Joseph M. Truman, jr., clerk, 1500 Race street.; other directors, Charles Caleb Cresson, Edmund Webster, Charles Roberts, Henry M. Laing, Howard M. Cooper, Lewis Woolman, James H. Atkinson, Samuel Worthington, T. Morris Perot.

PUBLICATIONS.

History of Fenwick Colony, by Judge John Clement, 1875.

History of Friendly Association for regaining and preserving peace with the Indians by pacific measures, 1876.

THE GENEALOGICAL SOCIETY OF PENNSYLVANIA.

1300 LOCUST STREET, PHILADELPHIA.

Organized March 14, 1892.

Objects.—"The promotion of genealogical research, the procuring of transcripts of all official records affording genealogical information, the collection and preservation of registers of births, marriages, and deaths kept by religious societies or individuals, and everything pertaining to the history of persons connected with America. The collections of the association shall be the property of the Historical Society of Pennsylvania." (Articles of Association.)

Founders.—Edward Shippen, U. S. N., Charles R. Hildeburn, L. Taylor Dickson, J. Granville Leach, James Mifflin, William Brooke Rawle, Samuel W. Pennypacker,

Charles P. Keith, Charles E. Cadwalader, William John Potts, Samuel S. Hollingsworth, Franklin Platt, John J. Thompson, Edward S. Sayres, Effingham B. Morris, Frank Willing Leach, William Fisher Lewis, Howard W. Lloyd, Albert Nelson Lewis, Philip S. P. Conner, John H. Merrill, Henry T. Coates, William G. Thomas, Charles Roberts, Clarence S. Bement, Edward Clinton Lee, George M. Conarroe, and Thomas A. Glenn.

First officers.—President, Edward Shippen, M. D., U. S. N.; vice-presidents, Josiah Granville Leach, Levi Taylor Dickson; corresponding secretary, Howard Williams Lloyd; recording secretary, Edward Stalker Sayres; treasurer, Charles Riché Hildeburn.

Officers, 1895.—Edward Shippen, M. D., U. S. N., president; J. Granville Leach, vice-president; L. Taylor Dickson, second vice-president; Edward S. Sayres, recording secretary; Francis Olcott Allen, corresponding secretary.

PUBLICATIONS.

Collections, 8vo., begun January, 1895.

THE HAMILTON LIBRARY ASSOCIATION OF THE BOROUGH OF CARLISLE.

CARLISLE, PA.

Organized January 10, 1874; incorporated April 17, 1874.

Objects.—"The establishment of a public library, the advancement of literature, and the elucidation and preservation of the history of Cumberland County."

Founder.—James Hamilton, esq., by his will, named as trustees, Dr. William H. Cook, E. Beatty, Mitchell McClellan, A. Brady Sharp, Robert M. Henderson, Jacob T. Zug, J. H. Bosler, and Andrew Blair, who were subsequently incorporated.

First officers.—Dr. William H. Cook, president; Mitchell McClellan, vice-president; Jacob T. Zug, secretary; E. Beatty, treasurer.

Officers, 1895.—J. Herman Bosler, president; Dr. Charles F. Himes, vice-president; C. P. Humrich, secretary; John B. Landis, treasurer.

HISTORICAL SOCIETY OF MARIETTA, PA.

MARIETTA, PA.

Organized April 1, 1893.

Object.—The study of history, especially the wars of the United States.

First officers.—President, Frederick D. Orth; vice-president, J. E. Thompson; secretary, Paul E. Haldeman; treasurer, Joseph C. Kauffman: elocutionist, Karl Smith.

Officers, 1894.—Same.

THE HISTORICAL SOCIETY OF MONTGOMERY COUNTY.

NORRISTOWN, PA.

Organized February 22, 1881; incorporated January 3, 1884.

Object.—The study and preservation of the history of Montgomery County.

First officers.—President, Col. Theo. W. Bean; vice-presidents, Dr. Hiram Corson and Hon. Hiram C. Hoover; secretary, F. G. Hobson; corresponding secretary, Isaac Chism; treasurer, Maj. William H. Holstein; librarian, Hon. Nathaniel Jacoby; stenographer, William M. Cliff; trustees, Benjamin P. Wertsner, Henry W. Kratz, Hon. Jones Detwiler, Prof. Joseph K. Gotwals, and William McDermott.

Officers, 1895.—President, Hon. Hiram C. Hoover; vice-presidents, Joseph Fornance and Hon. A. D. Markley; secretary, Mrs. A. Conrad Jones; treasurer, William McDermott; librarian, Mrs. Jacob L. Rex; trustees, Hon. Jones Detwiler, Prof. Joseph K. Gotwals, William McDermott, Ellwood Roberts, and Henry W. Kratz.

PUBLICATIONS.

Papers read before the society, now in press.

THE HISTORICAL SOCIETY OF PENNSYLVANIA.

1300 LOCUST STREET, PHILADELPHIA, PA.

Organized December 2, 1824; incorporated June 2, 1826.

Object.—The elucidation of history, with special reference to that of Pennsylvania.

First officers.—President, William Rawle; vice-presidents, Roberts Vaux, Thomas Duncan; corresponding secretary, Daniel B. Smith; recording secretary, George Washington Smith.

Officers, 1895.—President, Charles J. Stillé; vice-presidents, Samuel W. Pennypacker, Isaac Craig, Henry C. Lea, William S. Baker, Charlemagne Tower, jr., James T. Mitchell; corresponding secretary, Gregory B. Keen; recording secretary, Hampton L. Carson; treasurer, J. Edward Carpenter; auditor, Francis H. Williams; librarian, Frederick D. Stone; assistant librarian, John W. Jordan.

PUBLICATIONS.

The society has published 13 volumes of memoirs; the first in 1826, the last in 1891; 18 volumes of the Pennsylvania Magazine of History and Biography, 1877 to date. In 1845–1847 it published a volume entitled "Bulletin of the Historical Society of Pennsylvania," which contained the proceedings of the society and other papers. In 1852–53 it published a single volume entitled "Collections." In 1888 a subscription volume, illustrated with portraits, was issued under the title of "Pennsylvania and the Federal Constitution," 1787–88. It has also published a number of addresses delivered from time to time before the society. In 1875 the society published a historical map of Pennsylvania, showing the Indian names of streams and villages, and paths of travel, sites of old forts and battlefields, and successive purchases from the Indians. For detailed list see Report of American Historical Association for 1892.

MORAVIAN HISTORICAL SOCIETY.

NAZARETH, PA.

Organized early in 1857; incorporated January 16, 1860.

Objects.—To gather and preserve relics of the past in the shape of visible emblems of Moravianism, but more particularly to collect all that is valuable, curious, and edifying in its past history in this country.

First officers.—President, James Henry; secretary, Herman A. Brickenstein; treasurer, William Beitel; librarian, Owen Rice.

Officers, 1894.—President, James Henry; secretary and treasurer, Frank Kunkel; librarian, C. E. Michael.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE PRESBYTERIAN HISTORICAL SOCIETY.

PHILADELPHIA, PA.

Organized at the meeting of the general assembly in Charleston, S. C., in 1852; incorporated April 8, 1857.

Objects.—To collect and preserve the materials and to promote the knowledge of the history of the Presbyterian Church in the United States of America.

Officers when incorporated in 1857.—Rev. Thomas H. Skinner, D. D., president; Rev. Robert J. Breckinridge, Rev. Edwin F. Hatfield, D. D., Col. Peter Force, Rev. John Forsyth, D. D., Rev. John N. McLeod, D. D., Rev. Thomas Beveridge, D. D., vice-presidents; Rev. J. B. Dales, D. D., secretary; Samuel Agnew, treasurer.

Officers, 1894.—Rev. William C. Cattell, D. D., LL. D., president; Rev. J. H. M. Knox, D. D., LL. D., and Samuel C. Perkins, vice-presidents; Rev. William L. Ledwith, librarian; Rev. Samuel T. Lowrie, D. D., corresponding secretary; Rev. James Price, recording secretary; DeB. K. Ludwig, Ph. D., treasurer.

PUBLICATIONS.

See Report American Historical Association, 1892.

THE WYOMING HISTORICAL AND GEOLOGICAL SOCIETY.

WILKESBARRE, PA.

Organized February 11, 1858; incorporated May 10, 1858.

Object.—The study of local history and geology.

First officers.—President, Hon. Edmund L. Dana; vice-president, Charles F. Ingham, M. D.; corresponding secretary, William Penn Miner; secretary, George H. Butler; librarian, W. F. Dennis, M. D.; recorder, John Butler Conyngham; committee on finance, W. Lee, jr., J. P. Dennis, Stewart Pearce; committee on publication, Caleb E. Wright, Stanley Woodward, C. D. Shoemaker; committee on cabinet, Henry Martyn Hoyt, Dr. C. F. Ingham, Volney L. Maxwell.

Officers, 1894.—President, Sheldon Reynolds; vice-presidents, Rev. H. L. Jones, S. T. D., Hon. Eckley B. Coxe, Capt. Calvin Parsons, Hon. Stanley Woodward;

trustees, H. H. Harvey, Edward Welles, Hon. C. A. Miner, S. L. Brown, Richard Sharpe, jr.; treasurer, Andrew H. McClintock; recording secretary, Sidney R. Miner; corresponding secretary, Rev. Horace Edwin Hayden; librarian, Hon. J. Ridgway Wright; assistant librarian, Harry R. Dietrick; curators—mineralogy, Irving A. Stearns; paleontology, R. D. Lacoe; archæology, Sheldon Reynolds; numismatics, Rev. Horace Edwin Hayden: historiographer, George B. Kulp; meteorologist, Rev. F. B. Hodge, D. D.

PUBLICATIONS.

See Report of American Historical Association for 1892, pp. 573-576, and: Notes on the Tornado of August 19, 1890, in Luzerne and Columbia counties, by Prof. Thomas Santee, 1891, 8vo, pp. 51, map.

THE NEWPORT HISTORICAL SOCIETY.

NEWPORT, R. I

Organized March 8, 1853; incorporated 1854.

Object.—Collecting and publishing materials that tend to preserve the history of any portion of the United States, and especially of Rhode Island.

Incorporators and founders.—David King, M. D.; Robert J. Taylor, Christopher G. Perry, Rev. Dr. Dumont, George C. Mason, Benjamin B. Howland, Nathan H. Gould, David J. Gould, William Littlefield, J. H. Gilliat, Thomas R. Hunter, Stephen B. Chase, Rev. Thatcher T. Thayer, Rev. Samuel Adlam.

Officers, 1895.—President, Henry E. Turner; vice-presidents, John Congdon, George Gordon King; recording secretary, Horatio B. Wood; corresponding secretary, George H. Richardson; treasurer, R. Hammett Tilley; curator of medals and coins, Edwin P. Robinson; librarian, R. Hammett Tilley.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE RHODE ISLAND HISTORICAL SOCIETY.

PROVIDENCE, R. I.

Organized April 19, 1822; incorporated June 29, 1822.

Object.—To preserve the history and records of the original colony of Rhode Island and Providence Plantations.

Founders.—Moses Brown, John Callender, Stephen Hopkins, Theodore Foster, William R. Staples, and others.

PUBLICATIONS.

See Report of American Historical Association, 1892, pp. 577-586.

THE SOLDIERS AND SAILORS' HISTORICAL SOCIETY OF RHODE ISLAND.

PROVIDENCE, R. I.

Organized March 17, 1865; incorporated May 1, 1875.

Object.—To collect and preserve the mementos, relics, and true history of the war of the rebellion.

Founders.—James Shaw, jr., William H. Palmer, Elisha H. Rhodes, William F. Hutchinson, J. Albert Monroe, Francis B. Butts, Philip S. Chase, William D. Mason, Henry R. Barker.

First officers.—President, Gen. Elisha H. Rhodes; vice-president, Surg. William H. Palmer; secretary, Adjt. Edward P. Tobie, jr.; treasurer, Hon. Henry R. Barker.

Officers, 1894.—President, Dr. George B. Peck; vice-president, William A. Spicer; recording secretary, Philip S. Chase; corresponding secretary, George H. Pettis; treasurer, Philip S. Chase; librarian and cabinet keeper, Rev. E. O. Bartlett; executive committee, Gen. E. H. Rhodes, Capt. J. M. Addeman, Maj. George N. Bliss; publication committee, Capt. J. M. Addeman, Maj. George N. Bliss, Rev. S. H. Webb.

PUBLICATIONS.

See Report of American Historical Association, 1892.

SOUTH CAROLINA HISTORICAL SOCIETY.

CHARLESTON, S. C.

Organized June 2, 1855; incorporated 1856.
Objects.—To collect and preserve historical material.
First officers.—Dr. James Moultrie, Prof. W. J. Rivers, Prof. Fred. A. Porcher, James L. Petigru, and William Henry Trescott.
Officers, 1895.—President, Rev. Charles Cotesworth Pinckney, D. D.; corresponding secretary, Rev. John Johnson.

PUBLICATIONS.

Collections, I-IV., 1857, 1858, 1859, 1887, 8vo; for details see Report American Historical Association, 1892.

ASSOCIATION OF CONFEDERATE SOLDIERS, TENNESSEE DIVISION.

NASHVILLE, TENN.

Organized December 7, 1887; incorporated December 9, 1887.
Objects.—Historical and charitable.
Charter members.—Maj. T. F. P. Allison, Frank Anderson, Jesse Ely, Lieut. George B. Guild, Lieut. George F. Hager, Capt. F. S. Harris, John P. Hickman, Lieut. W. J. McMurray, Capt. John W. Morton, Capt. Ed. R. Richardson, Maj. R. G. Rothrock, Col. T. F. Sevier.
Officers, 1894.—Hon. P. P. Pickard, president; Gen. W. H. Jackson, first vice-president; Elder R. Lin Cave, second vice-president; John P. Hickman, secretary; Lieut. George F. Hager, treasurer; Rev. Joseph E. Martin, chaplain; S. W. Edwards, sergeant-at-arms.

PUBLICATIONS.

Minutes of Sixth Annual Meeting, Nashville, 1893. 8vo. pp. 66.
Minutes of Seventh Annual Meeting, Nashville, 1894. 8vo. pp. 74.

THE TENNESSEE HISTORICAL SOCIETY.

NASHVILLE, TENN.

Organized May 1, 1849; incorporated July 15, 1875.
Objects.—To collect, preserve, and perpetuate facts and events connected with the history of Tennessee.
First officers.—President, Prof. Nathaniel Cross; vice-president, A. W. Putnam; corresponding secretary, Hon. John R. Eakin; recording secretary, Hon. William F. Cooper; treasurer, William A. Eichbaum.
Officers, 1895.—President, Hon. John M. Lea; vice-presidents, Hon. James D. Porter, Gen. Gates P. Thruston, Col. William A. Henderson; treasurer and librarian, Jos. S. Carels; corresponding secretary, Robert T. Quarles; recording secretary, John M. Bass.

PUBLICATIONS.

See Report of American Historical Association, 1892.

TEXAS HISTORICAL SOCIETY.

GALVESTON, TEX.

Organized August 22, 1894; incorporated October 29, 1894.
Objects.—The collection and preservation of whatever may relate to the history, antiquities, and literature of Texas.
Officers, 1894–95.—Prof. O. H. Cooper, president; Robert G. Street, vice-president; James S. Montgomery, secretary; Lucian Minor, treasurer; Rabbi Henry Cohen, custodian.

RUTLAND COUNTY HISTORICAL SOCIETY.

RUTLAND, VT.

Organized July 4, 1880.
Objects.—For historical and literary purposes, and for the foundation of a library and museum of relics, etc.

First officers.—President, Henry Hall, Rutland; vice-presidents, Hon. Barnes Frisbie, Poultney; Hon. Seyman W. Rudington, Rutland; secretary, Dr. Henry M. Currin, Castleton; treasurer, Hon. Henry F. Field, Rutland.

Founders (in addition to above list of officers).—Hon. Henry Clark, Charles Woodhouse, Rutland; Dr. L. D. Ross, Henry Ruggles, Hon. Merritt Clark, Rube H. Denton, D. D., Poultney; Hon. Andrew N. Adams, George M. Fuller, Fairhaven; Dr. James Sanford, Dr. Henry M. Currin, Hon. Jerome Bromly, Castleton; Dr. S. P. Griswolds, H. H. Brown, Dr. Lorenzo Sheldon, John H. Mead, West Rutland.

Officers, 1894.—President, Hon. Andrew N. Adams, Fairhaven; vice-president, Dr. James Sanford, Castleton; secretary and librarian, Hon. Henry Clark, Rutland; treasurer, Frederick A. Field, Rutland.

PUBLICATIONS.

See Reports of American Historical Association, 1892.

THE VERMONT HISTORICAL AND ANTIQUARIAN SOCIETY.

MONTPELIER, VT.

Organized and incorporated November 5, 1838.

Object.—For the purpose of collecting and preserving materials for the civil and natural history of the State of Vermont.

Founders.—Oramel H. Smith, Daniel P. Thompson, George B. Mansler, and Henry Stevens.

Officers, 1895.—Hiram Carleton, president; George G. Benedict, W. S. Hazen, and R. M. Colburn, vice-presidents; Jos. A. De Boer, secretary; George W. Scott, treasurer; George C. Chandler, librarian.

PUBLICATIONS.

See Report of American Historical Association, 1892.

RICHMOND COLLEGE HISTORICAL AND GEOGRAPHICAL SOCIETY.

RICHMOND, VA.

Organized February 24, 1891.

Object.—To stimulate interest in special lines of investigation in local and general history and in localities. The work is to begin with the State of Virginia and extend throughout our own country and the world.

Founder.—Prof. Frederick W. Boatwright, M. A., of Richmond College.

First officers.—F. W. Boatwright, M. A., president; H. T. Louthan, secretary.

Officers, 1895.—F. W. Boatwright, M. A., president; John E. Johnson, secretary.

PUBLICATIONS.

The Colonial Virginian, by R. A. Brock, 1890.
Techno-Geography, by O. T. Mason, curator Smith. Inst., 1891.
The Confederate States Constitution, J. L. M. Curry, LL. D., 1892.
John Smith and his Critics, by Charles Poindexter, 1893.
Memories of Yorktown, by Lyon G. Tyler, 1894. (Newspaper.)

VIRGINIA HISTORICAL SOCIETY.

RICHMOND, VA.

Organized March 10, 1834.

"The objects of the society shall be the collection, preservation, and dissemination of everything relating to the history, antiquities, and literature of the State of Virginia particularly and the United States in general." (Constitution.)

Officers, 1894.—President, Joseph Bryan, Richmond, Va.; vice-presidents, J. L. M. Curry, Washington, D. C.; Archer Anderson, Richmond, Va.; William P. Palmer, M. D., Richmond, Va.; corresponding secretary and librarian, Philip A. Bruce, Richmond, Va.; recording secretary, D. C. Richardson, Richmond, Va.; treasurer, Robert T. Brooke, Richmond, Va.; executive committee, Lyon G. Tyler, Williamsburg, Va.; E. V. Valentine, C. V. Meredith, Barton H. Wise, Col. W. H. Palmer, B. B. Munford, R. H. Gaines, W. B. Stanard, Virginius Newton, and Robert Lee Traylor, Richmond, Va.; E. C. Venable and Prof. Charles W. Kent, University of Virginia; and, ex officio, the president, vice-presidents, secretaries, and treasurer.

PUBLICATIONS.

See Report of the American Historical Association, 1892.

THE VIRGINIA BAPTIST HISTORICAL SOCIETY.

RICHMOND, VA.

Organized June 3, 1876; incorporated March 29, 1876.

Objects.—"For the purpose of discovering, procuring, and preserving whatever may relate to the history of Christianity, and of the Baptist denomination in Virginia in particular."

Founder.—Charles H. Ryland, D. D., Richmond, Va.

First officers.—J. B. Jeter, D. D., president; Charles H. Ryland, D. D., secretary; H. H. Harris, D. D., treasurer.

Officers, 1895.—James B. Taylor, D. D., president; Charles H. Ryland, D. D., secretary; H. H. Harris, D. D., treasurer.

PUBLICATIONS.

The reports and annual addresses are preserved in manuscripts.

WASHINGTON STATE HISTORICAL SOCIETY.

TACOMA, WASH.

Organized October 8, 1891, at Tacoma.

Object.—"To gather, formulate, and preserve in substantial form the traditional, record, and object history of Washington, including accounts of early explorers and explorations; of Indian tribes, their ancestry, locations, habits, customs, traditions, means of subsistence, the wars they have been engaged in, their methods of warfare, their reservations and progress toward civilization; of the military occupation, its forts, forces, and operations; of the early missionaries among the Indians, and the privations, hardships, and dangers they encountered; of hunters, trappers, and fur traders, their locations and operations; of the pioneers, their hardships, privations, hardy adventures, perils, and the work they did in opening the way for the settlement, development, and civilization that followed; together with material objects, relics, curios, pictures, views, and paintings illustrative of history, places, and persons; the topography, geology, minerals, flora, and fauna of the State; also the history of the organization of the Territory, its executives, legislative assemblies, courts, and the noted criminal and other records thereof; of the heroism and perils of those who served in any of the Indian conflicts or other wars of the country; of the constitutional conventions, admission, and organization of the State; its executives, legislatures, and courts, including biographies of pioneers, famous persons, distinguished citizens, and memorials of members who pass away; history of the organization, location, resources, and development of the counties of the State, together with the location, character, and growth of the towns therein; of noted events; everything attainable illustrative of the resources, development, and progress of the State of Washington in every direction, from its discovery down to future ages; to the end that all these things may be accomplished, as far as possible, during the lives of those who know the traditions of their time, have historic material, and the gathered results preserved in the archives of the Historical Society, in illustration of the grandeur of the State, information for the people and the student, material for future historians, and the satisfaction and glory of future generations." (Constitution.)

Founders.—Hon. Elwood Evans, Hon. Edward Eldridge, Hon. Henry Roeder, S. Caldwell, Hon. C. B. Bagley, J. S. Houghton, Gen. T. I. McKenny, Maj. C. M. Barton, Hon. Allen Weir, R. H. Lansdale, Capt. W. P. Gray, Hon. Thomas J. Smith, Hon. Edward Huggins, Hon. James Wickersham, Gen. L. P. Bradley, Hon. Henry Bucey, John Hett, Hon. J. B. Houghton, Edward N. Fuller, Miss Nannie Wickersham, Philo G. Hubbell, and Charles W. Hobart.

First officers.—Hon. Elwood Evans, Pierce County, president; Hon. Edward Eldridge, Whatcom County, vice-president; Charles W. Hobart, Pierce County, secretary and librarian; Gen. T. I. McKenny, Thurston County, treasurer.

Officers, 1895.—President, Hon. Elwood Evans, of Tacoma; vice-president, Hon. Henry Roeder, Whatcom; secretary, Charles W. Hobart, Tacoma; treasurer, Hon. Edward Huggins, Tacoma; board of curators, Gen. L. P. Bradley, Tacoma; Hon. B. F. Barge, Ellensburg; Hon. A. A. Denny, Seattle; Hon. F. G. Deckebach, Ocasta; Hon. J. H. Long, Chehalis; Hon. Miles C. Moore, Walla Walla; Hon. W. F. Prosser, Yakima; Hon. Ezra Meeker, Puyallup; Hon. Allen Weir, Olympia; Charles W. Hobart, ex officio.

PUBLICATIONS.

Washington Historical Magazine, beginning with October, 1893, monthly, 8vo.
Washington State Historical Collections. The first volume of this series will soon be issued, 8vo, about 600 pages.

WHITMAN HISTORICAL SOCIETY.

WALLA WALLA, WASH.

Organized June 6, 1889.

Objects.—The general investigation of all matters pertaining to the early history of the Pacific Northwest, and, in a more specific way, the search for and gathering of matter relating to the work and place in history of Dr. Marcus Whitman, the martyr missionary, who, in November, 1836, established a mission some 6 miles from the site of Walla Walla City, and who by his famous horseback ride across the continent in 1842-43 saved the Pacific Northwest States to the American Union, and who, November 29, 1847, with his associates at the mission, was cruelly murdered by the Cayuse Indians.

Founders.—A. J. Anderson, A. M., Ph. D., president; Rev. Myron Eells, first vice-president; Ed. C. Ross, second vice-president; Henry Kelling, secretary; Louis F. Anderson, librarian; A. Jay Anderson, jr., treasurer; Prof. W. D. Lyman.

Officers, 1895.—President, Rev. S. B. L. Penrose, Walla Walla; first vice-president, Rev. Myron Eells, Union City; second vice-president, Ed. C. Ross, Walla Walla; secretary, Henry Kelling, Walla Walla; treasurer, Prof. W. D. Lyman, Walla Walla; librarian, Louis F. Anderson, Walla Walla.

WEST VIRGINIA HISTORICAL AND ANTIQUARIAN SOCIETY.

MORGANTOWN, W. VA.

Organized January, 1891; incorporated February 1, 1890.

Objects.—To encourage historical research and inquiry, spread historical information, particularly in West Virginia, and to embrace alike aboriginal, and civil, military, and ecclesiastical history and biographical literature; the establishment of a library for books, and all publications appropriate to such an institution, with convenient works of reference, and also a cabinet of antiquities, relics, etc.; the collection into safe and permanent depository of manuscripts, documents, papers, tracts, and pamphlets possessing historical and scientific value worthy of preservation; to encourage investigation of aboriginal remains, and more particularly to provide for the complete and scientific exploration, survey, and preservation of such aboriginal movements as exist within the limits of this State.

First officers.—President, Dr. John P. Hale; secretary, Hon. Virgil A. Lewis, treasurer, Maj. Thomas L. Brown.

Officers, 1894.—Same.

PUBLICATIONS.

The West Virginia Historical and Antiquarian Society, 1891, 8vo, pp. 20.
An appeal to the legislature of West Virginia, 1871, 8vo, pp. 9.
The annual report of the secretary, 1892, 8vo, pp. 15.

OLD SETTLERS' CLUB OF MILWAUKEE COUNTY.

MILWAUKEE, WIS.

Organized July 5, 1869. There had been meetings of old settlers prior to this date, but no organization. Incorporated September 19, 1887.

Object.—"Reviving old associations and renewing the ties of former years," and noting the gradual improvement of the city.

First officers.—Hon. Andrew G. Miller, judge United States court, was the chairman, and Fenimore Cooper Pomeroy was secretary of the first meeting. The first officers were: President, Horace Chase; vice-presidents, Samuel Brown, George Bowman, and Enoch Chase; secretary, Fenimore C. Pomeroy; treasurer, Clark Shepardson; executive committee, Increase A. Lapham, Levi Blossom, William P. Merrill, Andrew Douglas, and Charles James.

Officers, 1894.—President, Ninian Masson; first vice-president, David Adler; second vice-president, Frederick Y. Horning; secretary and treasurer, Frederick W. Sivyer; marshal, Morillo A. Boardman; executive committee, James Bonnell, James Leedom, and John A. Dadd.

This society has an offshoot in The Pioneer Club, which consists of some of the older members of the Old Settlers' Club of Milwaukee County. It meets but once a year, unless for some special purpose. A very large number of its members are also active members of the Old Settlers' Club. It is not a corporation, and issues no account of its proceedings. The members simply meet once a year to elect officers and participate in their annual banquet. They became a separate institution January 1, 1880.

PUBLICATIONS.

See Report of American Historical Association, 1892.

OLD SETTLERS' SOCIETY OF RACINE COUNTY, WIS.

RACINE, WIS.

Organized March, 1870; incorporated 1870.
Object.—For fraternal and historical purposes.
First officers.—L. S. Blake, president; Benjamin Pratt, W. S. Hoyt, Thomas Plan, vice-presidents; S. B. Peck, secretary and treasurer.
Officers, 1894.—A. P. Dutton, president; J. S. Blakey, vice-president; George Skewas, secretary and treasurer.

PUBLICATIONS.

See Report of American Historical Association, 1892.

THE PARKMAN CLUB.

MILWAUKEE, WIS.

Organized December 10, 1895.
Objects.—"The study of Northwestern history and the publication of the papers read at its meetings." (Constitution.)
Founders.—M. M. Bostwick, H. C. Campbell, E. Bruncken, J. G. Gregory, H. E. Legler, M. E. McIntosh, G. P. Stickney, F. T. Terry, and W. W. Wight.
Officer.—The only officer is the secretary, Gardner P. Stickney. The other active members preside at the meetings in turn, each appointing his successor for the next meeting.

PUBLICATIONS.

Nicholas Perrot, a study in Wisconsin history, by Gardner P. Stickney; Milwaukee, 1895. Radisson and Grosseilliers, the Exploration of Lake Superior, by Henry C. Campbell; Milwaukee, 1896. Chevalier Henry de Tonty, His Exploits in the Mississippi Valley, by Henry E. Legler; Milwaukee 1896. The Aborigines of Wisconsin, a Glance at the Remote Past, by Frank T. Terry. (In press.) Jonathan Carver and His Travels, by John G. Gregory. (In press.) All 8vo. Publications are issued monthly ten months in the year, and are paged for an annual volume.

STATE HISTORICAL SOCIETY OF WISCONSIN.

MADISON, WIS.

Organized January 30, 1849; reorganized January 18, 1854; incorporated March 4, 1853.
Objects.—"To collect, embody, arrange, and preserve a library of books, pamphlets, maps, charts, manuscripts, papers, paintings, statuary, and other materials illustrative of the history of the State; to rescue from oblivion the memory of its early pioneers, and to obtain and preserve narratives of their exploits, perils, and hardy adventures; to exhibit faithfully the antiquities and the past and present condition and resources of Wisconsin, and may take proper steps to promote the study of history by lectures, and to publish and diffuse information relative to the description and history of the State." (Act of incorporation.)
Incorporators.—Leonard J. Farwell, Mason C. Darling, William R. Smith, Charles Lord, I. A. Lapham, William H. Watson, Cyrus Woodman, James D. Doty, Morgan L. Martin, Lyman C. Draper, Samuel Marshall, John W. Hunt, Albert C. Ingham, and O. M. Conover.
First officers after reorganization (elected January 18, 1854).—President, William R. Smith; vice-presidents, Cyrus Woodman, Mason C. Darling, Increase A. Lapham, John W. Cary, Morgan L. Martin, Nelson Dewey; corresponding secretary, Lyman C. Draper; recording secretary, Charles Lord; treasurer, O. M. Conover; librarian, John W. Hunt; curators, S. H. Carpenter, H. A. Wright, Beriah Brown, David Atwood, Simeon Mills, and Leonard J. Farwell.
Officers, 1894–95.—President, John Johnston; secretary, Reuben G. Thwaites; librarian, Isaac S. Bradley.

PUBLICATIONS.

See Report of American Historical Association, 1892.

X. ETHNOLOGY.

NATIONAL.

AMERICAN ETHNOLOGICAL SOCIETY.

New York, N. Y.

Organized in New York November 19, 1842.

Object.—To inquire "into the origin, progress, and characteristics of the various races of man." (Constitution.)

Founders.—Albert Gallatin, LL. D, John Russell Bartlett, George Folsom, LL. D., Alexander I. Cotheal, Francis L. Hawks, D. D., LL. D., Theodore Dwight, jr., Edward Robinson, D. D., LL. D., Charles Welford, William W. Turner, Henry R. Schoolcraft, Alexander W. Bradford, John L. Stephens, and Frederic Catherwood.

First officers.—Hon. Albert Gallatin, LL. D., president; Rev. Edward Robinson, D. D., LL. D., and Henry R. Schoolcraft, vice-presidents; Alexander I. Cotheal, treasurer; John R. Bartlett, corresponding secretary; Charles Welford, recording secretary.

During the first half century the presidents of the society have been Albert Gallatin, until his death in 1849; Rev. Dr. Robinson, Hon. George Folsom, Dr. John Torrey, and Alexander I. Cotheal.

Officers, 1894.—Charles E. West, M. D., LL. D., president; Charles P. Daly, LL. D., Henry Drisler, LL. D., vice-presidents; Henry T. Drowne, treasurer; Albert S. Bickmore, Ph. D., corresponding secretary; T. Stafford Drowne, D. D., recording secretary; Anthony Woodward, Ph. D., librarian; executive committee for 1894–95, Asa Bird Gardiner, LL. D., Andrew E. Douglass, A. M., Henry T. Drowne.

PUBLICATIONS.

Transactions, Vols. I–III, pt. 1, 1845–1853, 8vo.
Bulletin, 1860–1863.

The society has had among its members some of the most distinguished scholars, discoverers, historians, linguists, and scientists all over the world. Among them may be mentioned Baron von Humboldt, Dr. Lieber, Ranke, Chevalier Bunsen, Prescott, Bancroft, Lepsius, Olshausen, Sir Gardiner Wilkinson, Carl Ritter, General Fremont, Dr. Pritchard; and later, Thomas Ewbank, E. George Squier, Dr. Edwin H. Davis, Evert A. Duyckinck, George H. Moore, Charles Rau, Charles C. Jones, jr., Louis Agassiz, Robert C. Winthrop, and Professor Henry of the Smithsonian Institution.

The early papers read before the society and the more or less elaborate works published by its members showed a marked interest and ability in ethnological research, especially in the origin and history of the aboriginal American nations and the phenomena connected therewith; the diversity of languages, the remains of ancient art, and traces of ancient civilization in Mexico, Central America, and Peru; the arts, sciences, and mythology of the American nations, and the earthworks and other monuments of the United States. Among them may be cited Stephen's volumes on Central America, illustrated by Catherwood; Gallatin's Notes on the Semicivilized Nations of Mexico, Yucatan, and Central America; Schoolcraft's extensive Researches among the Indian Tribes of North America; Squier and Davis's Aboriginal Monuments of New York, and the Ohio and the Mississippi Valleys; Squier's Serpent Symbol in America, and later publications on the Antiquities of Nicaragua and Peru; Dr. Hawks' Ancient Monuments of Egypt, his translation of Rivero and Von Tschudi's Peruvian Antiquities, and his elaborate volumes recording the splendid results of Commodore Perry's expedition to Japan; Cotheal's Grammatical Sketches of the Language of the Mosquito Indians of Central America; Ewbank's Contribution to the Topography and Antiquities of Brazil; Gliddon and Morton's book on Egyptian Archæology; Bartlett's Essay on the Progress of Ethnology, and later his Personal Narrative of Explorations and Incidents of Texas, New Mexico, California, Sonora, and Chihuahua.

XI. ARCHÆOLOGY, NUMISMATICS, AND PHILATELY.

NATIONAL.

THE AMERICAN ANTIQUARIAN SOCIETY.

Worcester, Mass.

Organized and incorporated 1812.

Objects.—To contribute to the advancement of the arts and sciences, to aid in collecting and preserving such materials as may be useful in marking their progress, not

only in the United States, but in other parts of the globe, and to assist the researches of future historians.

Founders.—The first steps taken for the formal establishment of this society were by Isaiah Thomas, LL. D., Hon. Nathaniel Paine, Dr. William Paine, Hon. Levi Lincoln, Rev. Aaron Bancroft, D. D., and Hon. Edward Bangs, all of Worcester, Mass. These gentlemen, on the supposition that the United States Congress had not power to grant charters for such purposes, presented a petition to the State legislature for an act of incorporation under the name of the "American Antiquarian Society," with the privilege of holding real estate in perpetuity of the annual value of $1,500, etc.

The persons named in the act were Isaiah Thomas, Levi Lincoln, Harrison G. Otis, Timothy Bigelow, Nathaniel Paine, Edward Bangs, John T. Kirkland, Aaron Bancroft, Jonathan H. Lyman, Elijah H. Mills, Elisha Hammond, Timothy Williams, William D. Peck, John Lowell, Edmund Dwight, Eleazer James, Josiah Quincy, William S. Shaw, Francis Blake, Levi Lincoln, jr., Samuel M. Burnside, Benjamin Russell, Thaddeus M. Harris, Redford Webster, Thomas Wallcut, Ebenezer T. Andrews, Isaiah Thomas, jr., William Wells. The first meeting of the corporators, called by an advertisement in the Massachusetts Spy (the editor and publisher of which was Isaiah Thomas), addressed to the "American Society of Antiquaries," was held at the Exchange Coffee House in Boston, November 19, 1812, ten gentlemen being present. At this meeting an organization was made by the choice of Isaiah Thomas as president; William D. Peck, vice-president; Thaddeus M. Harris, corresponding secretary, and Samuel M. Burnside, recording secretary. Another meeting was held in February, 1813, at which by-laws were adopted, and Dr. William Paine was chosen second vice-president; Levi Lincoln, jr., treasurer, and Timothy Bigelow, of Medford, Rev. Aaron Bancroft and Edward Bangs, of Worcester, Col. George Gibbs, of Boston, Rev. William Bentley, of Salem, Dr. Redford Webster and Benjamin Russell, of Boston, were chosen councilors. At this meeting Isaiah Thomas presented to the society his private library, valued at about $5,000. The library and cabinet received many additions during the next four years, both from his continued generosity and the increased interest manifested by other members. Mr. Thomas built, at his own expense, a suitable edifice for the reception of its valuable collections on Summer street, in Worcester, of brick, thoroughly built, and at the time considered well adapted to the purposes for which it was intended.

In February, 1819, a committee appointed to prepare an address to the members, setting forth the society's objects and condition, declare the institution to be, in all its concerns, national, although it derives its charter and its national appellation from the legislature of Massachusetts.

"This local authority was resorted to from doubts having been expressed whether Congress had the power to grant a charter without the District of Columbia. Its members are selected from all parts of the Union. Its respectability is inferred from its numbers, and from its comprising men of the first standing and intelligence in the nation, and some of the first distinction in other countries. The objects of this institution are commensurate with the lapse of time, and its benefits will be more and more accumulating in the progression of ages. As the antiquities of our country, by various means, are rapidly decreasing, an institution whose business it will be to collect and preserve such as remain and can be obtained must be viewed as highly important.

"The chief objects of the inquiries and researches of this society, which can not too soon arrest its attention, will be American antiquities, natural, artificial, and literary."

Officers, October, 1894.—President, Hon. Stephen Salisbury, A. M., of Worcester; vice-presidents, Hon. George Frisbie Hoar, LL. D., of Worcester, Rev. Edward Everett Hale, D. D., of Roxbury; council, Hon. Samuel Abbott Green, M. D., of Boston, Hon. Peleg Emory Aldrich, LL. D., of Worcester, Rev. Egbert Coffin Smyth, D. D., of Andover, Samuel Swett Green, A. M., of Worcester, Hon. Edward Livingston Davis, A. M., of Worcester, Franklin Bowditch Dexter, M. A., of New Haven, Conn., Jeremiah Evarts Greene, A. B., of Worcester, Granville Stanley Hall, LL. D., of Worcester, William Babcock Weeden, A. M., of Providence, R. I., Hon. John Davis Washburn, LL. B., of Worcester; secretary for foreign correspondence, Hon. James Hammond Trumbull, LL. D., of Hartford, Conn.; secretary for domestic correspondence, Rev. George Edward Ellis, LL. D., of Boston; recording secretary, Charles Augustus Chase, A. M., of Worcester; treasurer, Mr. Nathaniel Paine, of Worcester; librarian, Edmund Mills Barton.

PUBLICATIONS.

See Report of American Historical Association, 1890.

AMERICAN NUMISMATIC AND ARCHÆOLOGICAL SOCIETY.

New York, N. Y.

Organized April 6, 1858; incorporated May 16, 1865.

Objects.—The collection and preservation of coins and medals, the investigation of matters connected therewith, and the popularization of the science of numismatology; also the collection, examination, and elucidation of the antiquities of this and other countries.

Founders.—Edward Groh, James Oliver, Dr. Isaac Hand Gibbs, Henry Whitmore, James D. Foskett, Alfred Boughton, Ezra Hill, Augustus B. Sage, A. D. Atkinson, M. D., John Cooper Vail, W. H. Morgan, T. D. English, M. D., LL. D., and Theophillus W. Lawrence.

Incorporators.—Frank H. Norton, Isaac J. Greenwood, John Hanna, James Oliver, F. Augustus Wood, Frank Leathe, Edward Groh, Daniel Parish, jr., and William Wood Seymour.

Officers, 1894-95.—President, Daniel Parish, jr.; vice-presidents, Andrew C. Zabriskie and John M. Dodd, jr.; secretary, Henry Russell Drowne; treasurer, Charles Pryer; librarian, Bouman Lowe Belden; curator, Charles Henry Wright.

PUBLICATIONS.

See Report of American Historical Association, 1892, and add: Proceedings, 27-35, annual meetings, 1885-1893.

ARCHÆOLOGICAL INSTITUTE OF AMERICA.

New York, N. Y.

Organized May 10, 1879.

Objects.—The Archæological Institute of America is formed for the purpose of promoting and directing archæological investigations and research, by the sending out of expeditions for special investigation, by aiding the effort of independent explorers, by publication of reports of the results of expeditions which the institute may undertake or promote, and by any other means which may from time to time appear desirable.

First officers.—Charles Eliot Norton, president; Martin Brimmer, vice-president; O. W. Peabody, treasurer; E. H. Greenleaf, secretary.

Officers, 1894.—Seth Low, president; Charles Eliot Norton, vice-president; William H. H. Beebe, recording secretary and treasurer; Harold N. Fowler, corresponding secretary.

PUBLICATIONS.

Annual Reports 1–12.
Papers, Classical Series, Vol. I and Vol. III, No 1.
Papers, American Series, I, II, III, V.
Bulletin I.
Report on the Wolfe Expedition to Babylonia. By William Hayes Ward, 1884–1885, 1886.
Index to Publications, 1879–1889. By William Stetson Merrill, 1891, pp. 89.

STATE.

BOSTON NUMISMATIC SOCIETY.

Boston, Mass.

Organized March 3, 1860; incorporated March 19, 1870.

Objects.—The promotion of numismatic science, and the formation of a cabinet and library for the use of its members.

First officers.—President, Winslow Lewis; vice-president and curator, Jeremiah Colburn; treasurer, Henry Davenport; secretary, William S. Appleton. These, with six others, were the founders.

Officers, 1894.—President, Samuel A. Green; vice-president and curator, Henry Davenport; treasurer, Sylvester S. Crosby; secretary, William S. Appleton.

PUBLICATIONS.

Address of Dr. Winslow Lewis on resigning the presidency of the Boston Numismatic Society, January 5, 1865. New York, 1866. Sq. 8vo., pp. 13.

REHOBOTH ANTIQUARIAN SOCIETY.

REHOBOTH, MASS.

Organized March 5, 1884; incorporated 1885.
Objects.—To collect and preserve objects of antiquarian interest, including books, pamphlets, manuscripts, and whatever illustrates the history of this ancient town. Also, to erect a suitable building for this and other educational purposes, including a school and library.
First officers.—Rev. George H. Tilton, president; William H. Marvel, secretary; George N. Goff, P. E. Wilmarth, E. H. Pierce, Charles Perry, and George H. Horton.
Officers, 1894.—John C. Marvel, William H. Marvel, Henry T. Horton, P. E. Wilmarth, E. H. Pierce, J. F. Earl, and George H. Goff.

THE WORCESTER SOCIETY OF ANTIQUITY.

WORCESTER, MASS.

Organized January 24, 1875; incorporated March 6, 1877.
Objects.—The preservation of all historical matter relating to Worcester and Worcester County, including Indian history, the collection of books, pamphlets, papers, manuscripts, portraits, prints, engravings, and whatever pertains to the making of history. Also, as an auxiliary to the library, a museum of relics, including Indian, colonial, and Revolutionary, showing the progress from the early settlement of the country.
Founders.—Samuel E. Staples, John G. Smith, Richard O'Flynn, Franklin P. Rice.
Officers, 1894.—Burton W. Potter, president; Thomas G. Kent and William H. Sawyer, vice-presidents; Walter Davidson, secretary; Henry F. Stedman, treasurer.

PUBLICATIONS.

Collections, Vols. I–XI, 1877–1894, 8vo., averaging about 500 pages. They include the proceedings, proprietors, town and court records, and inscriptions. See also Report of American Historical Association, 1892.

THE NATIONAL PHILATELICAL SOCIETY.

NEW YORK, N. Y.

Organized October 17, 1874; incorporated January 11, 1892.
Objects.—The encouragement of the collection of postage stamps, stamped envelopes, post cards, and other objects relating to philately; the procuring, disseminating, and preservation of knowledge in relation thereto; the purchasing and exchanging of post stamps, envelopes, cards, etc., for the entertainment of its members; the establishment of a library.
Founders.—Joseph J. Casey, Charles H. Coster, J. N. T. Levick, N. Barnett, Philip H. Jacobs, Benjamin Betts, Jesse K. Furlong, George B. Mason, J. Allan Mason, R. R. Bogert.
First officers.—Jesse K. Furlong, president; Charles H. Coster, vice-president; R. R. Bogert, secretary and treasurer.
Officers, 1895.—President, J. N. T. Levick; vice-president, C. Muecke; treasurer, M. Meyenberg; secretary, W. F. Gregory; exchange manager, G. W. D. Crittenton; librarian, Jos. S. Rich.

THE LITERARY AND SCIENTIFIC SOCIETY OF MADISONVILLE, OHIO.

MADISONVILLE, OHIO.

Organized November 12, 1878.
Object.—Archæological research, etc.
Founders.—H. B. Whetsel, president; F. W. Langdon, secretary.
Officers, 1895.—Hon. Joseph Cox, president; C. L. Metz, secretary.

PUBLICATIONS.

Reports on Archæological Explorations, 4 numbers.

THE OHIO STATE ARCHÆOLOGICAL AND HISTORICAL SOCIETY.

COLUMBUS, OHIO.

Organized and incorporated March 12, 1885.
Object.—For the purpose of promoting a knowledge of archæology and history, especially in Ohio, by establishing and maintaining a library of books, manuscripts,

maps, charts, etc., a museum of prehistoric relics, a library, and by courses of lectures and publications.

First officers.—Hon. Allen G. Thurman, president; Henry B. Curtis, first vice-president; Gen. R. Brinkerhoff, second vice-president; Albert A. Graham, secretary.

Officers, 1894.—Gen R. Brinkerhoff, president; Rev. Dr. William E. Moore, first vice-president; Hon. Elroy M. Avery, second vice-president; E. O. Randall, secretary; S. S. Rickly, treasurer.

PUBLICATIONS.

See Report of American Historical Association, 1892.
The Archæologist. 8vo. Vol. I. 1693.

THE NUMISMATIC AND ANTIQUARIAN SOCIETY OF PHILADELPHIA.

PHILADELPHIA, PA.

Founded January 1, 1858.

Officers, 1891.—President, Daniel G. Brinton, M. D.; vice-presidents, Edwin W. Lehman, John R. Baker, N. S. W. Ruschenberger, J. Sergeant Price, Rev. Joseph F. Garrison, Lewis A. Scott, Francis Jordan, jr.; corresponding secretary, Henry Phillips, jr.; recording secretary, Stewart Culin; treasurer, Thomas Hockley; historiographer, Eli Kirk Price; curator of numismatics, F. D. Langenheim; curator of antiquities, Carl Edelheim; librarian, Inman Horner.

PUBLICATIONS.

Proceedings. 8vo.

XII. MEMORIAL AND PATRIOTIC.

NATIONAL.

GENERAL SOCIETY OF THE WAR OF 1812.

PHILADELPHIA, PA.

Organized January 9, 1854 (under title Society of the War of 1812; reorganized June 19, 1894, as General Society of the War of 1812).

Objects.—The preamble to the constitution says: "Whereas, in the providence of God, victory having crowned the forces of the United States of America in upholding the principles of the nation against Great Britain in the conflict known as the war of 1812, we, the survivors and descendants of those who participated in that contest, have joined together to perpetuate its memories and victories, to collect and secure for preservation rolls, records, books, and other documents relating to that period; to encourage research and publication of historical data, including memorials of patriots of that era in our national history; to care for and, when necessary, assist in burying actual veterans of that struggle; to cherish, maintain, and extend the institutions of American freedom, and foster true patriotism and love of country."

A short history is here given of the four State societies from which the general society has been organized: The largest, if not the oldest, of these societies is the Pennsylvania society. It was originally organized in 1857, in Philadelphia, Pa., on the recommendation of a National Convention of Veterans of the War of 1812, "composed of numerous delegates from 12 States, together with the District of Columbia, which convened in Independence Hall, at Philadelphia, on the 9th day of January, 1854, and in the city of Washington, D. C., on the 8th day of January, 1855." This convention recommended the formation by soldiers of the war of 1812 "of a society or association in each State, and within its own limits." "In compliance with this request of the national convention" (and of which the present General Society of the War of 1812 is the legitimate successor), "the surviving veterans of the war residing in Pennsylvania (more especially in Philadelphia, and in Montgomery, Delaware, Bucks, Chester, and other adjoining counties of the State) met on July 4, 1857, for the purpose of forming an association. Hon. Joel B. Sutherland was elected the first president of the association. Meetings were held each year. The society was reorganized in January, 1891, and incorporated November 19, 1892. The present officers of this society are as follows: President, John Cadwalader; vice-presidents, Col. John Biddle Porter; Appleton Morgan, LL. D.; Brig. Gen. Adolphus W. Greely, U. S. A.; Commander William Bainbridge-Hoff, U. S. N., and Brig. Gen. Charles Sutherland, U. S. A.; secretary, Capt. Henry Hobart Bellas, U. S. A.; registrar, Andrew Jackson Reilly; treasurer, Henry Martyn Hoyt; assistant secretary, James Varnum Peter Turner; historian, Cyrus Kingsbury Remington; chaplain, Rev. Horace Edwin Hayden.

The Maryland society, like that in Pennsylvania, was originally organized under a different title and with different purposes from its successor. The old "Association of the Defenders of Baltimore in 1814," formed from members of the old militia organizations of Maryland and who had been actual participants in the war of 1812–1814, was organized on April 1, 1842. The association had at one time upward of 1,000 members on its rolls, then as the membership was decreased by death there were but 5 veterans left in 1886. Descendants of veteran members had, however, in the meantime joined (though originally there was a provision in the constitution that none but actual defenders should be admitted), and when, in 1887, the last of the original members died, their descendants were at liberty to carry out the designs the old defenders had in view in the formation of their society. The organization was now entitled the "Association of the Descendants of the Defenders of Baltimore of the War of 1812-1814," and so continued until reorganized and incorporated on the basis of union, proposed by the Pennsylvania society, as "The Society of the War of 1812, in Maryland," on October 25, 1893. President, Edwin Warfield; vice-presidents, James Edward Carr, jr., and John Mason Dulany; secretary, William H. Gill; treasurer, Robert T. Smith; registrar, Albert Kimberly Hadel, M.D.; board of governors, Samuel A. Downs, John Randolph Wright, Col. Charles A. Reynolds, U. S. A., Charles H. Dickey, George Norbury Mackenzie, J. Appleton Wilson, Arthur M. Easter, James H. Parrish, and Ezekiel Mills.

The Connecticut society was organized April 5, and incorporated April 6, 1894. Col. George Bliss Sanford, U. S. A., is the president; Satterlee Swartwout, Col. Henry Walton Wessells, Gen. William W. Skiddy, Augustus Floyd Delafield, and Jesup Wakeman are the vice-presidents. The registrar is William Freeman French, M. D.; treasurer, Egerton Swartwout; secretary, John Edward Heaton, and chaplain, Rev. Alexander Hamilton.

The Massachusetts society was organized April 3, 1894. Capt. William Lithgow Willey is president, and Charles Frederick Bacon Philbrook secretary of the society.

The New York society, though claiming to have been originally organized in 1826, was, it would appear, not the continued successor to that association, but by the evidences now existing, as well as by the written statements of the officers of the society, was first organized in the latter part of 1891 or the beginning of 1892. It has also recently limited its future membership to descendants of officers only, adopted an insignia different from the other societies, and pursued generally an independent course of its own.

A convention of delegates from the societies of the war of 1812 in the States of Pennsylvania, Maryland, Massachusetts, and Connecticut, for the purpose of organizing a general society of the war of 1812, was held in the old Capitol building of the United States, in Philadelphia, Saturday, April 14, 1894. They elected the following officers: President-general, John Cadwalader, Pennsylvania; vice-president-general, Col. John Biddle Porter, for Pennsylvania; Commander Felix McCurley, for Maryland; Col. George Bliss Sanford, U. S. A., for Connecticut; William Lithgow Willey, for Massachusetts; secretary-general, Capt. Henry Hobart Bellas, U. S. A., Pennsylvania; assistant secretary-general, Charles Frederick Bacon Philbrook, Massachusetts; treasurer-general, Reynold Webb Wilcox, M. D., New York; assistant treasurer-general, Satterlee Swartwout, Connecticut; registrar-general, Albert Kimberly Hadel, M. D., Maryland; surgeon-general, Brig. Gen. Charles Sutherland, U. S. A., Pennsylvania; judge-advocate-general, Charles Henry Murray, New York; chaplain-general, Rev. Alexander Hamilton, Connecticut; executive committee, Commander William Bainbridge-Hoff, U. S. N. (chairman), Pennsylvania; James Edward Carr, jr., Maryland; William Freeman French, M. D., Connecticut; Franklin Thomason Beatty, M. D., Massachusetts.

PUBLICATIONS.

Memoir of Hon. Joel B. Sutherland, compiled by Brig. Gen. Charles Sutherland, 1894.

Sketch of Military Career of Maj. Gen. George Izard, U. S. A., by Gabriel E. Manigault, M. D., 1894.

Sketch of Life and Services of Maj. Gen. Duncan McArthur, U. S. A., by Col. Thomas McArthur Anderson, U. S. A., 1894.

Annual Registers, etc. Brief history of War of 1812, by H. H. Bellas, U. S. A.

SOCIETY OF COLONIAL WARS.

NEW YORK, N. Y.

Organized in New York City May 9 and 10, 1893.

Objects.—"Whereas it is desirable that there should be adequate celebrations commemorative of the events of colonial history happening from the settlement of Jamestown, Va., May 13, 1607 to the battle of Lexington, April 19, 1775; therefore

the Society of Colonial Wars has been instituted to perpetuate the memory of those events and of the men who, in military, naval, and civil positions of high trust and responsibility, by their acts or counsel assisted in the establishment, defense, and preservation of the American colonies, and were in truth the founders of this nation. With this end in view, it seeks to collect and preserve manuscripts, rolls, relics, and records; to provide suitable commemorations or memorials relating to the American colonial period, and to inspire in its members the fraternal and patriotic spirit of their forefathers, and in the community respect and reverence for those whose public services made our freedom and unity possible." (Preamble to the constitution adopted December 19, 1893.)

Delegates and alternates to the first general assembly of the Society of Colonial Wars:

From New York—T. J. Oakley Rhinelander, Thomas Ludlow Ogden, Frederic H. Betts, William G. Davies, Howard R. Bayne, Frederic Gallatin, Philip L. Livingston, Edward Trenchard, Maturin Livingston Delafield, jr., Frederick E. Haight; alternates, T. Waln-Morgan Draper, John Schuyler, Lieut. Walter J. Sears, U. S. N., Madison Grant, Walter Chandler.

From Pennsylvania—Edward Shippen, M. D., U. S. N., T. Chester Walbridge, William Macpherson Horner, George Cuthbert Gillespie, William Fisher Lewis; alternates, Thomas H. Montgomery, Edward Shippen.

From Maryland—George Norbury Mackenzie, Edwin Harvie Smith, John Appleton White, John Philemon Paca, Thomas Marsh Smith.

From Massachusetts—Francis E. Abbot, James Atkins Noyes.

From Connecticut—Dr. Charles Samuel Ward, Charles H. Trowbridge.

From District of Columbia—Gen. Richard N. Batchelder, U. S. A., Pay Director James H. Watmough, U. S. N., Charles Edward Coon, Gen. Walter Wyman, Archibald Hopkins; alternates, Lieut. T. B. M. Mason, U. S. N., Capt. Oscar F. Long, U. S. A., Lieut. Richard Graham Davenport, U. S. N., Prof. G. Brown Goode.

First officers.—Governor-general, Frederic J. De Peyster; deputy governor-general, Charles H. Murray for New York, James Mifflin for Pennsylvania, Gen. Joseph Lancaster Brent for Maryland, Gen. William F. Draper for Massachusetts, Nathan G. Pond for Connecticut, Rear-Admiral Francis Asbury Roe for District of Columbia; secretary-general, Howland Pell; deputy secretary-general, Edward Trenchard; treasurer-general, Satterlee Swartwout; deputy treasurer-general, S. Victor Constant; registrar-general, George Norbury Mackenzie; historian-general, Dr. Francis E. Abbot; chaplain-general, Rev. C. Ellis Stevens, LL.D., D. C. L.; surgeon-general, Samuel Claggett Chew, M. D.; chancellor-general, Hon. Thomas F. Bayard.

Officers, 1894.—Same as above.

PUBLICATIONS.

Annual Register of officers and members, January, 1894. New York, 1894. 8vo. pp. 215, xxix.

STATE.

ALABAMA SCOTCH-IRISH SOCIETY.

BIRMINGHAM, ALA.

Organized March, 1891.

Objects.—Same as those of the National Scotch-Irish Society.

First officers.—President, Gen. R. D. Johnston, Birmingham, Ala.; secretary, William G. Montgomery, Birmingham, Ala.

Officers, 1895.—President, Rev. J. H. Bryson, D. D., Huntsville, Ala.: secretary, William G. Montgomery, 2022 First avenue, Birmingham, Ala.: treasurer, John H. Miller, Birmingham, Ala.

THE SOCIETY OF THE SONS OF THE REVOLUTION, IN ALABAMA.

BIRMINGHAM, ALA.

Instituted April 16, 1894.

Objects.—The objects are common to all of the State societies and are set forth in the constitution of the general society. The organization is for social, literary, and patriotic purposes. It aims to acquaint the descendants of the heroes of the Revolution with the wonderful work of their ancestors; and to inculcate a love of duty and country similar to that which has become the admiration of all mankind. It is formed to aid in historical research; in the erection of monuments to our national heroes; in the preservations of records and genealogies; in the commemorative celebration of great historical events of a national importance, and in the promotion of social intercourse and a feeling of fellowship among its members.

Founders and first officers.—James Edward Webb, president, Birmingham, Ala.; James Franklin Johnston, vice-president, Birmingham, Ala.; Dr. Frank Prince, vice-

president, Bessemer, Ala.; Thomas McAdory Owen, secretary, Birmingham, Ala.; James Lewis Sandefur, treasurer, Birmingham, Ala.; Jesse Kilgore Brockman, assistant secretary, registrar, and historian, Birmingham, Ala.; Dr. Edward Pulaski Lacey, surgeon, Bessemer, Ala.; Dr. William Marmaduke Owen, chaplain, Bessemer, Ala.

Board of managers.—James E. Webb, chairman; Thomas M. Owen, secretary; Robert Daniel Johnston, Thomas Jefferson Hickman, Edward Ennis Graham Roberts, Dr. William M. Owen, Jesse K. Brockman, John McQueen, James F. Johnston, Dr. Frank Prince, James L. Sandefur, Dr. E. P. Lacey.

Officers, 1895-96.—Same as above, reelected, except W. P. G. Harding, Birmingham, Ala., present treasurer.

PUBLICATIONS.

Register, showing officials, constitution, by-laws, and roll of members, with ancestors, 1894-95. Total membership, 26.

SOCIETY OF COLONIAL WARS, IN CONNECTICUT.

NEW HAVEN, CONN.

Chartered April 26, 1893; incorporated May 21, 1893.

Objects.—See article 4 of General Society of Colonial Wars.

Founders.—Charles Samuel Ward, George Miles Gunn, George Hare Ford, Charles Hotchkiss Trowbridge, Charles Abraham Tomlinson, Nathan Gillette Pond, and others.

First officers (elected December 14, 1893).—Governor, Daniel Cady Eaton; deputy governor, George Bliss Sanford; lieutenant-governor, James Junius Goodwin; secretary, Nathan Gillette Pond; treasurer, Charles Hotchkiss Trowbridge; registrar, Henry Walter Wessels; gentlemen of the council, George Hare Ford, John Edward Heaton, Evelyn Lyman Bissell, Charles Samuel Ward, Charles Edwin Brown, Charles Abraham Tomlinson, William Freeman French, Ralph William Cutler, Abram Heaton Robertson.

THE ASSOCIATION OF THE OLDEST INHABITANTS OF THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Organized December 7, 1865.

Objects.—"The objects of this association are to cement and strengthen the interest and associations arising out of a common residence for a long period in the same locality, to keep alive the reminiscences of the past and the social and paternal communion of the present and the future. Assuming that, as the oldest residents of the District, we cherish the greatest solicitude for its prosperity, it will be for the association to lend its aid in every way to its prosperity and improvement in good order, right government, and social intercourse, hospitality, and in courtesy and respect to all public functionaries and authorities, without regard to sectional or political distinctions." (Constitution.)

First officers.—Benjamin Ogle Tayloe, president, with thirteen vice-presidents, one for each original State of the Union, of whom two, Peter Force and W. A. Bradley, are the only names recorded; Alex. McD. Davis, M. D., recording secretary; John Carrol Brent, corresponding secretary; Nicholas Callan, treasurer; S. Masi, marshal.

Officers, 1895.—John Marbury, jr., president; J. W. Clarke, W. Beron, J. Pilling, N. D. Larner, J. A. Tait, Joseph Prather, F. S. Kern, J. W. Brandenburg, C. W. Bennett, J. D. Hendley, J. H. Thompson, B. C. Wright, and R. Eichorn, vice-presidents; James Madison Cutts, recording secretary; Dr. Joseph T. Howard, corresponding secretary; Robert Ball, treasurer; J. A. Wineberger, marshal.

PUBLICATIONS.

See Report of American Historical Association, 1890. Manuscript copies of the addresses and papers read before the association, with other valuable manuscripts, and rare and valuable maps of the city and District, are preserved in its archives.

THE DISTRICT OF COLUMBIA SOCIETY OF THE SONS OF THE AMERICAN REVOLUTION.

WASHINGTON, D. C.

Organized April 19, 1890.

Objects.—First, to perpetuate the memory and spirit of the men who achieved American independence, by the encouragement of historical research in relation to the Revolution and the publication of its results; the preservation of documents

and relics and of the records of the individual services of Revolutionary soldiers and patriots, and the promotion of celebrations of all patriotic anniversaries; second, to carry out the injunction of Washington in his farewell address—"To promote, as an object of primary importance, institutions for the general diffusion of knowledge"—thus developing an enlightened public opinion and affording to young and old such advantages as shall develop in them the largest capacity for performing the duties of American citizens; third, to cherish, maintain, and extend the institutions of American freedom, thus fostering true patriotism and love of country, and to aid in securing for mankind all the blessings of liberty.

Founders and first officers.—President, Admiral D. D. Porter, U. S. N.; vice-presidents, Gen. A. W. Greely, U. S. A., Gen. Marcus J. Wright (late C. S. A.); secretary, Dr. F. O. St. Clair; treasurer, Col. Marshall McDonald; registrar, Dr. G. Brown Goode; historian, Dr. J. M. Toner.

Officers, 1895.—President, Dr. G. Brown Goode; vice-presidents, Hon. John W. Douglass, Hon. John Goode, Mr. Bernard R. Green; recording secretary, Mr. Francis E. Storm; corresponding secretary, Mr. Frederick E. Tasker; treasurer, Mr. William Van Zandt Cox; registrar, Mr. William J. Rhees; assistant registrar, Mr. Francis H. Parsons; historian, Maj. William Holcomb Webster; chaplain, Rev. Thomas S. Childs, D. D.

PUBLICATIONS.

Yearbook, 8vo, 150 pp.

MEMORIAL ASSOCIATION OF THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Incorporated March 18, 1892.

Organized for the purpose "of preserving the most noteworthy houses at the capital that have been made historic by the residence of the nation's greatest men; (2) of suitably marking, by tablets or otherwise, the houses and places throughout the city of chief interest to our own residents and to the multitudes of Americans and foreigners that annually visit the capital; (3) of cultivating that historic spirit and that reverence for the memories of the founders and leaders of the Republic upon which an intelligent and abiding patriotism so largely depends."

Founders.—Melville W. Fuller, John M. Schofield, John W. Foster, B. H. Warder, S. P. Langley, A. B. Hagner, J. C. Bancroft Davis, Walter S. Cox, S. H. Kauffmann, A. R. Spofford, John Hay, J. W. Douglass, Myron M. Parker, Gardiner G. Hubbard, W. D. Davidge, S. R. Franklin, Charles C. Glover, Teunis S. Hamlin.

Officers, 1893.—President, Melville W. Fuller; vice-president, Teunis S. Hamlin; secretary, Myron M. Parker; treasurer, Charles C. Glover.

NEW ENGLAND SOCIETY.

WASHINGTON, D. C.

Organized about 1865.

Object.—Maintenance of the principles of the Puritans, and annual celebration of Forefathers' day.

Officers, 1895.—President, ———; treasurer, Hon. Henry M. Baker, of New Hampshire; secretary, Silas Boyce.

SOCIETY OF COLONIAL WARS, IN THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Organized May 20, 1893; incorporated November 17, 1893.

Object.—(See article 4 of the General Society of Colonial Wars.)

Founders.—Charles Edward Coon, Richard Graham Davenport, Francis Asbury Roe, James H. Watmough, Fayette Washington Roe, George Roe, and others.

First officers (elected December 19, 1893).—Governor, Rear-Admiral Francis Asbury Roe, U. S. N.; deputy governor, Charles Edward Coon; lieutenant-governor, Pay Director James H. Watmough, U. S. N.; secretary, Capt. Oscar Fitzalan Long, U. S. A.; deputy secretary, Joseph Cuyler Hardie; treasurer, Joseph Frederick Batchelder; registrar, Albert Charles Peale, M. D.; historian, Samuel Moon Shute, D. D.; chaplain, Rev. James Owen Dorsey; chancellor, Archibald Hopkins; gentlemen of the council, Gen. Richard N. Batchelder, U. S. A., Edward Augustus Moseley, Gen. Walter Wyman, Prof. G. Brown Goode, James Bowen Johnson, Alonzo Howard Clark, Commodore Richard Worsam Meade, U. S. N., Prof. Gilbert Thompson, Charles Edward Cooke.

SOCIETY OF COLONIAL WARS, OF MARYLAND.

BALTIMORE, MD.

Organized March 25, 1893; incorporated February 28, 1893.

Objects.—(See article 4 of the General Society of Colonial Wars.)

Founders and first members.—George Norbury Mackenzie, William Henry De Courcy, Wright Thom, Douglas Hamilton Thomas, Henry Stockbridge, Henry Stockbridge, jr., Charles Bernard Tiernan, and others.

Officers, 1894.—Governor, Henry Stockbridge; deputy governor, McHenry Howard; lieutenant-governor, Gen. Joseph Lancaster Brent; secretary, George Norbury Mackenzie; deputy secretary, Anthony Morris Tyson; treasurer, John Appleton Wilson; registrar, Charles Bernard Tiernan; historian, Edwin Harvie Smith; gentlemen of the council, Bennet Bernard Browne, M. D., Henry Stockbridge, jr., Douglas Hamilton Thomas, Samuel Claggett Chew, M. D., Randolph Barton, Benjamin Howell Griswold, John Savage Williams, John Philemon Paca.

BOSTON MEMORIAL ASSOCIATION.

BOSTON, MASS.

Organized and incorporated January 19, 1880.

Objects.—To promote the ornamentation of the city of Boston; to protect its memorials; to aid in the preservation and improvement of its public grounds, and to erect works of art within the limits of the city.

First officers.—President, Alexander H. Rice; vice-presidents, Mayor of Boston, ex-officio, James L. Little, Martin P. Kennard, Francis Jaques, Charles U. Cotting; treasurer, George Baty Blake; secretary, Prentiss Cummings; trustees, Frederick W. Lincoln, Otis Norcross, William Gaston, Alexander H. Rice, Samuel C. Cobb; executive committee, president ex-officio; treasurer ex-officio, Gilbert Attwood, William R. Ware, Frederick O. Prince, Samuel A. Green, Charles W. Slack, Solomon B. Stebbins, W. P. P. Longfellow.

Officers, 1894.—President, Hon. Martin Parry Kennard; vice-presidents, the mayor of Boston ex-officio, Alexander H. Rice, Frederic W. Lincoln, George O. Shattuck; treasurer, Francis H. Brown, M. D.; secretary, Batson S. Ladd.

PILGRIM SOCIETY.

PLYMOUTH, MASS.

Organized May 29, 1820; incorporated, 1820.

Objects.—Commemoration of the wanderings of the Pilgrims and of their settlement in America, by the erection of durable monuments at Plymouth.

First officers.—Hon. Joshua Thomas, president; B. M. Watson, recording secretary; Samuel Davis, corresponding secretary; Beza Hayward, treasurer; Dr. James Thacher, librarian and cabinet keeper.

Officers, 1894.—Hon. John D. Long, president; William S. Danforth, secretary; Charles B. Stoddard, treasurer; Thomas B. Drew, librarian and cabinet keeper, and a board of ten or more trustees.

PUBLICATIONS.

See report of American Historical Association, 1892.

SOCIETY OF COLONIAL WARS, IN MASSACHUSETTS.

BOSTON, MASS.

Organized April 5, 1893; incorporated April 29, 1893.

Object.—See article 4 of the General Society of Colonial Wars.

Founders.—Walter Kendall Watkins, Francis Ellingwood Abbot, Edwin Tobey Barker, James Atkins Noyes, Walter Gilman Page, Samuel Swett Green, and others.

First officers (elected December 21, 1893).—Governor, Frances Ellingwood Abbot; deputy governor, Henry Oscar Houghton; lieutenant-governor, Samuel Swett Green; secretary, Walter Kendall Watkins; treasurer, Abijah Thompson; registrar, Walter Gilman Page; historian, James Atkins Noyes; chaplain, Rev. George Madison Bodge; gentlemen of the council, Edward Tobey Barker, Arthur Wellington Clark, Walter Holbrook Draper.

NEW ENGLAND SOCIETY, OF ORANGE, N. J.

ORANGE, N. J.

Organized May 12, 1870.

Objects.—Commemorative; practical, as striving to reproduce the virtues of the forefathers together with their ideas and principles, and to foster and stimulate public spirit in the private citizen; social; benevolent.

First officers.—President, Lowell Mason, jr.; first vice-president, David A. Heald; second vice-president, Oliver S. Carter; counsellors, Gardner R. Colby, David N. Ropes, William F. Stearns, Benjamin F. Metcalf, William A. Brewer, jr., Benjamin Shepard; secretary, William P. Garrison; treasurer, Frederick Leyman.

Officers, 1894.—President, William R. Howe; first vice-president, Charles H. Mann; second vice-president, Isaac E. Gates; counsellors, William F. Allen, Blucker Van Wagenen, Wilberforce Freeman, Usher W. Cutts, Frank H. Scott, Franklin R. Upton; corresponding secretary, William P. Garrison; recording secretary, Charles A. Lindsley; treasurer, Henry P. Starbuck; curator, Edward L. Kellogg.

THE COLONIAL DAMES OF AMERICA.

NEW YORK, N. Y.

Organized May 23, 1890; incorporated April 13, 1891.

Objects.—This is the first society of patriotic women descended from an ancestor who came to reside in an American colony prior to 1776, who held an important position in the Colonial Government, or who as a statesman or officer contributed to the achievement of American Independence. The object of the society is to collect manuscripts, etc., that might be destroyed by ignorance or indifference, and present these papers in such a way at stated meetings of the society as shall contribute to the education and interest of its members. These papers are from time to time to be collected and published at the expense of the society.

Founders.—Elizabeth Duer King, president; Elizabeth Coralie Gardiner, first vice-president; Emily N. Trevor, second vice-president; May King Van Rensselaer, secretary; Coralie Livingston Gardiner, treasurer; Cornelia A. Beekman, Annie Townsend Lawrence, Sarah Alden Derby, Sarah Goodlene King.

Officers, 1895.—President, Mrs. Archibald Gracie King; first vice-president, Mrs. John Lyon Gardiner; second vice-president, Mrs. Walter Rutherford; Secretary, Mrs. John K. Van Rensselaer; treasurer, Mrs. Oscar Schmidt; managers, Mrs. Thomas Wren Ward, Miss Josephine Stevins, Mrs. Herman Livingston, Mrs. Edwin Stevens, Mrs. M. Bailey, Mrs. Joseph Drexel.

CONFEDERATE VETERANS' CAMP OF NEW YORK.

NEW YORK, N. Y.

Organized after several preliminary meetings, on April 11, 1890.

Objects.—"To perpetuate the memories of our fallen comrades, to minister to the wants of needy and worthy Confederate soldiers and sailors and their widows and orphans, and to preserve and maintain the sentiment of fraternity that was born amid the pleasures, hardships, and dangers of the march, bivouac and battlefield."

First officers, 1890-91.—Commander, Andrew G. Dickinson; first lieutenant-commander, James H. Parker; second lieutenant-commander, John J. Garnett; third lieutenant-commander, William W. Flannagan; adjutant, William S. Keiley; paymaster, Edward Owen; quartermaster, Stephen W. Jones; surgeon, Dr. J. H. Shorter; assistant surgeon, Dr. R. C. M. Page; chaplain, Rev. Dr. William W. Page; council, J. Edward Graybill, William J. Hardy; officer of the day, James E. Orr; vidette, Matthew Clark; national color bearer, A. Poindexter; camp color bearer, R. Wayne Wilson; executive committee, John R. McNulty (chairman), Thomas A. Young, Dr. William H. May, J. H. Cohen, John F. Black, F. G. De Fontaine, Arthur A. Esdra, Edward Owen (secretary).

Officers, 1894-95.—Commander, A. G. Dickinson; lieutenant-commander, C. E. Thorburn; paymaster, Edward Owen; adjutant, Thomas L. Moore; chaplain, Rev. Dr. O. A. Glazebrook; surgeon, Dr. J. Harvie Dew; executive committee, J. B. Wilkinson, jr., Henry Harney, S. Calhoun Smith, J. D. Harby, G. H. Winkler, Edward Owen (secretary executive committee).

INTERNATIONAL ASSOCIATION OF COLUMBIAN DAUGHTERS OF AMERICA.

NEW YORK, N. Y.

Organized April 17, 1892, to commemorate the signing of the compact between Ferdinand and Isabella and Columbus; incorporated at Columbus, Ohio, June 11, 1892.

Object —The mutual improvement of members, and the advancement of science, art, music, literature, and the vital interests of the day.

First officers.—Founder and governor-general, Mrs. Stephen A. Webster; president general, Mrs. John Q. Adams; vice-presidents, Miss M. Augusta Lewis, Mrs. Anna Randell Diehl, Mrs. Clinton Mackie; recording secretary, Miss Beatrice R. E. Webster; corresponding secretary, Miss Florence L. Adams.

Officers, 1895.—Governor-general, Mrs. S. A. Webster; president, Miss Ida A. Whittington; vice-presidents, Miss M. Louise Jennings, Mrs. Fanny Miller, Mrs. J. A. Brugger, Miss Edith L. Childs; secretary, Miss Beatrice R E. Webster, 26 Beekman place, New York City.

THE NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK.

NEW YORK, N. Y.

Organized May 6, 1805; incorporated April 15, 1833

Object —"To commemorate the landing of the Pilgrim Fathers on Plymouth Rock; to promote friendship, charity, and mutual assistance, and for literary purposes."

First officers.—James Watson, president; Samuel M. Hopkins, treasurer; Jonathan Burrall, treasurer.

Officers, 1894-95.—Elihu Root, president; Charles C. Beaman, first vice-president; Henry E. Howland, second vice-president; William Dowd, treasurer; George Wilson, secretary.

PUBLICATIONS.

Year Books, containing reports of the annual meetings, with the addresses delivered, 8vo.

SOCIETY OF COLONIAL WARS IN THE STATE OF NEW YORK.

NEW YORK, N. Y.

Organized August 18, 1892; incorporated October 18, 1892.

Objects.—"To preserve the names, memory, and deeds of those brave men who, in military, naval, or civil service, by their acts and counsel assisted in the establishment of the American Colonies; to collect and preserve manuscripts, records, muster rolls, and articles relating to our colonial history."

Founders.—Nathan G. Pond, Charles H. Murray, T. Waln-Morgan Draper, Satterlee Swartwout, Frederick E. Haight, E. C. Miller, Samuel Victor Constant, Howard R. Bayne, Charles B. Miller, and Charles M. Gunn.

First officers (elected at the first general court at Delmonico's, December 19, 1892).—Governor, Frederic J. de Peyster; deputy governor, James M. Varnum; lieutenant-governor, T. J. Oakley Rhinelander; treasurer, S. Victor Constant; secretary, Howland Pell; deputy secretary, R. Horace Gallatin; historian, Thomas Ludlow Ogden; chaplain, Rev. Maunsell Van Rensselaer; registrar, Frederick E. Haight.

Officers, December 19, 1893.—Governor, Frederic J. de Peyster; deputy governor, James M. Varnum; lieutenant-governor, T. J. Oakley Rhinelander; secretary, Howland Pell; deputy secretary, John T. Wainwright; treasurer, S. Victor Constant; registrar, Frederick E. Haight; historian, Thomas Ludlow Ogden; chaplain, Rev. Alexander Hamilton.

SOCIETY OF THE ARMY OF THE POTOMAC.

BROOKLYN, N. Y.

Organized July 5, 1869.

Object.—"The object of this society shall be to cherish the memories and associations of the Army of the Potomac; to strengthen the ties of fraternal fellowship and sympathy formed from companionship in that army; to perpetuate the name and fame of those who have fallen either on the field of battle or in the line of duty with that army; to collect and preserve the record of its great achievements, its numerous contested battles, its campaigns, marches, and skirmishes." (Constitution.)

First officers, 1869.—President, Lieut. Gen. Philip H. Sheridan, U. S. A. Vice-presidents: First Corps, Maj. Gen. John Newton, U. S. V.; Second Corps, Maj. Gen. W. S. Hancock, U. S. A.; Third Corps, Maj. Gen. S. P. Heintzelman, U. S. V.; Fourth Corps, Maj. Gen. Silas Casey, U. S. V.; Fifth Corps, Maj. Gen. Joshua L. Chamberlain, U. S. V.; Sixth Corps, Maj. Gen. Horatio G. Wright, U. S. V.; Ninth Corps, Maj. Gen. John C. Parke, U. S. V.; Eleventh Corps, Maj. Gen. O. O. Howard, U. S. A.; Twelfth Corps, Maj. Gen. Henry W. Slocum, U. S. V.; Cavalry Corps, Maj. Gen. Alfred Pleasonton,

U. S. V.; Artillery Corps, Maj. Gen. Henry J. Hunt, U. S. V.; staff, Maj. Gen. A. A. Humphreys, U. S. V. Treasurer, Maj. Gen. Henry E. Davies, jr., U. S. V.; recording secretary, Bvt. Maj. Gen. George H. Sharpe, U. S. V.; corresponding secretary, Bvt. Lieut. Col. William C. Church, U. S. V.

Officers, 1895.—President, Bvt. Maj. Gen. Alexander S. Webb, U. S. V. Vice-presidents: First Corps, Brig. Gen. Lucius Fairchild, U. S. V.; Second Corps, Bvt. Lieut. Col. W. H. D. Cochrane, U. S. V.; Third Corps, Capt. William Plimley, U. S. V.; Fourth Corps, Sergt. Henry C. La Rowe, U. S. V.; Fifth Corps, Bvt. Maj. William Brodhead, U. S. V.; Sixth Corps, Col. A. J. Smith, U. S. V.; Ninth Corps, Bvt. Maj. Gen. S. G. Griffin, U. S. V.; Tenth Corps, Capt. Charles A. Brooks, U. S. V.; Eleventh Corps, Bvt. Brig. Gen. L. P. di Cesnola, U. S. V.; Twelfth Corps, Private Charles W. Boyce, U. S. V.; Eighteenth Corps, Col. G. M. Guion, U. S. V.; Nineteenth Corps, Col. Charles J. Wright, U. S. V.; Cavalry Corps, Bvt. Brig. Gen. S. E. Chamberlain, U. S. V.; Artillery Corps, Lieut. Col. Carl A. Woodruff, U. S. A.; Signal Corps, Capt. Paul G. Botticher, U. S. V.; general staff, Bvt. Brig. Gen. Thomas Wilson, U. S. A. Treasurer, Bvt. Lieut. Col. Samuel Truesdell, U. S. V., 41 Park Row, New York; recording secretary (since 1877), Bvt. Col. Horatio C. King, U. S. V., 375 Fulton street, Brooklyn, N. Y.; corresponding secretary, Bvt. Maj. Gen. George H. Sharpe, U. S. V , Rondout, N. Y.

PUBLICATIONS.

Annual reports, by the recording secretary, of the reunions, 1869–1894.

NORTH CAROLINA SOCIETY OF THE SONS OF THE REVOLUTION.

RALEIGH, N. C.

Temporarily instituted October 24, 1893; permanently organized November 21, 1893; incorporated January 8, 1894.

Objects.—"The objects of the society are social, literary, and patriotic, and the society is formed for the purpose of perpetuating the memory of those men who, in the military, naval, and civil service of the Colonies and of the Continental Congress, during the war of the Revolution, by their acts or counsel, achieved the independence of our country; to stimulate a love for historical study; to collect and secure for preservation the manuscripts, records, and other documents relating to that period, particularly those pertaining to North Carolina; to inspire the members of the society with the patriotic spirit of their forefathers, and to promote a feeling of fellowship among its members."

Incorporators.—Elias Carr, Kemp Plummer Battle, LL. D., Marshall De Lancey Haywood, Daniel Harvey Hill, Herbert Bemerton Battle, Robert Brent Drane, D. D., Samuel A'Court Ashe, Peter Evans Hines, M. D., Alexander Quarles Holladay, William Joseph Hawkins, M. D., Thomas Stephen Kenan, Edmund Burke Haywood, M. D., Frank Battle Dancy, Bosworth Clifton Beckwith, Graham Daves, and Joseph Dolby Myers.

Officers, 1894.—President, Governor Elias Carr; vice-president Hon. Kemp P Battle, LL. D.; secretary, Marshall De Lancey Haywood; registrar, Prof. D. H. Hill; treasurer, Dr. H. B. Battle; chaplain, Rev. Robert Brent Drane, D. D.; board of managers, the above officers (ex officio), and Samuel A'Court Ashe, Peter Evans Hines, M. D., Alexander Quarles Holladay, Thomas Stephen Kenan, Frank Battle Dancy, Bosworth Clifton Beckwith, Graham Daves, Joseph Dolby Myers, and Alphonso Calhoun Avery, LL. D.

PUBLICATIONS.

By-laws and charter, 1894.
Prospectus, 1894-95, 1894.

ROANOKE COLONY MEMORIAL ASSOCIATION.

DURHAM, N. C.

Organized May 4, 1894, in Baltimore, Md.; incorporated April, 1894, in Raleigh, N. C.

Object.—To preserve the site of Raleigh's colony on Roanoke Island.

Founded by Prof. Edward Graham Daves, of Baltimore; Dr. S. Weir Mitchel, of Philadelphia; Mr. Francis White, of Baltimore, and others.

First officers.—Prof. Edward Graham Daves, president; J. S. Bassett, secretary.

Officers, 1894-95.—Maj. Graham Daves, Newbern, N. C., president; J. S. Bassett, Durham, N. C., secretary.

The headquarters of the society are at Edenton, N. C.

SOCIETY OF COLONIAL WARS OF PENNSYLVANIA.

PHILADELPHIA, PA.

Organized January 23, 1893.

Object.—See article 4 of the General Society of Colonial Wars.

Founders and first members.—William Wayne, Edward Shippen, James Mifflin, Charles Ellis Stevens, William Fisher Lewis, William Macpherson Hornor, and others.

Officers, 1894.—Governor, Hon. William Wayne; deputy governor, Edward Shippen, M. D.; lieutenant-governor, James Mifflin; secretary, George Cuthbert Gillespie; treasurer, William Macpherson Hornor; registrar, T. Hewson Bradford, M. D.; historian, William Fisher Lewis; chaplain, Rev. C. Ellis Stevens, LL. D., D. C. L.; gentlemen of the council, Hon. William Wayne, Thomas H. Montgomery, T. Chester Walbridge, John T. Lewis, jr., Andrew Cheves Dulles, James Large, John Thompson Spencer, Richard A. Cleeman, M. D., Rev. C. Ellis Stevens, LL. D., D. C. L., Edward Shippen, M. D., U. S. N., George Cuthbert Gillespie, James Mifflin, T. Hewson Bradford, M. D., William Macpherson Hornor.

WILLIAM B. BROWN CAMP CONFEDERATE VETERANS, NO. 9.

GALLATIN, TENN.

Organized and incorporated May 27, 1893.

Objects.—To perpetuate the memory of the Confederates and their cause, and provide for the care of the disabled and poor.

First officers.—J. B. Donelson, president; H. B. Ferrell, first vice-president; Harris Brown, treasurer; E. T. Seay, secretary; T. Boyers, jr., chaplain.

Officers, 1894-95.—Same.

XIII. PAINTING, SCULPTURE, AND ARCHITECTURE.

NATIONAL.

NATIONAL LEAGUE OF MINERAL PAINTERS.

NEW YORK, N. Y.

Organized April, 1892.

Objects.—"To centralize and associate the members of the various and widely scattered clubs of mineral artists throughout the United States, and to lead to the gradual development of a more national school of mineral painting." (Constitution.)

First officers.—President, Mrs. S. S. Frackelton, Wisconsin; vice-president, Mrs. Charles Deere, Illinois; secretary, Mrs. Eleanor Deen Gardner, 114 Fifth avenue, New York City; assistant secretaries, Miss M. Le Prince, New York, Mrs. A. G. Marshall, Colorado; treasurer, Mrs. Florence Pratt, Illinois.

Officers, 1895.—Same.

STATE.

THE ARCHITECTURAL LEAGUE OF NEW YORK.

NEW YORK, N. Y.

Organized January 18, 1881; incorporated November 2, 1888.

Objects.—The promotion of architecture and the allied fine arts.

First officers.—President, Daniel W. Willard; vice-president, J. P. Riley; secretary, C. H. Blackall; treasurer, John H. Duncan.

Officers, 1895.—President, George B. Post, 33 East Seventeenth street; vice-president, Charles R. Lamb, 360 West Twenty-second street; secretary, Charles I. Berg, 10 West Twenty-third street; treasurer, Warren R. Briggs, 338 Main street, Bridgeport, Conn.

PUBLICATIONS.

Exhibition Catalogue, annual, and the Club Yearbook.

NATIONAL ACADEMY OF DESIGN.

NEW YORK, N. Y.

Organized January 16, 1826; incorporated April 5, 1828; charter made perpetual April 24, 1873.

Object.—The cultivation and extension of the arts of design, and its funds shall be employed in promoting that object.

Founders.—On the 8th of November, 1825, a number of young artists and students, secessionists from the older "American Academy of Fine Arts," now no longer existing, established the New York Drawing Association, and on the 16th of January, 1826, resolved themselves into a new organization to be known as the National Academy of the Arts of Design. They thereupon chose from their number 15 artists, who were directed to choose 15 others, the 30 thus selected to constitute the new society. Of this body of founders of the National Academy of Design, the last survivor, Mr. Thomas S. Cummings, N. A., for many years the treasurer and at one time the vice-president of the academy, died September 25, 1894.

The first fifteen, Thomas S. Cummings, M. L. Danforth, William Dunlap, Asher B. Durand, John Frazee, Charles C. Ingham, Henry Inman, G. Marsiglia, Peter Maverick, S. F. B. Morse, Edward T. Potter, Hugh Reinagle, Ithiel Town, W. G. Wall, Charles C. Wright; the second fifteen, Fred. S. Agate, Alexander J. Anderson, Thomas Cole, James Coyle, John Evers, William Jewett, William Main, John W. Paradise, J. Paradise, Rembrandt Peale, Nathaniel Rogers, Martin E. Thompson, John Vanderlyn, Samuel Waldo, D. W. Wilson.

Officers or council, 1894–95.—Thomas W. Wood, president; H. W. Robbins, vice-president; J. C. Nicoll, corresponding secretary; George H. Smillie, recording secretary; James D. Smillie, treasurer; Edwin H. Blashfield, H. Bolton Jones, Thomas Moran, James M. Hart, Olin L. Warner, Walter Shirlaw.

PUBLICATIONS.

Catalogues of the Annual (Spring) Exhibition and Autumn Exhibition.

NATIONAL SCULPTURE SOCIETY.

37 West Twenty-second Street, New York.

Organized May 30, 1893.

Objects.—To spread the knowledge of good sculpture; to raise sculptors to an equal place with painters, so that amateurs shall give them equal consideration and shall accord to sculpture as an art the same favor as to painting; to provide an annual exhibition of sculpture; to encourage the production of imaginative and ideal sculpture; to concentrate a body of sculptors, to whom questions of town embellishment may be referred; to provide a channel for the publication of ideal statuary and small works of sculpture for the household through limited editions, or otherwise, as may be deemed best; to encourage a wider demand for sculpture inside and outside dwellings and public edifices, so that architects and committees shall be forced to demand work by American sculptors; to attract to American artists and workmen the sums now spent on foreign statuettes, medallions, etc.; to establish a fund for the purchase of imaginative and ideal sculpture for the decoration of parks and buildings, and for presentation to museums, in aid of, not in rivalry with, the Municipal Art Society.

First officers.—J. Q. A. Ward, president; Richard M. Hunt, first vice-president; Richard W. Gilder, second vice-president; Charles de Kay, treasurer; F. Wellington Ruckstuhl, secretary.

Executive council, 1895.—J. Q. A. Ward, president; Russell Sturgis, first vice-president; Richard W. Gilder, second vice-president; J. Wyman Drummond, treasurer; F. W. Ruckstuhl, secretary; Herbert Adams, William C. Brownell, Thomas Shields Clarke, William T. Evans, Paulding Farnham, Daniel C. French, William C. Hall, Thomas Hastings, R. M. Hunt, Augustus St. Gaudens, Olin L. Warner, John Williams.

SOCIETY OF AMERICAN ARTISTS.

New York City.

Organized 1877; incorporated 1882.

Object.—The advancement of the fine arts.

Founders and first officers.—President, Walter Shirlaw; vice-president, Augustus St. Gaudens; secretary, Wyatt Eaton; Helena De Kay Gilder.

Officers, 1895.—President, William M. Chase; vice-president, John La Farge; secretary, Kenyon Cox; treasurer, Samuel Isham; Herbert Adams.

PENNSYLVANIA ACADEMY OF THE FINE ARTS.

Philadelphia, Pa.

Founded 1805.

Officers, 1894.—President, Edward H. Coates; vice-president, Clarence H. Clark; directors, Clarence H. Clark, William B. Bement, E. Burgess Warren, Charles Henry

Hart, John H. Packard, M. D., Henry Whelen, jr., John H. Converse, Charles Hare Hutchinson, Alexander Biddle, Francis W. Lewis, M. D., Theophilus P. Chandler, jr., Charles C. Harrison; treasurer, Henry Whelen, jr.; secretary and managing director, Harrison S. Morris; solicitor, John G. Johnson.

PUBLICATIONS.

Catalogues of exhibitions, annual reports.

XIV. LAW.

NATIONAL.

THE AMERICAN BAR ASSOCIATION.

BALTIMORE, MD.

Organized, 1878.

Objects.—"To advance the science of jurisprudence, promote the administration of justice and uniformity of legislation throughout the Union; uphold the honor of the profession of the law, and encourage cordial intercourse among members of the American bar." (Constitution.)

First officers.—President, James O. Broadhead, St. Louis, Mo.

Officers, 1895-96.—President, Moorfield Storey, Boston, Mass.; secretary, John Hinkley, 215 North Charles street, Baltimore, Md.; treasurer, Francis Rawle, 328 Chestnut street, Philadelphia, Pa.; executive committee, Moorfield Storey, James C. Carter, John Hinkley, and Francis Rawle (ex officio), George A. Mercer, Alfred Hemenway, and Charles Claflin Allen (elected).

PUBLICATIONS.

Reports of annual meetings, Vols. I-XVIII., 8 vo.

STATE.

THE ALABAMA STATE BAR ASSOCIATION.

MONTGOMERY, ALA.

Organized January 15, 1879; incorporated February 12, 1879.

Objects.—To advance the science of jurisprudence and promote the administration of justice throughout this State, uphold the honor of the profession of the law, and establish cordial intercourse among the members of the bar of Alabama.

Founder and first officers.—Col. D. S. Troy, of the city of Montgomery, on December 13, 1878, being at that time a senator from Montgomery County in the general assembly of Alabama, sent a page around to the senators and members of the house to obtain the signatures of the lawyers in each body, agreeing to organize a bar association. At a meeting of the signers of said call held in the hall of the house of representatives, on January 15, 1879, W. L. Bragg was elected president; Peter Hamilton, E. W. Pettus, L. P. Walker, H. M. Somerville, and James L. Pugh were elected vice-presidents; Alexander Troy was elected secretary and treasurer.

Officers, 1895.—James E. Webb, of Birmingham, president; Alexander Troy, of Montgomery, secretary.

PUBLICATIONS.

Proceedings of the annual meetings, varying in size from 130 to 255 pages.

THE BAR ASSOCIATION OF THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Organized in Washington, D. C., May 30, 1871; incorporated June 5, 1874.

Objects.—"To maintain the honor and dignity of the profession of the law and increase its usefulness in promoting the due administration of justice; the mutual improvement and social intercourse of its members, and to acquire and maintain a law library for the use and reference of the members of the association, under the restrictions and regulations established in its by-laws."

First officers.—President, Walter D. Davidge; first vice-president, Richard T. Merrick; second vice-president, Walter S. Cox; secretary, B. G. Lovejoy; treasurer, William F. Mattingly; executive committee, Enoch Totten, Nathaniel Wilson, William B. Webb, James G. Payne, and Joseph J. Coombs.

Officers, 1895.—President, Nathaniel Wilson; first vice-president, Henry E. Davis; second vice-president, Samuel Maddox; secretary, Blair Lee; treasurer, Charles H. Cragin; board of directors, Nathaniel Wilson, Blair Lee, Charles H. Cragin, Samuel R. Bond, Job Barnard, Andrew B. Duvall, Randall Hagner, and William A. McKenney; librarian, B. Kennon Peters; assistant librarian, F. S. Key Smith.

THE BAR ASSOCIATION OF BALTIMORE CITY.

BALTIMORE, MD.

Organized December 26, 1879; incorporated January 15, 1880.

Objects.—"To aid in maintaining the honor and dignity of the profession of the law, to promote legal science, and to further the administration of justice."

Founders.—Severn Teackle Wallis, Daniel M. Thomas, John H. B. Latrobe, Eben J. D. Cross, and John K. Cowen.

First officers.—Severn Teackle Wallis, president; Archibald Stirling, jr., and William A. Fisher, vice-presidents; Skipwith Wilmer, secretary; Daniel M. Thomas, treasurer.

Officers, 1895.—Stewart Brown, president; Samuel D. Schumucker and Thomas S. Baer, vice-presidents; Conway W. Sams, secretary; Daniel M. Thomas, treasurer.

MINNEAPOLIS BAR ASSOCIATION.

MINNEAPOLIS, MINN.

Incorporated February 20, 1883.

Objects.—"To establish and conduct a legal society, to maintain the honor and integrity of the legal profession, and to create and maintain a law library in the city of Minneapolis."

First officers.—Eugene M. Wilson, president; M. B. Koon, vice-president; Arthur M. Keith, secretary; W. E. Hale, treasurer; W. W. McNair, W. R. Gray, W. J. Hahn, P. M. Babcock, and J. G. Woolley, executive committee.

Officers, 1895.—Vice-president, Francis B. Bailey; treasurer and librarian, Edward S. Waters.

MEMPHIS BAR AND LAW LIBRARY ASSOCIATION.

MEMPHIS, TENN.

Organized and incorporated 1874.

Objects.—To maintain the honor and dignity of the profession; the cultivation of the science of the law; the promotion of social intercourse among its members, and their improvement; to aid and assist in the administration of justice, and the foundation and establishment of a permanent law library.

First board of directors.—H. G. Smith, president; Charles Kortrecht, vice-president; Milton P. Jarnigan, treasurer; Eugene T. Harris, secretary; William M. Randolph, Isham G. Harris, and D. E. Myers.

Board of directors, 1894.—William M. Randolph, president; Leopold Lehman, vice-president; C. W. Metcalf, treasurer; John G. Willis, secretary; George Gillham, H. C. Warriner, and M. B. Trezevant.

XV. MEDICINE AND DENTISTRY.

NATIONAL.

AMERICAN DENTAL ASSOCIATION.

ST. LOUIS, MO.

The preliminary convention was held at Niagara Falls in August, 1859. The organization and first session were held in Washington, D. C., July, 1860.

First officers.—President, W. H. Atkinson, Cleveland, Ohio; first vice-president, J. B. Gibbs, Washington, D. C.; second vice-president, W. Cahoon, Detroit, Mich.; recording secretary, J. Taft, Cincinnati, Ohio; corresponding secretary, W. Muir Rogers, Shelbyville, Ky.; treasurer, S. Dillingham, Philadelphia.

Officers, 1894–95.—President, J. Y. Crawford, Nashville, Tenn.; first vice-president, S. C. G. Watkins, Montclair, N. J.; second vice-president, Thomas Fillebrown, Boston, Mass.; recording secretary, George H. Cushing, Chicago, Ill.; corresponding secretary, Emma Eames Chase, St. Louis, Mo.; treasurer, Henry W. Morgan, Nashville, Tenn.

PUBLICATIONS.

Transactions, 8vo.

AMERICAN MEDICAL ASSOCIATION.

1400 PINE STREET, PHILADELPHIA, PA.

Organized 1847.

Objects.—Union of the medical profession in behalf of higher medical education, advancing medical knowledge, and promoting the usefulness, honor, and interests of the profession.

Founders.—Dr. Nathan S. Davis, now of Illinois; Dr. Alden March, New York; Dr. L. Tichnor, Connecticut; Dr. Charles A. Lee, New York, and others.

First officers.—President, Dr. Nathaniel Chapman, Pennsylvania; vice-presidents, Drs. Jonathan Knight, Connecticut, Alex H. Stevens, New York, James Moultrie, South Carolina, A. H. Buchanan, Tennessee; secretaries, Drs. Alfred Stille, Pennsylvania, and J. R. W. Dunbar, Maryland; treasurer, Dr. Isaac Hays, Pennsylvania.

Present officers.—President, Dr. Donald Maclean, Michigan; vice-presidents, Drs. Starling Loving, Ohio, William Watson, Iowa, W. B. Rodgers, Tennessee, and F. S. Bascom, Utah; permanent secretary, Dr. William B. Atkinson, Pennsylvania; treasurer, Dr. H. P. Newman, Illinois; assistant secretary, Dr. George H. Rohe, Maryland.

PUBLICATIONS.

Transactions, Vols. I-XXXIII, large 8vo, averaging about 800 pages.
Since 1882 a weekly Journal, averaging 34 pages, large 4to, has been published, making two volumes a year.

THE UNITED STATES VETERINARY MEDICAL ASSOCIATION.

Organized June, 1863.
The thirtieth meeting was held in Chicago October 16-20, 1893.

STATE.

ALABAMA DENTAL ASSOCIATION.

BIRMINGHAM, ALA.

Organized in Montgomery, Ala., October 6, 1869; recently incorporated.

Object.—"The design of this association shall be to promote and foster the advancement of knowledge in dentistry in all its branches; to build up the professional character of its members, and to encourage intercourse and good will."

Founders.—Drs. L. M. Hungerford, J. G. McCauley, P. L. Ulmer, E. H. Locke, H. D. Boyd, Samuel Rambo, A. H. C. Walker, William J. Reese.

First officers.—J. G. McAuley, president; Samuel Rambo, first vice-president; W. W. Evans, second vice-president; William J. Reese, recording secretary.

Owing to the yellow-fever epidemic no meeting was held in 1873, nor thereafter until 1880, when a meeting was called for July 20 by Drs. W. D. Dunlap, J. G. McAuley, Samuel Rambo, E. S. Chisholm, and T. M. Allen. The association was then reorganized with the following officers: W. D. Dunlap, president; E. S. Chisholm, first vice-president; W. R. McWilliams, second vice-president; T. M. Allen, recording secretary; G. M. Rousseau, corresponding secretary; Samuel Rambo, treasurer.

Officers, 1894-95.—H. D. Boyd, president; O. C. Farish, first vice-president; H. B. Williamson, second vice-president; G. M. Rousseau, treasurer; S. W. Foster, secretary.

PUBLICATIONS.

Transactions, 1883-1885; 1887-1889; 1890-1894; 8vo.

THE JEFFERSON COUNTY MEDICAL SOCIETY.

BIRMINGHAM, ALA.

Organized 1869; incorporated 1877.

Objects.—Mutual benefit, protection, advancement, and education in the practice of medicine and surgery.

Founders.—T. M. Prince, M. D., president; R. N. Hawkins, M. D., secretary; J. B. Luckie, M. D., M. H. Jordan, M. D., J. W. Sears, M. D., and Joseph R. Smith, M. D.

Officers, 1895.—E. P. Riggs, M. D., president; George W. Brown, M. D., vice-president; W. H. Wilder, M. D., secretary; Wyatt Heflin, M. D., treasurer. Board of censors: E. H. Sholl, M. D., chairman; S. L. Ledbetter, M. D., secretary; T. L. Robertson, M. D., George S. Brown, M. D., and W. H. Johnston, M. D.; county health officer, Thomas D. Parke, M. D.

THE MEDICAL ASSOCIATION OF THE STATE OF ALABAMA.

MONTGOMERY, ALA.

Organized 1847; incorporated 1850; rechartered 1893.

Objects.—To organize the medical profession; to encourage a high standard of medical education; to encourage the study of medical botany and topography and

the medical climatology of the State, and to secure reliable accounts of endemic and epidemic diseases.

First officers, 1847.—President, W. B. Johnson, M. D.; vice-presidents, R. L. Fearn, M. D., and A. G. Mabry, M. D.; secretary, George F. Pollard, M. D.

Officers, 1895.—President, R. M. Fletcher, M. D.; vice-presidents, John A. McKinnon, M. D., and C. C. Jones, M. D.; secretary, J. R. Jordan, M. D.

Present membership, 1,200.

PUBLICATIONS.

Transactions, annual. 8vo.

THE MEDICAL AND SURGICAL SOCIETY OF THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Organized October 30, 1888.

Objects.—"The cultivation and promotion of knowledge in whatever relates to medicine and surgery."

Founders.—Drs. Llewellyn Eliot, F. T. Chamberlin, George Byrd Harrison, George C. Ober, J. Stewart Harrison, and W. P. C. Hazen.

First officers.—Dr. George M. Kober, president; Dr. George Byrd Harrison, vice-president; Dr. Llewellyn Eliot, secretary and treasurer.

Officers, 1895.—Dr. Isaac S. Stone, president; Dr. Clifton Mayfield, vice-president; Dr. Llewellyn Eliot, secretary and treasurer; executive council, Drs. T. N. Vincent, J. W. Bovee, John F. Moran, L. Eliot, and Clifton Mayfield.

PUBLICATIONS.

At each meeting (eight during the year) two papers are read and discussed. These papers become the property of the society, and have for the past four years been published in regular order in the Virginia Medical Monthly, Richmond, Va.

THE MEDICAL SOCIETY OF THE DISTRICT OF COLUMBIA.

WASHINGTON, D. C.

Organized September 26, 1817; incorporated February 16, 1819.

Object.—To promote and disseminate medical and surgical knowledge.

Founders.—Charles Worthington, M. D.; James H. Blake, M. D.; John T. Shaaf, M. D.; Thomas Sim, M. D.; Frederick May, M. D.; Joel T. Gustine, Elisha Harrison, Peregrine Warfried, L. M. C. F.; Alexander McWilliams, M. D.; George Clark, M. D.; Henry Huntt, L. M. C. F.; Thomas Henderson, M. D.; John Harrison, Benjamin S. Bohrer, M. D.; Samuel Horsley, Nicholas W. Worthington, M. D.; William Jones, L. M. C. F.; James T. Johnson, M. D.; Richard Weightman, M. D.; George W. May, M. D.; Robert French, M. D.

Officers, 1894.—Samuel C. Busey, M. D., LL. D., president; Joseph Taber Johnson, M. D., and Robert Reyburn, M. D., vice-presidents; Samuel S. Adams, A. B., M. D., recording secretary; Thomas C. Smith, M. D., corresponding secretary; Charles W. Franzoni, M. D., treasurer; Edwin L. Morgan, M. D., librarian.

Board of examiners: C. H. A. Kleinschmidt, M. D.; S. S. Adams, M. D.; G. N. Acker, M. D.; George C. Ober, M. D.; W. Sinclair Bowen, M. D.

Board of censors: E. F. King, M. D.; John T. Winter, M. D.; C. W. Richardson, M. D.

PUBLICATIONS.

During a brief period they consisted of an annual volume of Transactions, but usually have been proceedings of meeting published in one or more medical journals. At present, and for several years, these proceedings have appeared in the National Medical Review.

WASHINGTON HOMEOPATHIC MEDICAL SOCIETY.

WASHINGTON, D. C.

Organized April 16, 1870; incorporated April 22, 1870.

Object.—The advancement of medical science.

Incorporators.—Tullio S. Verdi, M. D.; Gustave W. Pope, M. D.; C. W. Sonnenschmidt, M. D.; E. S. Kimball, John Brainerd.

Officers, 1895.—T. L. Macdonald, M. D., president; S. S. Stearns, M. D., vice-president; Z. B. Babbitt, M. D., secretary; William R. King, M. D., treasurer; Ira W. Dennison, M. D., librarian.

THE WASHINGTON OBSTETRICAL AND GYNECOLOGICAL SOCIETY.

WASHINGTON, D. C.

Organized October 7, 1882.

Object.—The promotion of knowledge that pertains to obstetrics and the diseases of women and children.

Officers.—President, Samuel C. Busey, M. D., 1882–1885; vice-presidents, J. Taber Johnson, M. D., and W. W. Johnston, M. D.; recording secretary, C. H. A. Kleinschmidt, M. D.; corresponding secretary, Samuel S. Adams, M. D.; treasurer, G. L. Magruder, M. D.

PUBLICATIONS.

The transactions are published in the American Journal of Obstetrics and Gynecology.

INDIANA STATE MEDICAL SOCIETY,

INDIANAPOLIS, IND.

Organized 1849.

Object.—To advance the interests of regular medicine in the State of Indiana.

First president.—Dr. L. H. Dunlap, of Indianapolis.

Officers, 1895.—E. S. Elder, president, Indianapolis; C. S. Bond, vice-president, Richmond; F. C. Woodburn, secretary, Indianapolis; K. K. Wheelock, assistant secretary, Fort Wayne; J. O. Stillson, treasurer, Indianapolis.

PUBLICATIONS.

Transactions, annual, about 400 pages each.

MISSISSIPPI VALLEY MEDICAL ASSOCIATION.

INDIANAPOLIS, IND.

Organized 1874.

Object.—To foster, advance, and disseminate medical knowledge.

Officers, 1895.—Dr. William H. Wishard, president, Indianapolis; Dr. Thomas E. Holland, first vice-president, Hot Springs, Ark.; Dr. C. B. Parker, second vice-president, Cleveland; Dr. F. C. Woodburn, secretary, Indianapolis; Dr. H. N. Moyer, treasurer, Chicago.

MAINE MEDICAL ASSOCIATION.

BATH, ME.

Organized April 28, 1853; incorporated March 13, 1855.

Objects (original).—"The promotion of medical science and the regulation of the practice of medicine and surgery in this State."

Present objects.—"Mutual professional improvement, cultivation of friendly intercourse between its members, faithful support of regular and honorable practice, and the promotion of medical science."

First officers.—President, Isaac Lincoln, M. D., Brunswick; vice-presidents, Alonzo Garcelon, M. D., Lewiston; C. W. Whitmore, M. D., Gardiner; recording secretary, N. R. Boutelle, M. D., Waterville; corresponding secretary, T. G. Stockbridge, M. D., Bath; treasurer, Cyrus Briggs, M. D., Augusta.

PUBLICATIONS.

Transactions, Vols. I–XI, 1853–1894, averaging 500 pages each.

THE DETROIT MEDICAL AND LIBRARY ASSOCIATION.

DETROIT, MICH.

Organized September 6, 1876; incorporated 1878.

Objects.—"For cultivating and advancing medical knowledge; for elevating the standard of medical education; for promoting the usefulness, honor, and interests of the medical profession; for enlightening and directing public opinion in regard to the duties, responsibilities, and requirements of medical men; for exciting and encouraging emulation and concert of action in the profession, and for facilitating and fostering friendly intercourse between those who are engaged in it." (Preamble to resolution adopting constitution.)

First officers.—President, James A. Brown; vice-president, C. B. Gilbert; secretary, Theo. F. Kerr; treasurer, David Inglis.

Officers, 1894.—Eugene Smith, M. D., president; Luther S. Harvey, M. D., secretary; Andrew P. Biddle, M. D., treasurer.

PUBLICATIONS.

The Physician and Surgeon, monthly, 4to.
Transactions, annual, 4to, pp. 135.

MEDICAL SOCIETY OF THE COUNTY OF KINGS.

BROOKLYN, N. Y.

Organized March 2, 1822; incorporated April 10, 1813.

Object.—The advancement and spread of medical knowledge, the support of a medical library, the promotion of social intercourse among its members, the publication of proceedings and medical papers, and the fulfillment of the duties of a county medical society.

First officers.—Cornelius Low, president; Mathew Wendell, vice-president; Adrain Vanderveer, secretary; John Carpenter, treasurer.

Officers, 1894.—George McNaughton, president; J. H. Hunt, vice-president; David Myerle, secretary; Charles N. Cox, treasurer; William Browning, librarian: W. C. Braslin, assistant secretary.

PUBLICATIONS.

Brooklyn Medical Journal, monthly, 8vo, pp. 80.

THE NEW YORK ACADEMY OF MEDICINE.

NEW YORK, N. Y.

Instituted January 6, 1847; incorporated June 23, 1851.

Object.—Advancement of medical science.

First officers.—President, John Stearns, M. D.; recording secretary, F. Campbell Stewart, M. D.; treasurer, Robert Watts, jr., M. D.; librarian, Thomas M. Markoe, M. D.; orator, John W. Francis, M. D.

Officers, 1894.—President, D. B. St. John Roosa, M. D.; recording secretary, Richard Kalish, M. D.; treasurer, O. B. Douglas, M. D.; executive librarian, Egbert H. Grandin, M. D.; resident librarian, John S. Browne; orator, C. L. Dana, M. D.

PUBLICATIONS.

Bulletin, 4 vols., 8vo.
Transactions, 12 vols., 8vo.

MEDICAL SOCIETY OF THE STATE OF NORTH CAROLINA.

WILMINGTON, N. C.

Organized April 16, 1849.

Objects.—The advancement of medical knowledge, the elevation of professional character, and the promotion of all measures of a professional nature that are adapted to the relief of suffering humanity and to improve the health and protect the lives of the community.

First officers.—President, Edmund Strudwick, M. D.; vice presidents, F. J. Haywood, M. D.; C. E. Johnson, M. D.; J. E. Williamson, M. D., and W. G. Thomas, M. D.; secretary, W. H. McKee, M. D.; treasurer, W. G. Hill, M. D.

Officers 1895-96.—President, R. L. Payne, Lexington; vice-presidents, S. D. Booth, Oxford; J. P. Munroe, Davidson; J. A. Burroughs, Asheville; J. E. Grimsley, Snow Hill; secretary, R. D. Jewett, Wilmington; treasurer, M. P. Perry, Macon.

PUBLICATIONS.

Transactions, annual.

NORTH CAROLINA STATE DENTAL SOCIETY.

GREENSBORO, N. C.

Organized August 11, 1875, at Beaufort, N. C., as the North Carolina State Dental Association; name changed in 1890 to its present form.

The object of this association shall be to cultivate the art and science of dentistry, together with the collateral branches; to elevate and sustain the professional character

of dentists; to promote among them mutual improvement, social intercourse, and good feeling, and to collectively represent and have cognizance of the common interests of the dental profession in North Carolina.

First officers.—Dr. J. W. Hunter, Salem, N. C., chairman; Dr. E. L. Hunter, Enfield, N. C., secretary.

Charter members: Dr. V. E. Turner, Raleigh; Dr. D. E. Everitt, Raleigh; Dr. W. H. Hoffman, Charlotte; Dr. J. E. Kea, Wilmington; Dr. S. S. Everitt, Wilmington; Dr. W. R. Joyner, Wilson; Dr. G. L. Shackelford, Tarboro; Dr. M. A. Bland, Charlotte; Dr. Isaaiah Simpson, Charlotte; Dr. B. F. Arrington, Goldsboro; Dr. R. H. Jones, Bethania.

Officers, 1895.—President, Dr. H. D. Harper, Kinston; first vice-president, Dr. R. H. Jones, Salem; second vice-president, Dr. J. H. London, Chapel Hill; treasurer, Dr. J. W. Hunter, Salem; essayist, Dr. A. C. Livermore, Scotland Neck; secretary, Dr. J. E. Wyche, Greensboro.

State board of dental examiners.—Dr. V. E. Turner, Raleigh, chairman; Dr. J. F. Griffith, Salisbury, secretary; Dr. J. W. Hunter, Salem; Dr. E. L. Hunter, Fayetteville; Dr. J. E. Matthews, Wilmington; Dr. Syd. P. Hilliard, Rocky Mount.

PUBLICATIONS.

The society has adopted as its organ the Southern Dental Journal and Luminary, Macon, Ga., edited by H. H. Johnson; 8vo, monthly, about 40 pages.

THE NEWPORT MEDICAL SOCIETY.

NEWPORT, R. I.

Organized April 4, 1882; incorporated 1883.

Objects.—First, the promotion of the best interests of the profession in Newport and its vicinity by maintaining union and harmony among its members; second, the cultivation and advancement of medical science.

First officers.—Honorary president, —— ——; president, Henry E. Turner; vice-president, George M. Odell; secretary, Francis H. Rankin; treasurer and librarian, Horatio R. Storer; curator, Stephen H. Sears.

Officers, 1895.—Honorary president, Horatio R. Storer; president, Francis H. Rankin; vice-president, Christopher F. Barker; secretary, Mary E. Baldwin; treasurer, Henry Ecroyd; librarian, William S. Sherman; curator, T. A. Kenefick.

MEDICAL SOCIETY OF VIRGINIA.

RICHMOND, VA.

Organized November 2, 1870; incorporated December, 1870.

Object.—For the promotion of scientific medicine.

First officers.—President, Dr. R. S. Payne, Richmond; secretary, Dr. Landon B. Edwards, Richmond.

Officers, 1894.—President, Dr. R. J. Preston, Marion, Va.; secretary, Dr. Landon B. Edwards, Richmond.

PUBLICATIONS.

Transactions, annual, 8vo.

XVI. EDUCATION.

NATIONAL.

AMERICAN ASSOCIATION OF EDUCATORS OF COLORED YOUTH

RALEIGH, N. C.

Organized in Washington, D. C., March 25, 1890; incorporated, December 29, 1894.

Objects.—To secure harmony of action among educators of colored youth and to advance the educational interests of the colored youth of America.

First officers.—James M. Gregory, Washington, D. C., president; S. G. Atkins, Winston, N. C., secretary; Miss Carrie E. Syphax, Washington, D. C., assistant secretary; R. L. Mitchell, Washington, D. C., assistant secetary; W. G. Sears, Jefferson City, Mo., treasurer; vice-presidents, James C. Murray, Georgia, Mrs. Julia C. Garnett, New York, J. H. Johnson, Virginia, John H. Lawson, Kentucky, T. V. Gibbs, Florida; board of directors, J. M. Gregory, Washington, D. C., ex officio chairman, S. G. Atkins, Winston, N. C., ex officio secretary, W. J. Simmons (deceased), Louisville, Ky., J. E. Rankin, Washington, D. C., J. W. Morris, Columbia, S. C., W. S. Scarborough, Wilberforce, Ohio, C. N. Grandison, Greensboro, N. C., F. J. Grimke,

Washington, D. C., Richard Foster, Washington, D. C., Horace, Bumstead, Atlanta, Ga., W. B. Johnson, Washington, D. C., E. M. Brackett, Harpers Ferry, W. Va., Miss Lucy E. Moten, Washington, D. C., Miss Julia Mason, Washington, D. C., H. P. Montgomery, Washington, D. C., J. M. Brown, Washington, D. C, W. G. Sears, ex officio, Jefferson City, Mo.

Officers, 1894.—President, James M. Gregory, Washington, D. C.; secretary, E. A. Johnson, Raleigh, N. C.; assistant secretary, Miss M. E. Britton, Lexington, Ky.; treasurer, D. J. Sanders, Charlotte, N. C.; vice-presidents, B. W. Arnett, Ohio, Miss Lucy E. Moten, Washington, D. C., I. E. Page, Jefferson City, Mo., Mrs. F. J. Coppin, Philadelphia, Pa., C. H. Parrish, Cane Springs, Ky., S. R. Hughes, Annapolis, Md., H. S. Bennett, Nashville, Tenn., J. C. Murray, Atlanta, Ga.; statisticians, I. Garland Penn, Lynchburg, Va., Richard Foster, Washington, D. C.; board of directors, J. M. Gregory, District of Columbia, E. A. Johnson, North Carolina, D. J. Sanders, North Carolina, C. N. Grandison, Delaware, A. F. Beard, New York, J. H. Waring, District of Columbia, G. M. Grisham, Missouri, J. H. Johnston, Virginia, G. B. Murphy, Maryland, W. S. Scarborough, Ohio, Isaac Clark, District of Columbia, W. H. Moore, Illinois, I. L. Thomas, Virginia, W. H. Councill, Alabama, W. D. Johnson, Georgia, C. G. Key, Maryland, H. T. Johnson, Virginia, W. W. Yates, Missouri, Mrs. F. E. W. Harper, Pennsylvania, J. C. Hartzell, Ohio, J. H. Camper, Maryland.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF PHYSICAL EDUCATION.

BOSTON, MASS.

The eighth annual meeting was held in Chicago, July 26–28, 1893.

Officers, 1893.—Edward M. Hartwell, president; Edward Hitchcock, jr., secretary; William G. Anderson, treasurer.

PUBLICATIONS.

Proceedings, 8vo.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS IN THE MIDDLE STATES AND MARYLAND.

PHILADELPHIA, PA.

Organized July 5, 1887.

"The object of this association shall be to consider the qualifications for candidates for admission to the colleges and the methods of admission; the character of the preparatory schools; the courses of study to be pursued in the colleges, including their order, number, etc.; the relative number of required and elective studies in the various classes; the kind and character of degrees conferred; methods of college organization, government, etc.; the relation of the colleges to the State and to the general educational systems of the State and country; and any and all other questions affecting the welfare of the colleges, or calculated to secure their proper advancement."

First officers.—President, T. G. Apple, D. D., LLD., Franklin and Marshall College, Lancaster, Pa.; vice-president, E. H. Magill, LL. D., Swarthmore College, Swarthmore, Pa.; recording secretary, E. S. Breidenbaugh, Sc. D., Pennsylvania College, Gettysburg, Pa.; corresponding secretary, J. D. Moffat, D. D., Washington and Jefferson College, Washington, Pa.; treasurer, E. J. James, Ph. D., University of Pennsylvania, Philadelphia, Pa. Executive committee, in addition to the above officers ex officio: Chairman, T. L. Seip, D. D., Muhlenberg College, Allentown, Pa.; John Mitchell, A. M., Westminster College, New Wilmington, Pa.; R. B. Youngman, Ph. D., Lafayette College, Easton, Pa.; E. A. Frost, A. M., Western University, Pittsburg. Pa.

Officers, 1894-95.—President, Nicholas Murray Butler, president Columbia College, New York City; vice-presidents, Lucy M. Salmon, professor Vassar College, Poughkeepsie, N. Y.; E. D. Warfield, president Lafayette College, Easton, Pa.; Bliss Perry, professor Princeton College, Princeton, N. J.; I. T. Johnson, principal Friends' School, Wilmington, Del.; John B. Van Meter, dean Woman's College, Baltimore, Md.; secretary, John Quincy Adams, professor University of Pennsylvania, Philadelphia, Pa.; treasurer, John B. Kieffer, professor Franklin and Marshall College, Lancaster, Pa. Executive committee: The president, secretary, and treasurer. D. C. Gilman, president Johns Hopkins University, Baltimore, Md.; N. Lloyd Andrews, dean Colgate University, Hamilton, N. Y.; J. C. Mackenzie, principal Lawrenceville School, Lawrenceville, N. J.; Julius Sachs, principal Collegiate Institute, New York City.

PUBLICATIONS.

Proceedings, annual, averaging about 120 pages.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS IN THE SOUTHERN STATES.

VANDERBILT UNIVERSITY, NASHVILLE, TENN.

Organized November, 1895.

First officers.—President, George T. Winston, president of the University of North Carolina; vice-presidents, Professor Palmer, of the University of Alabama, and Professor Moreland, of Washington and Lee University; secretary and treasurer, chancellor, J. H. Kirkland, of Vanderbilt University.

MONTEAGLE ASSEMBLY.

NASHVILLE, TENN.

Organized August 17–19, 1882; incorporated October 4, 1882.

Objects.—The advancement of science, literary attainment, Sunday school interests, and the promotion of the broadest possible culture, in the interests of Christianity, without regard to sects or denominations.

Incorporators.—J. H. Warren, Murfreesboro, Tenn.; R. B. Reppard, Savannah, Ga.; Z. A. Parker, Gadsden, Ala.; Sidney Root, Atlanta, Ga.; J. S. Rubey, Lebanon, Tenn.; W. H. Morrow, Nashville, Tenn.; W. L. Danley, Nashville, Tenn.; James Bowron, Nashville, Tenn.; W. J. Houston, Atlanta, Ga.; F. J. Tyler, Shelby Iron Works, Ala.; F. M. Gillian, Franklin, Ky.; James D. Richardson, Murfreesboro, Tenn.

First officers.—R. B. Reppard, president; J. S. Rubey, secretary; James Bowron, treasurer; J. H. Warren, chairman of the executive committee.

Officers (actively engaged), 1894–95.—R. W. Millsaps, Jackson, Miss., president; G. W. MacRae, Memphis, Tenn., treasurer; A. P. Bourland, Nashville, Tenn., secretary.

Vice-presidents.—Miss Lou McCaa, Dayton, Ala.; Mrs. Lucy R. Warren, Searcy, Ark.; J. T. Champney, Apopka, Fla.; Mrs. J. B. Cobb, Macon, Ga.; Mrs. A. E. Keiser, Jordan, Ky.; Robert Babbington, Franklinton, La.; D. D. Wilkins, Duck Hill, Miss.; J. B. Shearer, Davidson College, N. C.; J. H. Carlisle, Spartanburg, S. C.; Mrs. C. Mason, Memphis, Tenn.; W. B. Ward, Jefferson, Tex.; G. S. Williams, Bristol, Va.

Board of trustees.—R. W. Millsaps, Jackson, Miss.; R. B. Reppard, Savannah, Ga.; S. M. Ward, Jefferson, Tex.; W. F. Taylor, Memphis, Tenn.; A. W. Newsom, Memphis, Tenn.; Carrington Mason, Memphis, Tenn.; G. W. MacRae, Memphis, Tenn.; W. R. Payne, Nashville, Tenn.; Overton Lea, Nashville, Tenn.; W. L. Danley, Nashville, Tenn.; M. B. Pilcher, Nashville, Tenn.; W. H. Payne, Nashville, Tenn.; A. D. Wharton, Nashville, Tenn.; James Bowron, Nashville, Tenn.; Rev. G. A. Lofton, Nashville, Tenn.; A. P. Bourland, Nashville, Tenn.; Jesse French, Nashville, Tenn.; Thomas Pepper, Springfield, Tenn.; J. I. D. Hinds, Lebanon, Tenn.; Mrs. A. G. Love, Marion, Ala.; Miss Georgia Finley, Greenville, Miss.; Dr. E. S. Chisholm, St. Louis, Mo.; Murray Shipley, Cincinnati, Ohio.

PUBLICATIONS.

Annual announcements of programmes; courses of study; outlines for reading course.

THE NATIONAL ASSOCIATION FOR STUDY OF CHILDREN.

WEST ROXBURY, MASS.

After several unsuccessful attempts at organizing locally, the N. E. A. assigned the Child Study Association an independent place on their programme with conditional promise of being made into a section in time to prepare a programme for the Chicago meeting during the exposition. A report of this meeting was printed in the proceedings of the N. E. A. for the summer of 1893.

First officers.—G. Stanley Hall, president; William L. Bryan, secretary.

Officers, 1895.—William L. Bryan, president; Thomas P. Bailey, jr., vice-president; Sara E. Wiltse, secretary.

Other associations have been organized, viz: The Illinois Society for Child Study, Colonel Parker being its president; and the South Carolina Association for the Study of Children, Thomas P. Bailey, jr., being the chairman.

NATIONAL EDUCATIONAL ASSOCIATION.

WINONA, MINN.

The present name of this association was assumed in 1870 at the annual meeting held in Cleveland, Ohio. Previous to 1870 it bore the name of "The National Teach-

ers' Association." This name had been assumed at its first organization in Philadelphia, August 26, 1857. At the time of its organization there were not less than 23 State educational associations. The oldest of these was the New York Association, organized in 1845. The American Institute of Instruction had been organized in 1830, and the Western College of Teachers was organized in Ohio in 1831. So far as is known the first educational association in the country was organized in Middletown, Conn., under the name of "The Middlesex County Association for the Improvement of Common Schools." "The American Association for the Advancement of Education" was organized in 1849 and 1850. The influence of all these organizations was felt more or less by the first movers in the organization of the National Teachers' Association, but the most direct influence came from the American Institute of Instruction, the New York Teachers' Association, and the American Association for the Advancement of Education.

The call for the preliminary meeting was signed by T. W. Valentine, president of the New York Teachers' Association; D. B. Hagar, Massachusetts; W. T. Lucky, Missouri; J. Tenny, New Hampshire; J. G. May, Indiana; W. Roberts, Pennsylvania; C. Pease, Vermont; D. Franklin Wells, Iowa; A. C. Spicer, Wisconsin; S. Wright, Illinois.

The meeting was called together and the organization took place in Philadelphia, August 26, 1857.

Object.—"To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States." Preamble to constitution.

First officers.—President, Z. Richards, Washington, D. C.; vice-presidents, T. W. Valentine, New York; D. B. Hagar, Massachusetts; William Roberts, Pennsylvania; J. F. Cann, Georgia; J. L. Enos, Iowa; T. C. Taylor, Delaware; J. R. Challen, Indiana: E. W. Whelan, Missouri; P. F. Smith, South Carolina; D. Wilkins, Illinois; T. Granger, Indiana; L. Andrews, Ohio; secretary, J. W. Bulkley, New York; treasurer, T. M. Cann, Delaware.

At the Cleveland meeting in 1870 the constitution was so amended as to admit cooperation and combination with two other societies, "The American Normal Association," organized in 1864, and "The National Superintendents' Association," organized in 1865, and the name was changed to that which it now bears. The organization of other departments was also provided for and two were then organized, the department of higher instruction and the department of primary or elementary instruction. In 1875 the industrial department was organized; the national council of education, in 1880; the Froebel or kindergarten, and the art and the music departments, in 1884, making the whole number 10.

The National Educational Association was incorporated February 24, 1886, at Washington, D. C. Its general object remains the same as when first organized.

Officers, 1894-95.—President, Nicholas Murray Butler, Columbia College, New York; secretary, Irwin Shepherd, Winona, Minn.; treasurer, J. M. Greenwood, Kansas City, Mo.; vice-presidents, A. G. Lane, of Illinois; G. M. Phillips, of Pennsylvania; L. E. Wolfe, of Missouri; W. H. Bartholomew, of Kentucky; W. F. Slaton, of Georgia; D. B. Johnston, of South Carolina; H. A. Wise, of Maryland; W. E. Sheldon, of Massachusetts; S. S. Packard, of New York; W. R. Malone, of Utah; D. L. Kiehle, of Minnesota; F. A. Fitzpatrick, of Nebraska.

The association has held 34 meetings, as follows: Two at Philadelphia, 1857, 1879; 1 at Cincinnati, 1858; Washington, 1859; Buffalo, 1860; Chicago, 1863, 1887, 1893; Ogdensburg, 1864; Harrisburg, 1865; Indianapolis, 1866; Nashville, 1868, 1889; Trenton, 1869; Cleveland, 1870; St. Louis, 1871; Boston, 1872; Elmira, 1873; Detroit, 1874; Minneapolis, 1875; Baltimore, 1876; Louisville, 1877; Chautauqua, 1880; Atlanta, 1881; 4 at Saratoga, 1882, 1883, 1885, 1892; Madison, 1884; Topeka, 1886; San Francisco, 1888; St. Paul, 1890; Toronto, 1891; Asbury Park, N. J., 1894. The meeting of 1895 will be held in Denver. There were no meetings in 1861, 1862, 1867, 1878.

Its presidents have been Zalmon Richards, A. J. Rickoff, J. W. Bulkley, John D. Philbrick, W. H. Wells, S. S. Greene, J. P. Wickersham, J. M. Gregory, L. Van Bokkelen, Daniel B. Hagar, J. L. Pickard, E. E. White, B. G. Northrop, S. H. White, William T. Harris, William F. Phelps, M. A. Newell, John Hancock, J. Ormond Wilson, James H. Smart, G. J. Orr, E. T. Tappan, Thomas W. Bicknell, N. A. Calkins, W. E. Sheldon, Aaron Gove, A. P. Marble, James H. Canfield, W. R. Garrett, E. H. Cook, and Albert G. Lane. It has a permanent fund of nearly $50,000.

PUBLICATIONS.

Proceedings, annual volumes 1870–1894 except 1878, 8vo, averaging about 536 pages each. A full index to the proceedings by authors and subjects, including the volume for 1893, was published in the report of the Commissioner of Education for 1892–93.

NEW ENGLAND ASSOCIATION OF COLLEGES AND PR EPARATORY SCHOOLS.

CAMBRIDGE, MASS.

Organized October 16 and 17, 1885.

Objects.—"Its object shall be the advancement of the cause of liberal education by the promotion of interests common to colleges and preparatory schools." (Constitution.) The immediate end in view is essentially the same, to secure closer cooperation between teachers in preparatory schools and professors and presidents of colleges.

First officers.—President, Dr. Moses Merrill, head master of the Boston Latin School; vice-presidents, Dr. E. G. Robinson, president of Brown University, and Dr. C. F. P. Bancroft, principal of Phillips Academy, Andover; secretary and treasurer, Miss Helen Magill, of Howard Institute, Bridgewater, Mass.

Executive committee (with the preceding).—Dr. Robert P. Keep, of the Free Academy, Norwich, Conn.; President Helen A. Shafer, of Wellesley College, and Edward H. Cutler, principal of the Newton High School.

At the meeting for organization 53 persons became members; there are now 245 members.

Officers, 1895.—President, Dr. L. Clark Seelye; vice-presidents, Dr. Cecil F. P. Bancroft, Dr. Charles W. Eliot; secretary and treasurer, Dr. Ray Greene Huling.

Executive committee (with the preceding).—Dr. Horace M. Willard, Dr. Elmer H. Capen, Dr. William De Witt Hyde, Edward G. Coy, and Prof. Frances E. Loyd.

Committee of conference.—Dr. William T. Peck, Charles E. Fish, Dr. William Gallagher.

PUBLICATIONS.

The proceedings of the association were published in The Academy, 1887–1891; in School and College, 1892; in the School Review, 1893–94. They have then been reprinted in pamphlet form, 8vo.

SOUTHERN EDUCATIONAL ASSOCIATION.

RALEIGH, N. C.

First proposed in the North Carolina Teacher for October, 1889; organized in Morehead City, N. C., July 1, 1890.

Object.—"The object of this association shall be to promote the cause of education, especially in the South." (Constitution.)

First officers.—Josiah H. Shinn, president, Little Rock, Ark.; Eugene G. Harrell, secretary and treasurer, Raleigh, N. C.; E. E. Britton, assistant secretary, Mount Olive, N. C.; vice-presidents, S. M. Finger, Raleigh, N. C.; M. A. Newell, Baltimore, Md.; James S. Hook, Atlanta, Ga.; F. M. Smith, Nashville, Tenn.; J. D. Pickett, Frankfort, Ky.; R. H. Parham, Little Rock, Ark.; J. R. Preston, Jackson, Miss.; John E. Massey, Richmond, Va.; J. H. Rice, Columbia, S. C.; A. J. Russell, Tallahassee, Fla.; W. H. Jack, Baton Rouge, La.; B. S. Morgan, Charleston, W. Va.; O. H. Cooper, Austin, Tex.; Solomon Palmer, Montgomery, Ala.; W. E. Coleman, Jefferson City, Mo.

Officers, 1892.—President, Solomon Palmer, East Lake, Ala.; secretary and treasurer, Eugene G. Harrell, Raleigh, N.C.; assistant secretary, W. T. Watson, Memphis, Tenn.; vice-presidents, E. B. Prettyman, Maryland; John E. Massey, Virginia; B. S. Morgan, West Virginia; S. M. Finger, North Carolina; W. D. Mayfield, South Carolina; S. D. Bradwell, Georgia; A. J. Russell, Florida; J. R. Preston, Mississippi; W. H. Jack, Louisiana; J. M. Carlisle, Texas; J. H. Shinn, Arkansas; W. R. Garrett, Tennessee; Ed. Porter Thompson, Kentucky; L. E. Wolfe, Missouri; J. G. Harris, Alabama.

SPELLING REFORM ASSOCIATION.

NEW YORK CITY.

Organized 1876.

Officers, 1894–95.—President, Francis A. March, Lafayette College, Pennsylvania; secretary, Melvil Dewey, State Library, Albany, N. Y.; corresponding secretary, Fred A. Fernald, Popular Science Monthly, New York City.

WESTERN DRAWING TEACHERS' ASSOCIATION.

LAFAYETTE, IND.

Organized August 10, 1893.

Object.—The promotion of art education in the public schools.

Officers, 1895–96.—Harriet Cecil Magee, president, Oshkosh, Wis.; Bonnie B. Snow, vice-president, Minneapolis, Minn.; E. Newton Reser, general secretary and treasurer, Lafayette, Ind.

Executive committee.—Roda E. Selleck, Indianapolis, Ind.; Mrs. C. M. Riley, St. Louis, Mo.; C. Emma Foster, Burlington, Iowa; Ruth Warner, Muskegon, Mich.; Mary Jameson, Chicago, Ill.; Helen L. Dickey, Rockford, Ill.; Frances E. Ransom, East Saginaw, Mich.

STATE.

THE ALABAMA EDUCATIONAL ASSOCIATION.

FLORENCE, ALA.

Organized July, 1882, as "The Alabama Teachers' Association;" name changed in 1886 to avoid confusion, as the colored teachers of the State had in the meantime organized "The State Teachers' Association," composed entirely of colored teachers.

Object.—The promotion of the educational interests of Alabama.

First officers (in part).—H. Clay Armstrong, president; E. R. Dickson, chairman executive committee; W. W. Wilson, secretary.

Officers (in full), 1895.—President, John Massey; first vice-president, Joseph B. Graham; second vice-president, Chappell Cory; third vice-president, Miss A. W. Brockman; secretary, Edwin H. Foster; treasurer, D. P. Christenberry; chairman executive committee, James K. Powers.

PUBLICATIONS.

Proceedings, annual, 12mo.

ARKANSAS STATE TEACHERS' ASSOCIATION.

LITTLE ROCK, ARK.

Twenty-fifth annual session was held in Mount Nebo, Ark., June 28–July 1, 1892.

Officers, 1892.—President, W. L. Edmiston; corresponding secretary, G. A. Warren; recording secretary, J. A. Kimbrough; treasurer, Miss Rose Galligan; vice-presidents, J. C. Littlepage, Junius Jordan, Mrs. Ella McRae, A. E. Lee, J. R. Roberts, J. C. Eaton; counselors, each county examiner in Arkansas; executive committee, W. L. Edmiston, president; G. A. Warren, corresponding secretary; J. A. Kimbrough, recording secretary; J. H. Shinn, state superintendent public instruction; Miss Rose Galligan, treasurer.

CALIFORNIA TEACHERS' ASSOCIATION.

SANTA ANA, CAL.

Twenty-seventh annual meeting was held in Stockton, Cal., December 26, 1893.

Object.—For furthering the educational interests of the State.

Officers, 1894.—President, George R. Kleeberger, San Jose; vice-presidents, Prof. F. Slate, University of California; Harr Wagner, San Diego; secretary, J. P. Greeley, Santa Ana; assistant secretary, Miss Anna C. Murphey, Sacramento; railroad secretary, Samuel T. Black, Ventura; treasurer, George A. Merrill, San Francisco.

THE SOCIETY FOR EDUCATION EXTENSION.

HARTFORD, CONN.

Incorporated by special act of Connecticut legislature May 18, 1893; certificate of organization filed September 21, 1893.

Object.—The promotion, by lectures and other methods of instruction, of all branches of education.

Incorporators.—James P. Andrews, William E. Collins, George H. Day, Rodney Dennis, John M. Fairfield, Wilbur F. Gordy, Chester D. Hartranft, Henry E. Hastings, John M. Holcombe, Clarence B. Ingraham, Edwin K. Mitchell, George Pope, George R. Shepherd, Charles C. Stearns, P. Henry Woodward, Charles F. Johnson, Richard Burton, Flavel S. Luther, James G. Batterson, Fred. H. Chapin, Henry Ferguson, Forrest Morgan, Willis I. Twitchell, Jacob L. Greene, Samuel M. Hotchkiss, John J. McCook.

First board of trustees (which is the governing body).—James P. Andrews, William E. Collins, George H. Day, Rodney Dennis, John M. Fairfield, Wilbur F. Gordy, Chester D. Hartranft, Henry E. Hastings, John M. Holcombe, Clarence B. Ingraham, Edwin K. Mitchell, George Pope, George R. Shepherd, Charles C. Stearns, and P. Henry Woodward.

Trustees.—Chester D. Hartranft, president; James P. Andrews, secretary; Ralph W. Cutler, treasurer; Richard Burton, George H. Day, Rodney Dennis, John M.

Fairfield, Wilbur F. Gordy, John M. Holcombe, Clarence B. Ingraham, Flavel S. Luther, Edwin K. Mitchell, George Pope, Lewis F. Reid, Charles D. Rice, George R. Shepherd, P. Henry Woodward.

The principal work of the society is done at present in connection with its school of sociology.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

WASHINGTON, D. C.

Incorporated September 16, 1890.

Officers, 1891.—President, A. Graham Bell; vice-presidents, Gardiner G. Hubbard, Caroline A. Yale; secretary, Z. F. Westervelt; treasurer, Charles James Bell; directors, E. L. Barton, A. Graham Bell, A. L. E. Crouter, Philip G. Gillett, David Greenberger, Gardiner G. Hubbard, Mary H. True, Z. F. Westervelt, Caroline A. Yale; executive committee, A. Graham Bell, A. L. Crouter, Gardiner G. Hubbard, Z. F. Westervelt, David Greenberger.

GEORGIA TEACHERS' ASSOCIATION.

MARSHALLVILLE, GA.

Organized in Atlanta, August 21, 1867.

Object.—To promote the cause of education in Georgia.

First officers.—President, H. H. Tucker; secretary, W. L. Broun.

Officers, 1892–93.—President, Euler B. Smith, La Grange; vice-presidents, W. E. Boggs, Athens, and S. D. Bradwell, Atlanta; secretary, J. W. Frederick, Marshallville; treasurer, E. C. Merry, Atlanta.

PUBLICATIONS.

Proceedings, 8vo.

ILLINOIS STATE TEACHERS' ASSOCIATION.

METROPOLIS CITY, ILL.

Organized December 26, 1854, at Peoria, Ill.; incorporated December 30, 1890.

Objects.—(1) The professional improvement of its members; (2) the advancement of the school interests of Illinois.

First officers.—W. H. Powell, president; W. F. M. Arny, secretary; Lucius Loring, D. Wilkins, and E. Brewster, executive committee.

Officers, 1894.—Taylor C. Clendenen, Cairo, president; J. W. Hays, Urbana, first vice-president; Anna I. Davis, Austin, second vice-president; Thomas P. Dooling, third vice-president; Joel M. Bowlby, Metropolis, secretary; Homer Bevans, Englewood, recording secretary; Clarence O. Scudder, South Evanston, treasurer.

PUBLICATIONS.

Proceedings, 8vo.

IOWA STATE TEACHERS' ASSOCIATION.

IOWA CITY, IOWA.

First meetings were held at Muscatine and Iowa City in 1854.

Objects.—"The mutual benefit of its members, educationally; the improvement of the schools of Iowa." (Constitution.)

First president, J. A. Parvin.

Officers, 1895.—President, County Supt. R. C. Barrett, Osage; secretary, Supt. W. F. Cramer, Iowa City; vice-presidents, I. S. Condit, Red Oak, Anna E. McGovern, Cedar Falls, C. C. Carstens, Ames; executive committee, Carrie A. Byrne, LeMars, chairman; Supt. A. W. Stuart, Ottumwa, Supt. H. G. Lamson, Atlantic; treasurer, G. W. Samson, Cedar Falls.

PUBLICATIONS.

Proceedings, 8vo.

KENTUCKY EDUCATION ASSOCIATION.

LEXINGTON, KY.

Organized August 1, 1875, as the Kentucky Teachers' Association.

Object.—To promote the cause of common schools and popular education, to elevate the character, and advance the interests of the profession of teaching.

First officers.—Hon. H. A. M. Henderson, president; Col. R. D. Allen, vice-president; W. H. Bartholomew, secretary.

Officers, 1894.—McHenry Rhoades, Frankfort, Ky., president; E. A. Gullion, Carrollton, Ky., vice-president; R. H. Carothers, Louisville, Ky., secretary; Mrs. M. B. Tucker, Louisville, Ky., treasurer.

KENTUCKY STATE TEACHERS' ASSOCIATION.

LOUISVILLE, KY.

Organized, 1865.

Officers, 1867.—President, Rev. D. Stevenson, Frankfort; vice-president, Prof. Charles B. Seymour, Louisville; secretary, Prof. S. T. Scott, Bowling Green.

Officers, 1892.—President, C. H. Dietrich, Hopkinsville; vice-president, W. C. Grinstead, Danville; secretary, R. H. Carothers, Louisville; treasurer, W. H. Bartholomew, Louisville.

PUBLICATIONS.

Proceedings, 8vo.

BALTIMORE KINDERGARTEN ASSOCIATION.

BALTIMORE, MD.

Officers, 1895.—President, Prof. E. H. Griffin; vice-president, Mrs. C. George Currie; recording secretary, Miss Kate G. Brooks; corresponding secretary, Miss Alice Gilman; treasurer, Jeffrey R. Brackert; director of the training school, Miss Caroline M. C. Hart.

THE MANUAL TRAINING TEACHERS' ASSOCIATION OF AMERICA.

PORT DEPOSIT, MD.

Officer, 1895.—Charles B. Howe, secretary.

THE BROOKLINE EDUCATION SOCIETY.

BROOKLINE, MASS.

Organized May 8, 1895.

Objects.—"To promote a broader knowledge of the science of education, a better understanding of methods now employed, and a closer sympathy and cooperation between the home and the school." (Constitution.)

First officers.—President, Dr. Walter Channing; secretary, Miss Martha Hopkins; additional members of the executive committee, Judge J. R. Dunbar, Mrs. Joshua Crane, Mrs. Henry M. Whitney, Samuel T. Dutton, and Charles K. Bolton.

THE MINNESOTA EDUCATIONAL ASSOCIATION.

ST. PAUL, MINN.

Thirtieth session held in St. Paul, December 28–30, 1892.

Object.—"To promote the interests of education."

Officers, 1892.—President, J. T. McCleary, Mankato; recording secretary, W. F. F. Selleck, Austin; treasurer, T. B. McKelvy, Lakeville; corresponding secretary, S. A. Farnsworth, St. Paul.

PUBLICATIONS.

Proceedings, 8vo.

THE MISSISSIPPI EDUCATIONAL ASSOCIATION.

BOONEVILLE, MISS.

Object.—"By mutual consultation to promote the unity of the profession and the general educational interest of the State." (Constitution.)

Officers, 1895.—President, W. J. Taylor, Winona; vice-president, R. M. Leavell, of the University; secretary, C. R. Lacy, Booneville; corresponding secretary, Miss Lou Lovell, Crystal Springs; executive committee, J. G. Deupree, Clinton, R. A. Whitfield, Westville, E. E. Bass, Greenville, C. E. Saunders, Tupelo, W. H. Ker, Natchez.

PUBLICATIONS.

Proceedings, 8vo.

ST. LOUIS SOCIETY OF PEDAGOGY.

ST. LOUIS, MO.

Reorganized 1893.

Objects.—To elevate the standard of teaching and to make the profession of teaching a recognized and permanent factor in building up and strengthening the intellectual and moral forces in the community.

Officers, 1895.—George E. Seymour, president; J. H. Christie, vice-president; Miss Ida Goodell, secretary; Miss A. C. Fruchte, corresponding secretary; J. B. Quinn, treasurer; executive committee, William M. Bryant; chairman, T. E. Cook, E. D. Luckey, Miss A. C. Fruchte, and Miss Mary C. McCulloch.

NEW JERSEY STATE TEACHERS' ASSOCIATION.

DOVER, N. J.

Fortieth annual meeting was held at Asbury Park, N. J., July 9, 1894.

Officers, 1894.—President, John Enright, Freehold; vice-president, V. L. Davey, East Orange; secretary, J. H. Hulsart, Dover; treasurer, H. E. Harris, Bayonne; executive committee, F. H. Hanson, Newark, Horatio Draper, Camden, J. M. Raiston, Asbury Park, and the president, secretary and treasurer.

THE NEW YORK CITY TEACHERS' ASSOCIATION.

NEW YORK CITY.

Organized about 1869; incorporated November 8, 1894.

Objects.—(1) The mutual support and improvement of its members; (2) the cultivation of social intercourse among its members; (3) the erection of a suitable building for the purposes of the association; (4) the establishment of a library.

Officers, 1895.—President, Dr. Matthew J. Elgas; vice-president, Gustave Straubenmüller; secretary, Henrietta Woodman; treasurer, Sarah F. Buckelew; librarian, Ellen F. Holly; directors, the above-named officers and B. D. L. Southerland, Elijah A. Howland, Wilbur F. Hudson, Henry P. O'Neil, Hugh P. O'Neil, Carrie Fay Cobb, Joseph A. Wade, Eugene R. Darling, Henry C. Litchfield, Marietta A. Clark, Anastasia T. Horgan, Emily A. White, Abraham K. Van Vleck, Julia A. Birdseye, Caroline Emanuel.

THE NEW YORK SOCIETY OF PEDAGOGY.

NEW YORK, N. Y.

Organized March 9, 1889; incorporated June 8, 1893.

Objects.—1. The interchange of views as to the methods found to be most successful in the teaching of the several subjects forming the course of instruction established by the board of education. 2. The promotion of pedagogical knowledge by means of experimental studies in psychology with reference to educational questions. 3. The formation of a pedagogical library. 4. (*a*) The investigation of questions in the theory and art of teaching. (*b*) The collection of facts and statistics regarding the character and order of development of the mental powers of children in public schools; and (*c*) the gathering of other useful information concerning public education. 5. The systematic study, generally, of the mental, moral, and physical condition, environment, and development of children in our system; with a view toward making such an advance in educational organization and methods as will tend, in the light of the best available theory and experience, to fit the child to become a good citizen of the Republic.

Founders.—Henry W. Jameson, John W. Davis, Edward A. Page, Elijah A. Howland, Jacob T. Boyle, Wilbur F. Hudson, and Michael J. Dwyer.

First officers.—Edward A. Page, president; Henry W. Jameson, vice-president; Wilbur F. Hudson, treasurer; John W. Davis, recording secretary; Michael J. Dwyer, corresponding secretary.

Officers, 1895.—President, Edward A. Page; vice-president, Henry W. Jameson; second vice-president, Miss Mary E. Tate; third vice-president, Miss Josephine E. Rogers; treasurer, Samuel McC. Crosby; recording secretary, John W. Davis; corresponding secretary, Miss Hester A. Roberts; financial secretary, Miss M. M. Hughes; executive committee (term expiring 1895), Mrs. Julia A. Birdseye, Hugh P. O'Neil, Edward P. Pitcher, Miss Sara J. J. McCaffery, Dubois B. Frisbe; (term expiring 1896)

Miss Kate A. Walsh, George S. Davis, Edward D. Farrell, Elijah D. Clark, Abner B. Holley; (term expiring 1897) Henry P. O'Neil, James Lee, Elijah A. Howland, Miss A. T. Horgan, Russell R. Requa.

PUBLICATIONS.

The society publishes a list of magazine and book references, which it sends to the members, who by filing them have at command the latest bibliography of education. It has also published Teaching School Children to Think. G. B. Newcomb, Ph. D.; 12mo., pp. 22.

The Educational Value of Geography in the Common Schools. Thomas F. Harrison; 12mo., pp. 16.

NEW YORK STATE ART TEACHERS' ASSOCIATION.

New York City.

Organized about 1893.

Officers, 1895.—Walter S. Goodnough, president, Brooklyn; Gratia L. Rice, vice-president, Albany; Elizabeth A. Herrick, secretary, New York City; Jane Landon Graves, treasurer, Syracuse. Executive committee: Walter S. Goodnough, Brooklyn; Gratia L. Rice, Albany; Elizabeth A. Herrick, New York City; Jane Landon Graves, Syracuse; Eben Rose, Rochester; Mary J. Dyer, Rochester; and Mark M. Maycock, Buffalo.

NEW YORK STATE TEACHERS' ASSOCIATION.

Potsdam, N. Y.

Organized July 30, 1845; incorporated 1859.

"Its objects shall be the promotion of the interests of public education and the elevation of the profession of teaching." (Constitution.)

Officers, 1848.—President, Thomas Foulke; vice-president, Calvin Tracy; recording secretary, John H. Fanning; corresponding secretary, James H. Partridge; treasurer, Nathan P. Beers; librarian, Nathan Stark.

Officers, 1889-90.—President, Walter B. Gunnison; vice-presidents, A. C. Hill, Mrs. A. G. Benedict, Miss A. J. Balch, Elijah A. Howland; recording secretary, A. W. Morehouse, Potsdam; assistant recording secretary, Fred. L. Dewey, Potsdam; treasurer, C. N. Cobb, Oneonta.

SCHOOLMASTERS' ASSOCIATION OF NEW YORK AND VICINITY.

133 West Forty-eighth Street, New York City.

Organized in New York City December 3, 1887.

Objects.—"To promote fellowship among teachers, to aid in bringing about uniformity in the requirements for admission to colleges and scientific schools, and to advance the standard of preparatory work." (Constitution.)

Officers, 1894-95.—President, Herbert H. Gadsby; vice-president, Wilson Fairchild; secretary, Theo. C. Mitchell; treasurer, Isaac L. Rodgers.

PUBLICATIONS.

Proceedings; 8vo.

THE COLLEGE ASSOCIATION OF NORTH CAROLINA.

Raleigh, N. C.

Organized October 16, 1891.

"The object of this association shall be to consider the qualifications for candidates for admission to the colleges, and the methods of admission; the character of the preparatory schools; the courses of study to be pursued in the colleges, including their number, order, etc.; the relative number of required and elective studies in the various classes; the kind and character of degrees conferred; the organization, government, etc.; the relation of the colleges to the State and to the general educational systems of the State and country; and any and all questions affecting the welfare of the colleges, or calculated to secure their proper advancement." (Constitution).

First officers.—President, George T. Winston, LL. D., University of North Carolina; vice-presidents, Charles E. Taylor, LL. D., of Wake Forest College; N. C. English, A. M., of Trinity College, and W. S. Currell, Ph. D., of Davidson College; secretary, W. A. Withers, A. M., A. and M. College, Raleigh.

Officers, 1894-95.—President, John F. Crowell, Lit. D., president Trinity College; first vice-president, L. L. Hobbs, A. M., president Guilford College; second vice-

president, C. D. McIver, Lit. D., president State Normal and Industrial School; third vice-president. Col. Alex. Q. Holladay, president A. and M. College; secretary and treasurer, W. A. Withers, A. M., A. and M. College.

PUBLICATIONS.

Proceedings, published in North Carolina Teacher, May, 1892, pp. 443–467; May, 1893, pp. 356–390.

THE NORTH CAROLINA TEACHERS' ASSEMBLY.

RALEIGH, N. C.

Organized at Waynesville, White Sulphur Springs, June 16, 1884, at a call for such a meeting by the editor of the North Carolina Teacher; incorporated March 16, 1888, at Raleigh.

Objects.—For purposes of health, recreation, educational discussion, and mutual improvement of teachers and schools of North Carolina.

Originated and founded by Eugene G. Harrell, editor of the North Carolina Teacher. Its first officers were Prof. Jno. J. Fray, Raleigh, president; Rev. R. S. Arrowood, Concord, treasurer; E. G. Harrell, of Raleigh, secretary.

Officers, 1895.—Capt. C. B. Denson, Raleigh, president; Prof. J. Y. Joyner, Greensboro, first vice-president; E. G. Harrell, Raleigh, secretary and treasurer.

PUBLICATIONS.

The North Carolina Teacher has been an official organ of the Assembly since its organization, and this generally publishes all proceedings and other information.

THE ASSOCIATION OF OHIO COLLEGES.

WOOSTER, OHIO.

Organized at Springfield, Ohio, July 2, 1867.

Objects.—"An interchange of opinions among those engaged in the higher departments of instruction, and the adoption of such common rules as may seem best fitted to promote efficient and harmonious working."

Officers, 1895.—C. F. Thwing, president; W. J. Seelye, secretary; W. F. Pierce, treasurer.

PUBLICATIONS.

Transactions; annual; 8vo.

EASTERN OHIO TEACHERS' ASSOCIATION.

MARIETTA, OHIO.

Officers, 1894.—President, Supt. E. E. Smock, Cumberland; secretary, Principal H. E. Smith, Marietta. Executive committee, Supt. W. W. Boyd, chairman, Marietta; Supt. E. M. Van Cleve, Barnesville; Principal C. L. Cronebach, Dennison.

OHIO STATE TEACHERS' ASSOCIATION.

WELLSVILLE, OHIO.

The forty-seventh annual meeting was held in Delaware, Ohio, June 26–29, 1894.

Officers, 1894.—General Association, president, Supt. E. A. Jones, Massillon; vice-presidents, Supt. L. W. Sheppard, Columbus, Miss Emma Deterly, Columbus, Supt. J. T. Bartmess, Tippecanoe, Supt. S. D. Sanor, East Liverpool, Supt. Edward Merrick, Wilmington; secretary, Supt. James L. McDonald, Wellsville; treasurer, Supt. J. A. Shawan, Columbus. Department of superintendence, president, Hon. O. T. Corson, Columbus; secretary, Supt. J. H. Snyder, Tiffin. Executive committee, Supt. J. P. Sharkey, chairman, Eaton, Supt. C. C. Miller, Hamilton, Supt. L. D. Bonebrake, Mount Vernon, Supt. M. E. Hard, secretary, Salem, Supt. C. W. Butler, Defiance, Supt. R. H. Kinnison, Wellington.

THE HEBREW EDUCATION SOCIETY OF PHILADELPHIA.

PHILADELPHIA, PA.

Organized 1847; incorporated April 7, 1849, and amended April 11, 1860.

Object.—"The establishment of a school or schools within the limits of the city and county of Philadelphia, in which are to be taught the elementary branches of education, together with the sciences, and modern and ancient languages, always in

combination with instruction in Hebrew language, literature, and religion, in the manner that may be determined, from time to time, by the proper officers of the society."

Incorporators, 1849.—Solomon Solis, Simon Elfelt, Abraham Hart, Moses A. Dropsie, Solomon N. Carvalho, Isidore Binswanger, Marcus Cauffman, Lewis J. Cohen, Simon M. Klosser, Jacob Langsdorf, Isaac Leeser, Moses Nathan, Joseph Newhouse, Hyman Polock, Julius Stern, Herman Van Beil, Abraham S. Wolf, Lewis M. Allen, Mayer Arnold, and others.

Officers, 1894-95.—President, Moyer Fleisher; vice-president, Isaac Rosskam; treasurer, Gabriel Blum; secretary, D. Sulzberger.

The "Young Woman's Union," a branch of the Hebrew Education Society, is now in its tenth year (1894-95).

THE STATE PEDAGOGICAL ASSOCIATION OF PENNSYLVANIA.

UNIONTOWN, PA.

Officers, 1895-96.—President, A. T. Douthett; vice-presidents, A. A. Lambing, W. C. Stillwagen, and Rose A. McCleary; secretary, Mrs. Charles H. Rush; treasurer, W. J. Holland.

PUBLIC SCHOOL OFFICERS' ASSOCIATION.

NASHVILLE, TENN.

Organized 1887.

Objects.—"The mutual improvement of its members and the development of a satisfactory and efficient system of public schools for the State." (Constitution.)

Officers, 1895.—President, Thomas H. Paine, Jackson; vice-president, N. D. Overall, Murfreesboro; secretary and treasurer, Frank Goodman, Nashville.

PUBLICATIONS.

Proceedings, 8vo.

TENNESSEE STATE TEACHERS' ASSOCIATION.

NASHVILLE, TENN.

Organized in Knoxville July 21, 1865.

Officers, 1892.—President, H. D. Huffaker, Chattanooga; J. B. Haynes, Lewisburg, Miss Mollie Pierce, Dyersburg, W. W. Carson, Knoxville, vice-presidents; Frank Goodman, Nashville, secretary and treasurer.

PUBLICATIONS.

Proceedings, 8vo.

TEXAS STATE TEACHERS' ASSOCIATION.

GALVESTON, TEX.

The movement toward a State teachers' association in Texas began with a convention that met in Austin in December, 1871. Dr. William C. Crane was its president and Prof. S. G. Sneed its secretary, but its direct results were small. In 1877 the North Texas Educational Association was organized, with Maj. J. M. Richardson as president. In 1879 the Austin Teachers' Association was organized, with Dr. Crane as president. These two were united into the present organization at Mexia on June 29, 1880.

Object.—"To advance the educational interests of Texas." (Constitution.)

First officers.—S. T. Anderson, D. D., president; F. P. Hammond, secretary; Milton Parks, treasurer; executive committee, S. T. Anderson, W. C. Crane, Smith Ragsdale.

Officers, 1891.—W. S. Sutton, Houston, president; Mrs. Ed. F. Warren, Forth Worth, A. E. Hill, Taylor, W. J. Clay, Dublin, Mrs. Willie D. House, Waco, E. G. Littlejohn, Galveston, vice-presidents; J. C. Lattimore, Waco, treasurer; J. L. Long, Galveston, secretary.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

RICHMOND, VA.

Organized in Petersburg in December, 1863; no meetings were held in 1864, nor in 1865.

Object.—"To promote the educational welfare of Virginia, and of the whole country." (Constitution.)

Officers, 1866.—President, Charles L. Cocke, Hollins Institute; first vice-president, S. Maupin, M. D., University of Virginia; second vice-president, J. L. Campbell, Washington College; third vice-president, D. Lee Powell, Southern Female Institute, Richmond, Va.; fourth vice-president, John Hart, Albemarle Female Institute, Charlottesville; corresponding secretary, Rev. A. J. Leavenworth, Leavenworth Female College, Petersburg; recording secretary and treasurer, W. R. Abbot, Charlottesville; auditor, William Carroll, Charlottesville.

Officers.—President, John E. Massey, superintendent of public instruction; executive committee, N. D. Hawkins, Bedford City, W. W. Robertson, Staunton, W. E. Coons, Culpeper County, Leroy S. Edwards, Richmond City, F. T. West, jr., Louisa County, J. P. Britt, Norfolk City; E. C. Glass, vice-president, J. A. McGilvray, secretary superintendents' conference; Willis A. Jenkins, recording secretary.

UBLICATIONS.

Minutes and reports, 8vo.

ADDENDA.

CLASS I. NATIONAL.

AMERICAN BRANCH OF THE SOCIETY FOR PSYCHICAL RESEARCH.

5 Boylston Place, Boston, Mass.

Officer for 1895.—Richard Hodgson, secretary.

STATE.

ST. AUGUSTINE LITERARY AND SCIENTIFIC ASSOCIATION.

St. Augustine, Fla.

First organized as the St. Augustine Institute of Natural Science.
Object.—"To advance work in science and history."
Officers, 1895.—Dr. De Wit Webb, president; Rev. J. N. MacGonigle, vice-president; Prof. S. H. Rutherford, secretary; Mrs. Anna M. Marcotte, treasurer; Prof. W. E. Knibloe, curator and librarian.

THE TERRE HAUTE SCIENCE CLUB.

Terre Haute, Ind.

Organized December 4, 1885.
Object.—"To promote scientific study."
First officers.—Prof. O. P. Jenkins, president; Prof. Stanley Coullen, secretary.
Officers, 1895.—Dr. J. P. Worrell, president; J. T. Scovell, secretary.

ST. PAUL ACADEMY OF SCIENCE.

St. Paul, Minn.

Organized December 11, 1889; incorporated March 1, 1890.
Object.—"To promote the study of the sciences in the broadest sense."
First officers.—President, S. N. Carman; vice-president, J. Fletcher Williams; secretary, L. B. Wilson; treasurer, W. F. Fifield; curator, C. B. Scott; executive committee, Edward C. Mitchell, Herbert W. Smith, P. H. Millard, John D. Ludden, M. D. Munn, and Sarah E. Peabody.
Officers, 1895.—President, Edward C. Mitchell; secretary, L. B. Wilson; curator, C. B. Scott.

CLASS III. STATE.

THE BERZELIUS SOCIETY.

Raleigh, N. C.

Organized February 21, 1895.
Objects.—"The advancement of chemistry and the promotion of chemical research in the North Carolina College of Agriculture and Mechanic Arts, and in the North Carolina Experiment Station."

Founders.—W. A. Withers, S. E. Asbury, R. G. Mewborne, C. B. Williams, G. S. Frofs, and J. A. Bizzell.

First officers.—President, C. B. Williams; vice-president, R. G. Mewborne; recording secretary and treasurer, J. A. Bizzell; corresponding secretary and librarian, S. E. Asbury.

CLASS V. STATE.

ENTOMOLOGICAL SOCIETY OF WASHINGTON.

WASHINGTON, D. C.

Officer, 1895.—Corresponding secretary, Frank Benton, Department of Agriculture, Washington, D. C.

NEWARK ENTOMOLOGICAL SOCIETY.

NEWARK, N. J.

Organized October 12, 1884.

Object.—"The study of entomology."

First officers.—President, S. Seib; vice-president, G. Haccius; secretary, J. Bunsow; treasurer, J. Hess; curator, Ch. Betz.

Officers, 1895.—President, H. Herpers; vice-president, C. P. Machesney; secretary, E. A. Bischoff; treasurer, G. Stortz; librarian, J. Angelman.

THE NATURAL HISTORY SOCIETY OF CORNELL UNIVERSITY.

ITHACA, N. Y.

Organized May 6, 1869.

Objects.—"To encourage and promote the study of the several branches of natural history in the university—zoology, botany, geology, and their subdivisions; to bring together the instructing staff and the students in meetings, at which papers are presented and informal discussion given."

Founders.—David Starr Jordan, now president of Leland Stanford Junior University, and Orville A. Derby, geologist to the Brazilian Government, were among the organizers.

Officers, 1895.—President, D. Bodine; vice-president and secretary, S. P. Carll; treasurer, J. W. Gilmore.

ZOOLOGICAL SOCIETY OF CINCINNATI.

CINCINNATI, OHIO.

Incorporated July 11, 1873.

Object.—"To encourage the study of natural history."

The founder was Mr. Andrew Erkenbrecher.

First officers.—Julius Dexter, president; Andrew Erkenbrecher, treasurer; L. J. Cist, secretary.

Officers, 1895.—A. E. Burkhardt, president; George Fisher, vice-president; Albert Erkenbrecher, treasurer; Thomas D. Webb, secretary; D. W. Brown, chairman executive committee; Will S. Heck, general manager; S. A. Stephan, superintendent.

CLASS VI. NATIONAL.

NATIONAL STATISTICAL ASSOCIATION.

WASHINGTON, D. C.

Organized in 1888 as the Census Analytical Association.

Object.—To create a system of verification of all statistical data of the United States.

Officers, 1896.—Prsiedent, Joseph Nimmo, jr.; secretary, Weston Flint.

CLASS VII. STATE.

THE COLUMBIAN ENGINEERING SOCIETY.

WASHINGTON, D. C.

Officers, 1895.—President, Prof. Francis R. Fava, jr.; secretary, E. C. Ruebsam

CLASS VIII. STATE.

THE PHILOMATHEAN LITERARY SOCIETY OF FREDERICK CITY, MD.

FREDERICK, MD.

Organized September, 1882; incorporated March 16, 1895.
Objects.—To foster and encourage educational, scientific, and literary pursuits.
Officers, 1896.—Thaddeus M. Biser, president; Dr. Edward Bowlus, vice-president; Noah E. Cramer, secretary; Calvin E. Schildtknecht, treasurer; Jacob J. Houdd, assistant secretary.

CLASS IX. STATE.

ARIZONA HISTORICAL SOCIETY.

PHŒNIX, ARIZ.

Organized and incorporated March 13, 1891.
First officers.—Charles D. Poston, president; vice-presidents, Lewis C. Hughes, Tucson; John Howard, Prescott; A. H. Hackney, Globe; Wm. Herring, Tombstone; W. H. Hardy, Kingman; Charles H. Brinley, Yuma; Peter R. Brady, Florence; Edward D. Tuttle, Safford; M. Stewart, Flagstaff; Samuel D. Moore, St. Johns.
Officers, 1895.—President, Charles D. Poston; secretary, L. M. Lemon, Phœnix, Ariz.

HISTORICAL SOCIETY OF HARFORD COUNTY, MD.

GLENVILLE, MD.

Organized September 26, 1885; incorporated April 17, 1886.
Objects.—"The collection, preservation, and diffusion of knowledge—civil, military, literary, and biographical—and for the collection of all historical facts upon every subject and of every character usually recorded in local history that may be in connection or identified with the past and present history of Harford County and incidentally with the State of Maryland, * * * and especially for the collection and preservation of family records—the genealogical history of the earlist settlers of the county and their descendants," etc.
Founders.—Rev. Dr. Wm. F. Brand, Dr. W. Stump Forwood, Benj. Silver, sr., Charles W. Michael, A. Finney Galbreath, John Moores, Albert P. Silver, Noble L. Mitchell, Septimus Davis, John S. Hughes, Fred. W. Baker, Dr. George W. Archer, Rev. Edward A. Colburn, N. N. Nock, Edward M. Allen, W. Beatty Harlan, James McCurdy, Henry C. Hall, and George Y. Maynadier.
First officers.—President, Dr. W. Stump Forwood; vice-president, Rev. Ed. A. Colburn; secretary, Fred. W. Baker; treasurer, N. N. Nock; librarian, Septimus G. Davis.
Officers, 1895.—President, Rev. Edward A. Colburn; vice-president, A. Finney Galbreath; secretary, Albert P. Silver; treasurer, N. N. Nock; librarian, Henry Wilson Archer.

CONNECTICUT VALLEY HISTORICAL SOCIETY.

SPRINGFIELD, MASS.

Organized and incorporated April, 1876.
Object.—"To procure and preserve whatever may relate to the natural, civil, military, literary, ecclesiastical, and genealogical history of the country, and especially of the territory included in the Connecticut Valley."
First officers.—President, Henry Morris; vice-presidents, A. L. Soule, Wm. L. Smith, and Samuel Bowers; curator and treasurer, Wm. Rice; executive committee, S. G. Buckingham, Homer Merriam, E. A. Reed, Jos. C. Pyncton, H. S. Lee, Chas. Marsh.
Officers, 1895.—President, W. S. Shurtleff; vice-presidents, Rev. S. G. Buckingham, Clark W. Bryan and A. M. Copeland; clerk, W. F. Adams; corresponding secretary, A. H. Kirkham; treasurer, J. Stuart Kirkham.

PUBLICATIONS.

Papers and Proceedings, 1876–1881, 8vo.

NEW HAMPSHIRE HISTORICAL SOCIETY.

CONCORD, N. H.

Organized May 20, 1823; incorporated June 13, 1823.
Object.—To advance historical study.
Officers, 1896.—Amos Hadley, president; John C. Ordway, recording secretary; William P. Fiske, treasurer; Sylvester Dana, corresponding secretary; Charles L. Tappan, librarian.

PASSAIC COUNTY HISTORICAL SOCIETY.

PATERSON, N. J.

Organized 1867; incorporated May 17, 1872.
Object.—To advance history and science.
First officer.—Rev. Joseph Banvard, D. D., president.
Officer, 1895.—William Nelson, librarian.

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Waterloo Library and Historical Society, Waterloo 1601
Westchester County Historical Society, White Plains 1602
West Side Natural History Society, New York City 1530

NORTH CAROLINA.

Berzelius Society, Raleigh 1649
College Association of North Carolina, Raleigh 1646
Elisha Mitchell Scientific Society, Chapel Hill 1530
Guilford Battle Ground Company, Greensboro 1602
Historical Society of the North Carolina Conference, Durham 1603
Historical Society of the University of North Carolina, Chapel Hill 1603
Medical Society of the State of North Carolina, Wilmington 1636
North Carolina Section of American Chemical Society, Raleigh 1535
North Carolina Pharmaceutical Association, Fayetteville 1536
North Carolina Society of the Sons of the Revolution, Raleigh 1628
North Carolina State Dental Society, Greensboro 1636
North Carolina Teachers' Assembly, Raleigh 1647
Roanoke Colony Memorial Association, Durham 1628
Shakespeare Club of the University of North Carolina, Chapel Hill 1569
Trinity College Historical Society, Durham 1603

OHIO.

Ashtabula County Pioneer Association, Jefferson 1604
Association of Ohio Colleges, Wooster 1647
Cincinnati Society of Natural History, Cincinnati 1548
Cuvier Club of Cincinnati, Cincinnati 1549
Deutscher Pionier-Verein, Cincinnati 1604
Eastern Ohio Teachers' Association, Marietta 1647
Fireland Historical Society, Norwalk 1604
Historical and Philosophical Society of Ohio, Cincinnati 1604
Licking County Pioneer, Historical, and Antiquarian Society, Newark 1605
Literary and Scientific Society of Madisonville, Madisonville 1619
Lorain County Historical Society, Elyria 1605
New Century Historical Society, Marietta 1605
Ohio State Archæological and Historical Society, Columbus 1619
Ohio State Teachers' Association, Wellsville 1647
Polytechnischer Verein, Cincinnati 1561

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Sandusky County Pioneer and Historical Society, Fremont 1605
Western Reserve Historical Society, Cleveland 1606
Zoological Society of Cincinnati, Cincinnati 1650

OREGON.

Oregon Pioneer Association, Portland 1606

PENNSYLVANIA.

Academy of Natural Sciences of Philadelphia, Philadelphia 1549
American Baptist Historical Society Philadelphia, Philadelphia 1606
Biological and Microscopical Section of the Academy of Natural Science of Philadelphia, Philadelphia 1549
Browning Society of Philadelphia, Philadelphia 1569
Bucks County Historical Society, Doylestown 1607
Delaware County Institute of Science, Media 1530
Engineers' Society of Western Pennsylvania, Allegheny 1561
Franklin Institute of the State of Pennsylvania, Philadelphia 1561
Friends Historical Association in the County of Philadelphia, Philadelphia 1607
Genealogical Society of Pennsylvania, Philadelphia 1607
Hamilton Library Association of the Borough of Carlisle, Carlisle 1608
Hebrew Education Society of Philadelphia, Philadelphia 1647
Historical Society of Marietta, Marietta 1608
Historical Society of Montgomery County, Pa., Norristown 1608
Historical Society of Pennsylvania, Philadelphia 1608
Iron City Microscopical Society, Pittsburg 1550
Linnæan Society, Lancaster 1550
Lyceum of Natural History, Marietta 1550
Moravian Historical Society, Nazareth 1609
Numismatic and Antiquarian Society of Philadelphia 1620
Pennsylvania Academy of the Fine Arts, Philadelphia 1630
Presbyterian Historical Society, Philadelphia 1609
Society of Colonial Wars of Pennsylvania, Philadelphia 1629
Spencer F. Baird Naturalists' Association, Reading 1550
State Pedogogical Association of Pennsylvania, Uniontown 1648
Wagner Free Institute of Science, Philadelphia 1551
Warren Shakespeare Club, Warren 1570
Wyoming Historical and Geological Society, Wilkesbarre 1609

RHODE ISLAND.

Newport Historical Society, Newport 1610
Newport Medical Society, Newport 1637
Providence Franklin Society, Providence 1551
Rhode Island Historical Society, Providence 1610
Soldiers' and Sailors' Historical Society of Rhode Island, Providence 1610

SOUTH CAROLINA.

South Carolina Historical Society, Charleston 1611

TENNESSEE.

Association of Confederate Soldiers, Tennessee Division, Nashville 1611
Memphis Bar and Law Library Association, Memphis 1632
Public School Officers' Association, Nashville 1648
Tennessee Historical Society, Nashville 1611
Tennessee State Teachers' Association, Nashville 1648
William B. Brown Camp Confederate Veterans, No. 9, Gallatin 1629

TEXAS.

Texas Academy of Science, Austin 1531
Texas Historical Society, Galveston 1611
Texas State Teachers' Association, Galveston 1648

VERMONT.

Brattleboro Society of Natural History, Brattleboro 1551
Rutland County Historical Society, Rutland 1611
Vermont Historical and Antiquarian Society, Montpelier 1612

VIRGINIA.

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Association of Engineers of Virginia, Roanoke	1562
Educational Association of Virginia, Richmond	1648
Medical Society of Virginia, Richmond	1637
Richmond College Historical and Geographical Society, Richmond	1612
Virginia Baptist Historical Society, Richmond	1613
Virginia Historical Society, Richmond	1612
Virginia Mechanics' Institute, Richmond	1562

WASHINGTON.

Tacoma Academy of Science, Tacoma	1531
Washington State Historical Society, Tacoma	1613
Whitman Historical Society, Walla Walla	1614

WEST VIRGINIA.

Virginia Historical and Antiquarian Society, Morgantown	1614

WISCONSIN.

Northwestern Electrical Association, Oconto	1562
Old Settlers' Club of Milwaukee County, Milwaukee	1614
Old Settlers' Society, of Racine County, Racine	1615
State Historical Society of Wisconsin, Madison	1615
Parkman Club, Milwaukee	1615
Wisconsin Academy of Sciences, Arts, and Letters, Madison	1531
Wisconsin Polytechnic Society, Milwaukee	1562

CHAPTER XIV.

CRIMINOLOGICAL STUDIES.[1]

Three divisions may be observed in criminological studies: First, a summary and classification of results already known—this may be called general criminology; second, an investigation of individual criminals, or special criminology; and third, a consideration of methods and institutions for the prevention and repression of crime, or practical criminology, including prisons, reformatories, police systems, etc. The first is historical, the second scientific, the third, as its name indicates, is more directly related to society. But it is in special criminology that most interest of late has been shown. It is pervaded with the scientific spirit which considers the investigation of causes as necessary before any rational treatment of crime can be expected.

CRIMINALS NOT SO ABNORMAL.

Should a philosopher desire to study normal human nature experimentally, he could do this best in prison, for probably nine-tenths of prisoners are criminals by occasion; that is, their crime is due mainly to bad social conditions; their personality differs little or none at all from that of the average man, so that any results gained here relate to normal man. But there is an additional advantage, questions can be asked and investigations permitted that would be difficult with normal man outside of prison. The prisoner has much less to lose and will often make confessions that few outside of prison would care to make, giving the deepest insight into human nature. Another advantage is that the exact conditions, such as regularity in habits of life, diet, etc., are known, and thus a more favorable condition of scientific inquiry is afforded. This is especially true in reformatories, industrial schools, houses of refuge, etc.; most of the inmates are entirely normal; it is abnormal surroundings, such as poverty or drunkenness at home, that brought them here, and not abnormal natures in the children themselves. But it may be added, that if children remain long enough in such conditions they will be liable to develop whatever criminal tendencies are in them. It is generally admitted that about 10 per cent of inmates are incorrigible; that is, they are criminals by nature. As their incorrigibility is shown by repeated acts, it is not so difficult to select these cases. This is not saying that such and such a case can not be cured, but intelligent prison officials of long experience doubt the probability of reformation.

CRIME NOT A DISEASE.

This fact of incorrigibility may be a reason why crime has been considered a disease. Reports from the principal penitentiaries of this country recently gathered by the Bureau of Education show 82 per cent in good health, 11 per cent in fair health. If crime is a disease, it would seem that it has little to do with what is ordinarily designated under this term. Some have sought by the study of criminals' brains to show anatomical anomalies indicating disease; but there is little agreement in these investigations. But if there were agreement, it would only indicate probabilities, not certainties, for comparatively few brains of criminals have been studied. Even in the case of the insane it is not demonstrated that mental disease necessarily involves brain disease; yet most investigators believe that it does, and with good reason. But there have been cases of insanity in which cerebral anomalies have been sought for in vain. To say that the cause was functional and so did not leave any traces is a hypothesis, but not knowledge in the scientific sense. Now, in the case of the criminal, the too common statement that crime is disease, is speculation, not fact.

[1] By Arthur MacDonald.

FREEDOM OF CRIMINALS' WILL.

A general sociological and ethical maxim is that the idea of wrong depends upon the moral, intellectual, and physical danger or injury which a thought, feeling, volition, or action brings to humanity.

This principle should be applied to degrees of exaggerated wrong or crime. But it may be asked if the degree of freedom or of personal guilt should not be the basis of punishment. The force of this objection is evident; the idea of freedom has been the basis of criminal law; it has also been sanctioned by the experience of the race; and although no claim is made of carrying it into practice without serious difficulties in the way of strict justice (difficulties inevitable to any system), yet it has been not only of invaluable service, but a necessity to humanity. This is not only true on criminal lines, but this idea has been the conscious basis of our highest moral ideals.

But at the same time the exaggeration of the idea of freedom has been one of the main causes of vengeance, which has left its traces in blood, fire, and martyrdom; and though at present vengeance seldom seeks such extreme forms, yet it is far from extinct. On moral and on biblical grounds, as far as man is concerned, vengeance can find little support. With few exceptions, a revengeful tone or manner toward a prisoner (the same is true outside of prison) always does harm, for it stirs up similar feelings in the prisoner, which are often the cause of his bad behavior and crime. Kindness, with firmness, is the desirable combination.

If we were obliged to withhold action in the case of any criminal for the reason that we did not know whether or in what degree he was innocent or guilty, from the standpoint of freedom of will, the community would be wholly unprotected. If a tiger were loose in the streets, the first question would not be whether he was guilty or not. We should imprison the criminal, first of all, because he is *dangerous* to the community.

THE STUDY OF CRIMINALS.

At present our jurists study law books, not criminals, and yet nearly one-half the time of our courts is given to criminals. The individual study of the criminal and crime is a necessity, if we are to be protected from exconvicts—the most costly and most injurious citizens we have.

A complete study of a criminal includes his history, genealogy, and all particulars concerning himself and his surroundings previous to and during his criminal act; also a study of him in the psychophysical sense—that is, experiments upon his mind and body with instruments of precision—measuring, for example, his thought-time, sense of sight, hearing, touch, taste, smell, pressure, heat, and cold; also an examination of his organs after death, especially of his brain. It is evident that no one person could make an adequate study of a criminal. The microscopical anatomy of the brain alone, with its physiology, is more than the life work of many men could accomplish. Criminology, therefore, depends for its advancement upon the results of numerous departments of investigation.

CRIMINOLOGY NOT YET A SCIENCE.

In a rigid sense criminology is no more a science than sociology. Like many other branches of study, they are called sciences by courtesy. But the empirical study of human beings, with whatever class it begins, is an important step toward a scientific sociology. Criminology is an initiatory step in the direct study of individuals themselves and their exact relations to their surroundings. The practical and scientific value of such study consists in showing more clearly what normal society is or ought to be, just as the study of insanity gives by contrast an insight into mental health.

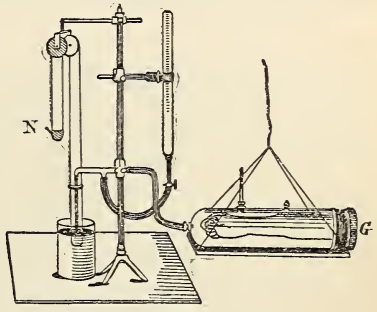
PHYSIOLOGY OF THE CRIMINAL'S BRAIN.

As already indicated, knowledge of the criminal's brain, as well as of the brain in general, is very inadequate, so that any definite conclusions are unwarranted. It may be said that the fact of a criminal having mental anomalies and at the same time cerebral or cranial ones, does not show that either one is the cause of the other, although it may justify a presumption that they are in some way related; for such conclusions are based upon the anatomy rather than the physiology of the brain; as to the latter, little is known. It is easy to conceive that brain circulation, qualitative and quantitative, has as much to do in its effect on the mind as anatomical conditions. It is, however, reasonable to assume that in the last analysis every physiological irregularity is based upon an anatomical one; yet the reverse may be assumed also. The probability would seem to be that the physiological and anatomical mutually act and react, one upon the other; and to decide which is primary is wholly beyond our present knowledge.

INSTRUMENTS OF PRECISION.

Measurements of sensibility by instruments of precision have not been carried very far. As an illustration of the probable importance of this method of study, we give a diagram of the plethysmograph of Mosso. The purpose of this instrument is to show the effect of the emotions upon the circulation of the arterial blood.

This instrument is one among others belonging to the Bureau of Education constituting the nucleus of a physio-educational laboratory. It consists of a cylindrical vessel, G, suited for the limb (the arm); the opening through which the limb is introduced is closed with caoutchouc and the vessel is filled with water. The arrangement is such that any increase or decrease in the volume of water in the vessel G causes the weight N to rise or fall. On this weight is attached a small bar which can be made to register its upward or downward movement on a revolving cylinder. As the arm enlarges from an increased supply of blood the curve registered on the cylinder is upward. Since the flow of venous blood is regarded as uniform in the passive limb, an increase of the volume of the arm shows a greater velocity in the flow of arterial blood in the limb. By having the criminal insert his arm into the cylinder, some of the effects of ideas on his emotional nature through the circulation of the blood will be registered, giving involuntary testimony as to his nervous and physical nature. Thus, in the case of one when the sentence of a judge was read, a decrease in flow of blood was observed by the lowering of the curve, but the sight of a cigar or a glass of wine raised the curve, which is equivalent to an increase in flow of arterial blood in the arm. In the case of a brutal murderer, the flow was little affected by the sight of a pistol, whereas in normal man there is a decided effect. The value of such an instrument for investigations on normal people will also be evident when we consider that both mental depression and sleep may cause the curve to lower; during straining and coughing the curve rises, but falls in sighing.



THE PLETHYSMOGRAPH.

Although little has been done with the plethysmograph as yet, it is easy to see the important bearing it may have on educational and psycho-physical questions. Thus a pupil with his arm in the vessel can be set to performing mathematical calculations or composing sentences, or varied ideas may be presented to his mind, and the effects of these mental states or studies on the circulatory system can be seen. As it is very probable that an increase of circulation in the arm, psychically caused, means an increase of circulation in the brain, we are able to study directly the influence of different mental conditions on circulation in the brain.

MORAL OBTUSENESS.

The extreme moral insensibility of habitual criminals can not be better shown than by their words and acts, often naively expressed. A criminal whose brother was being executed stole a purse and watch and said, "What a misfortune my brother is not here to have his share." Some speak so coldly and unconcernedly of their crimes in court that they would be taken for witnesses rather than authors of their deeds. Pity for the suffering of others is very feeble. One reminds the priest (preaching to him repentance) of the wine he had promised him fifteen days previously; and when mounting the scaffold the last and only thing which he said was to ask his wife, who was his accomplice, to give him credit for 37 francs. Another, from the three executioners desired to choose his "professor." Another complained of the condition of the streets through which he was brought to the scaffold.

THE DECEITFULNESS OF CRIMINALS.

Perhaps the greatest power of deceit of which man is capable has been shown on the scaffold. There are too many people who believe that no one would tell a falsehood when facing death. The fact that many hold this idea encourages criminals to insist on their innocence to the very last. Especially is this true of the more intelligent criminals; for they see they have little to lose but some things to gain as far as their reputation is concerned; for if they do not confess, many perhaps may believe them to be innocent or even consider them martyrs. Then, too, they may deny their guilt for the sake of their family.

Criminals probably fear death more than other men, but their intense vanity helps them to conceal it, just as their lack of foresight and impetuosity makes them appear

courageous. Not a few have been known to confess their faults to Him who grants divine pardon and then proclaim with a loud voice their innocence and die in contradiction with themselves.

PREVENTION OF CRIME.

When the cause of a particular crime is found, this indicates the most active cause, but not the only one. There may be specific remedies for specific cases, but they can only be determined by special study of the individuals. While some cases can not be reached, the great majority can be made susceptible to reformation, or at least improvement. Often the truest and best advice a physician can give to his patient is to keep up the general health, and nature will be his best servant in resisting all attacks of disease. The same principle applies in aiding one to overcome temptations to evil or crime. Such a remedy consists in moral and intellectual habits being implanted in children, which will give a constant resistance to all temptation, and be even an unconscious force when self-control is lost. Little can be expected from palliative remedies as long as this educational remedy is not thoroughly carried out.

CASE OF H.

As a study in education and criminology the following case of H. is of interest, for he is an educated man, as the world goes, a doctor of medicine, graduate of a university, and a man above the average criminal in culture, appearance, and general intellectuality. The importance of studying such a man is to note the gradual steps that led him to his fate, which he probably never intended. No man, as a rule, seeks to have his own life taken from him. He gradually gets accustomed to doing things, and forgets the feeling of the community. He then becomes careless and finally is caught. The intellectual education of a man at least fills his mind with subjects calculated to do him good. They do not tend to crime. But, of course, it is the moral side of education that has to do with the study of the criminal. It shows the importance of good habits, which the criminal seldom has. His life is irregular. He is a wanderer, from sociological necessity, and this wandering spirit leads to a feeling of irresponsibility. A man among strangers is liable to regard them as, in a manner, enemies.

As most criminals, like H., are seeking their own pleasure, if money leads to it, it is a question of degree how far they will go. If the question is asked whether the acts of any criminal, his life, or any special deed are due to himself or to his surroundings, we say that the surroundings caused the crime, and when they are due mostly to him we say he is a criminal by nature. Where a man is admittedly a criminal by nature, he is three-fourths like other men; and what is true in general of the physiology and psychology of criminals is almost as true of all men. So that when we are studying criminals we are really to a large extent studying human beings, only criminals are more convenient to study when they are in prison.

A common characteristic of the criminal is his vanity—the effect his crimes are liable to have on the community—and H. was not an exception to this rule. Some criminals when performing a bloody act get into a sort of spasm, and after they have killed their victim hack him to pieces, and then lay down through exhaustion and sleep right by the side of the body until they are rested.

Criminals are dangerous to the community, and should be shut up and not let out until there is reasonable certainty that they are no longer dangerous, just the same as we treat the insane. It is very difficult to tell the degree of guilt of any man, simply because we do not know his hereditary tendencies nor the special conditions and surroundings under which he was at the time of committing his deeds, but it is easy enough to tell whether he is dangerous simply by his acts, and this avoids speculation as to the degree of guilt or degree of freedom of the will.

The antecedents and early training of H. will not account for his subsequent career in crime. The careful reader of the letters of his professors and classmates will have revealed to him the character of H. in both his strong and weak points. It will be seen that his entrée into crime was of a gradual nature. He began in his university life to manifest in embryo from time to time those characteristics which when small are not criminal, but when increased in their quantity become so detrimental to society that we rightly call them criminal.

The following study of H. was made after several interviews with the murderer in his cell. A scientific study of him with instruments of precision of the latest design and also a psychological and sociological investigation of his character are presented. H. gradually developed into a professional criminal. Although convicted of murder, he was not a murderer by nature, for he was too much of a coward, and so resorted to poison in extreme circumstances. It is easy to see how his medical knowledge and experience were utilized in carrying out his criminal designs. His chief abnormality is a psychological one. He is a reprobate liar. He had a selfish

conscience. That is, when he was wronged he felt it (many criminals are very sensitive on this point). But in wronging others he was willfully made obtuse by his overt acts. Criminals are frequently accused of things they don't do, which shows the great disadvantage of having a bad reputation, which most of them earn. He was a deceiver by nature; and this, coupled with his greed for money, gradually led him into serious acts. But how shall we account for this criminal? In one sense such a question involves the whole inquiry into the origin of evil itself. It will not do to say that he is a man born out of his time. It is not plausible in the case of a murderer by nature, for the taking of human life was very common in the early races of men. But H. was effeminate in nature, and when taking human life he used an effeminate method, poisoning. Throughout the history of crime this has been woman's method. We do not know enough about the origin of society to account for the beginning of deception. It is evident from the letters that his greed for money, with little or no aversion to deceive, and his poverty gradually led him on. Poverty is often an occasion but not a cause of a great deal of wrongdoing.

His strong impulse to deception and greed was the hereditary side of his character; the degree to which he developed them into criminality depended upon his environment.

The prisoner did not desire, and therefore the authorities did not permit, that an instrument be put upon him while on the scaffold and after he dropped for the purposes of measuring the effects of the emotions upon the movements of his chest while standing upon the scaffold and the reflex motions of asphyxia. These effects would be transferred to the muscles of the thorax by means of the kymographion; the chest movements after the fall of the drop, the rate of their temporary increase or decrease, and their periodicity could probably have been determined. It was not expected that from one single case any very important results could be obtained, but by observing the different effects of hanging when the neck breaks and when it does not, and also the effects in cases of electrocution, the comparative degree of pain and the length of duration of consciousness might be determined. This would aid in a scientific study of the physiology of death, of which very little is yet known. Physicians are allowed to study persons of the highest respectability both in private practice and in hospitals, and the knowledge thus gained has been utilized for the good of humanity. It is therefore difficult to see serious reasons why the greatest enemies of society should not be used for the benefit of society, provided, of course, no injury is done them.

In reply to the remark that it was temporarily assumed that he (H.) might be guilty of some of the crimes he was accused of, the prisoner made the following statements:

STUDY OF H. IN HIS CELL.

He said: "I did not deny my guilt for several reasons; people would not believe me even if I told the truth. My counsel will tell you the reasons. I am preparing my affairs with a view that I am to be executed. I prefer it to imprisonment for life. If I were not executed the insurance companies would make an example of me. If I am accused of seventeen murders, and the three insisted upon are shown to be false, how can any one believe me guilty of the others? I lived in Chicago ten years and had a good reputation."

When told that there was a moral certainty that he was guilty of one or two murders, and there were reasons to suspect that he had committed a number, he laughed. When told that the most intelligent and aristocratic criminals seldom confess on the scaffold, he said he did not desire to confess on account of his relatives.

H. said he was going to cut the interview short, remarking when I was preparing the kymographion that I would use all my half hour with this; that another man was coming to see him whom he desired to see more than me. After I had remained much longer than half an hour he said he guessed he would cut the other man short. He did not care himself, but the prison was granting him many privileges, and so he wanted to cut me short.

When in prison at St. Louis he said he saw a negro hung, while looking through his cell window, and that pieces of the rope were taken as mementoes and fastened on the watch chains of the bystanders. Then he asked if I could believe that after such a terrible experience he would go and do things that would bring him to the gallows. I answered that of about one hundred and fifty men guillotined in Paris all had witnessed a similar execution.

He said in his book he had admitted many crimes, but had never taken life; said "he drew the line at murder." (An innocent man would hardly use such an expression).

When told that criminals feared death more than other people and preferred imprisonment for life, he said he must be an exception; he was almost tempted to make a false confession in order to hang.

When I inserted an instrument in his mouth to measure the height of his palate he said, as if afraid, "Don't choke me."

He complained of being troubled with strabismus from childhood; said his mother was an epileptic; that he was not nervous, but at present felt a little nervous.

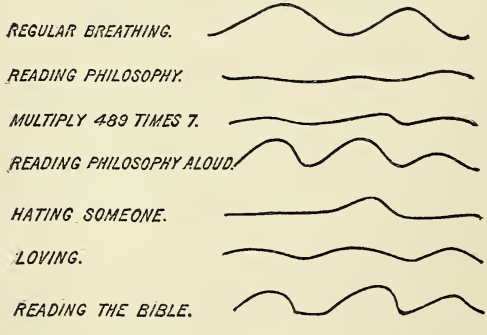
He had lived with a professor, who was his best friend, and who was at that time demonstrator of anatomy. He did not go to college, but graduated from the medical school. He added he was also a graduate in pharmacy. He would send all he had to say to his former professor (he did not do it), to whom I could write. He did not like to tell all on account of his domestic troubles, which had not been entered into. He admitted that he was married more than once.

RESULTS OF EXAMINATION BY KYMOGRAPHION.

This instrument is for the purpose of measuring the effects of mental and emotional states upon the movements of the chest. Actors locate the seat of the emotion they simulate in the chest. A silk band is drawn closely about the chest, a little air-



THE KYMOGRAPHION RECORD.



The kymographion records the movements of the chest, as affected by mental and emotional states. The higher the waves in the lines the more the subject breathes.

tight cylinder with a delicate film over both ends, a hook being inserted in each film, was attached to the loops in the end of the silk band; from the air-tight cylinder a couple of yards of slender rubber tubing with the other end inserted in a tambour. The tube went into another air-tight space, the bottom and size of which were wood and the top a delicate film. On this film rested a delicate hinge, to which was fastened a fine bamboo splinter which rose and fell with every breath. When this was placed against the cylinder of the kymographion lines were scratched on the surface of the smoked paper which indicated the motion of the little bamboo point.

With every inhalation the bamboo splinter was raised and with every expiration it decended, making a wave-like curve on the paper.

It will be noticed that all the mental and emotional states lessened the breathing, since the waves in all the lines are smaller than those in the regular breathing (line 1). In the few experiments made this is what generally occurs: Reading of philosophy (line 2), multiplication (line 3), and hating (line 5) affected the prisoner's breathing most. This is what generally happens, with the exception of the feeling of hatred, which is in most people a wavy line, but in the prisoner it is his most intense line—that is to say, it absorbs his attention most. Concentration of attention seemed to be much easier for him in hating than in the other emotions. In most people hatred is a wave-like line, with little breaks in the waves; but love is a more intense line. In the prisoner the opposite seems to be true. The feeling of love had but little more effect than reading the Bible, which had the least effect of any of his psychical states when we compare this line with the regular breathing line. As an example of the effects of emotion on H. by another method, the following will illustrate. He was accused by a prominent lawyer of having killed the P. children. They were in a room together. His eyes bulged out; he turned red, and could say nothing.

PHYSICAL MEASUREMENTS.

January 4, 1896.

Height, 72 centimeters; sitting height, 33 centimeters; strength of right-hand grasp, 34 kilograms; of left-hand grasp, 32 kilograms; maximum length of head, 191 millimeters; maximum width of head, 149 millimeters; cephalic index, 78; distance between external edges of orbits, 110 millimeters; length of nose, 55 millimeters; width of nose, 35 millimeters; nasal index, 63; length of ears, right, 60 millimeters; left, 62 millimeters (he remarked that he had injured his ear); width of mouth, 55 millimeters; thickness of lips, 10 millimeters; height of palate, 20 millimeters.

MEASUREMENTS OF NERVOUS SYSTEM.

Least sensibility to locality: Right wrist, 17 millimeters; left wrist, 17 millimeters. Least sensibility to heart: Right wrist, 4 degrees; left wrist, 5 degrees. Least sensibility to pain by pressure: Right temporal muscle, 700 grams; left temporal muscle, 600 grams; with hand algometer (Catell's), right hand, 5,750 grams, and left hand, 4,750 grams.

H. said he was ambidextrous (common among criminals). He said the example of a friend taught him to be this. Another peculiarity is the fact of one ear being longer than the other. His palate is higher than the normal, which is about 14 millimeters. His sense of locality is more obtuse than the average, which is 15 millimeters. Another peculiarity is the fact that his left hand is less sensitive to heat than his right hand. This seldom is the case with normal people. His sensibility to pain is more acute than the average; that is, on the temporal muscle.

EXAMINATION BY DR. TALBOT.

Nativity, American; age, 35; weight, 150 pounds; occiput, full, right lower than left; bregma, sunken; forehead, left side more full than right, sloping; hair, brown; face, excessive; body, excessive; face, arrested; zygomæ, arrested, hollowed on right side; ears, right lower than left; nose, long, very thin; stenosis of nasal bone; septum deflected to left; nose turned to right; thyroid gland, arrested; eyes, strabismus in left, inherited; left higher than right; jaws, slightly protruding upper, arrest of lower; alveolar process normal; left side of mouth drops lower than the right; third molars not developed; remaining teeth regular; chin turned to right; breast, marked pigeon breast, left side more than right; chest contracted, tendency to tuberculosis; arms, right normal, left 1½ inches short; legs long and thin; feet medium in size, but markedly deformed; depression on left side of skull at bregma, due to fall of brick at the age of 31; sexual organs unusually small.

There are a number of abnormalities noted in Dr. Talbot's examination, but they do not seem to me sufficient in number and degree to class the prisoner as physically abnormal. His height of palate, in my own examination, and his general demeanor would class him among neurotics.

SOCIOLOGICAL.

Antecedents and childhood: One who knew his family well says in a letter: "I was born in P., N. H., in an adjoining town to the birthplace of H., which was G., B. Co., N. H., and inasmuch as H. and his parents were frequently attendants upon my father's preaching, and as he attended the district school taught by my wife's sister, and as his wife, and part of the time himself, were in the employ of an uncle of mine, I have a definite knowledge of his youth.

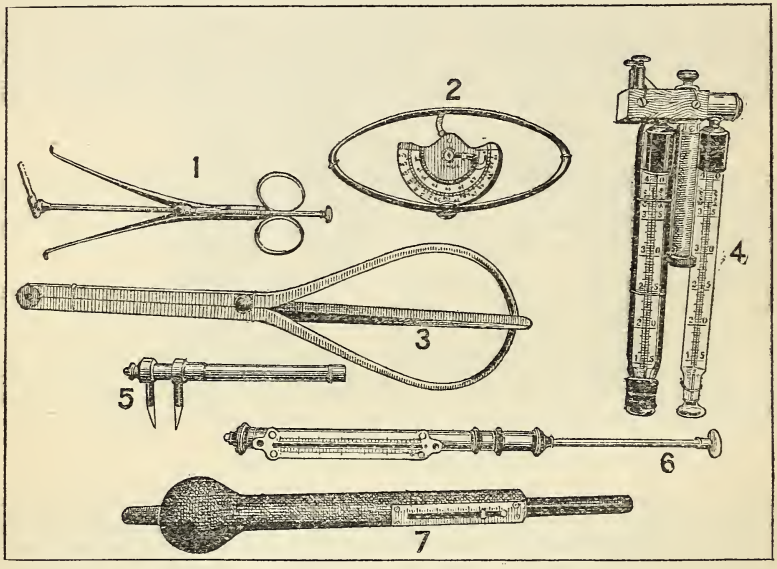
"His people were very upright, God-fearing citizens, living in a quiet, secluded section of the country. There is no trace or taint of open immorality or vice in the family history for at least three generations of which I have any knowledge. I am intimately acquainted with several of his cousins, and they are all upright men.

"As a boy, H. was a quiet, studious, faithful lad, with refined tastes, not caring to join to any extent in the rude and rough games of his companions at school, and easily standing as the first scholar in his class. He was a general favorite with the mothers in that community, because he was such a well-behaved lad. In his youth he was predisposed to a religious life; was a faithful, painstaking student of the Scriptures, and rather excelled in his Sunday-school class, and later in his Bible class, and my recollection is that he took an active part in the weekly prayer meetings and was known as a religious youth."

Letter from his first wife.—In regard to his childhood days I can not say much, as I did not know much of him until he was 17 years old. I always felt that he was pleasant in disposition, tender-hearted, much more so than people in general. He was of a very determined mind, at the same time quite considerate of others' comfort

INSTRUMENTS APPLIED TO H.

1. Palatemeter.
2. Hand-grasp measure.
3. Cranlometer.
4. Thermaesthesiometer.
5. Aesthesiometer
6. Temple algometer.
7. Palm algometer.



and welfare. In 1881 he was at B., Vt., for the year, and in the spring of 1882 he started for the university, and, as far as I knew, was doing very well. I returned to N. H. the spring before he was to graduate, and have known very little of him since, but he has always been called very smart, well educated, and a man of refined ways. Before attending the medical school he taught school several terms and was very successful—as much so as teachers in general—and when the story came out people who had always known him said, "We can not believe this. H. would not have the heart or courage to do anything so terrible." But of course he has worked himself up to it little by little, and I think, having done some little wrong, he had been driven to a greater one for a cover, and each one growing worse, of course it is easy or more easy to go in the wrong after the first few steps.

UNIVERSITY LIFE.

Letters of inquiry were sent to his teachers and classmates, many of whom are now prominent physicians.

One of the professors in the university says: "It is true that while a student here he was for a year or two under my roof, but not in any such intimate relations with me as to justify him as looking upon me as his best friend; if so, his friends must be few. However, I am very sorry for him, even although he himself may be the direct cause of his present miseries and threatening punishments. He told

me a few months ago, when I visited him in prison, that he and another classmate had worked up a scheme to defraud an insurance company a few months after they graduated in 1884 from the medical department here, but that the scheme fell through because of his friend's death, which occurred within a year after he graduated. I do not know whether he graduated in pharmacy or not. He certainly did not take that course here, as I find he was never entered as a pharmacy student. He may have taken the degree elsewhere, but if he did it was after he graduated in medicine, as he made no claim to having had a pharmacy course when he was here.

"There were several things that occurred while he was here as a student that in the light of subsequent events show him to have been even at that time well practiced in criminal habits. Although he was married and had his wife here for a time doing work as a dressmaker and assisting in supporting himself and her, yet he got into trouble by showing some attention to a grass widow, who was engaged in the business of hair dressing. This woman made some complaints to the faculty during the latter part of his senior year, and the stories that she told, had they been confirmed, would have prevented him from graduating. But I had no reason to doubt his word at that time, and his friends lied for him so vigorously that I was wholly deceived and defended him before the faculty, and he was permitted to graduate. On the afternoon of commencement day he came to me of his own accord, with his diploma in his hand, and said: "Doctor those things are true that that woman said about me." This was the first positive evidence that I had received up until that time that the fellow was a scoundrel, and I took occasion to tell him so at that time. I subsequently learned, however, that he had made two attempts to enter my house in the character of a burglar, and also that he had while occupying a room in a portion of my house attempted to force a drawer in my library in which I had been in the habit of keeping some valuables. Three months after he had graduated in medicine, and knowing full well what opinion I entertained of him, he wrote me asking for a recommendation to assist him in getting an appointment as a missionary to Africa. This I am satisfied he did simply from the spirit of devilishness, and not that he had any serious intention of carrying out such a purpose. These and many little incidents that I might relate to you, some of them personal experiences of my own with him, and others that have been told me by members of my family, serve to further illustrate these traits in his character, but they are all of the same nature as those that I have mentioned."

Another professor says: "Personally, I can not recall H.'s features. I only remember that he failed to pass in my work and that I voted against his graduation."

TESTIMONY OF HIS CLASSMATES.

1. "Myself and family lived in the house with H. and his family almost one school year. His family consisted of a wife and one child (a boy about 4 years old). His wife was a very pleasant woman and willing to make any sacrifice that she might help him along in his course. She finally went out to work and gave him her earnings. She was subject to convulsions of some kind, and while at work he gave her such quantities of bromide that her face broke out very badly. Every one thought it too bad for her. He must have been in very straitened circumstances, for he managed different ways of getting along. I remember he built a barn for a widow woman who was studying medicine in the homeopathy department at that time. She told me how H. beat her on the barn. He was very dishonest and tricky any place you found him. He would borrow everything of the students that he could to save himself buying. I have no picture of H. Would never have recognized him by his picture in the papers. At that time he had a rather slender face, wore chin whiskers, not considered good looking, but I remember he had treacherous-looking eyes. Another piece of his wife's economy was to borrow our sewing machine and completely turn a coat for him. He was not a graduate in pharmacy to my knowledge."

2. "It happened that H. acted as steward of a boarding house (only table boarding). It was his duty to keep the places at table filled with students and collect the money weekly. My recollection of him is quite distinct. None of the boys ever knew much of him (further than that he admitted himself to be married), or had much to do with him. His associations with his fellow students amounted to but little, because of his way of living. He had no money, at least that is what he always said. For his meals he conducted the club, while he slept at Dr. H.'s house. (Dr. H. was then demonstrator of anatomy in the university.) This brought him to the boarding house only at mealtime. The money was collected by H. regularly every Saturday evening. He was, as I remember, always punctual in performing his duties, and also regular at his meals. Even now I can see him sitting at the lower, dark end of the long table, saying but little and laughing very seldom. He was of a remarkably taciturn disposition, apparently indifferent to his surroundings, coldly methodical, unresponsive to humor, and very brief in his statements. His topics of conversation were mainly concerning Dr. H.'s operations upon his private patients. H., as I have said, slept at Dr. H.'s house. He always accompanied Dr. H. upon his night

trips. We students, remarking the thing, always thought that H.'s quietness was due to his rest being broken and irregular, having always to hitch up the horse for the Dr.'s use, perhaps accompany him, and then stable the horse upon the Dr.'s return. I remember once of asking a medical student how H. answered up in his "quiz." The answer I got was that he was not very reliable or exact in his knowledge."

3. Health officer in a well-known city says: "From October, 1883, until June, 1884, I boarded at a boarding club. This club was run by H., who was at that time a member of the senior medical class. He collected the board money and drummed up boarders among the students, receiving his own board free for the services rendered. I sat at the same table with him during most of the year. He assisted Dr. H. in his private dissecting room and in the injection of bodies received for dissection. He kept the cloakroom, receiving small fees from students engaged in dissection for looking after their clothing, renting them drawers for their dissecting instruments, etc., and in many other ways contrived to earn small sums of money. He was at all times, while I knew him, miserably poor and a subject for pity. As a student he was distinctly what might be termed "dumb." He was slow to grasp ideas and not at all ready in reasoning. I distinctly remember that we expected him to fail to graduate and that there was a general impression that his ultimate graduation was due to the pity of the professors overcoming their sense of propriety. Personally he was not a man to attract friendship, although he was never offensive or repellant. He was rather quiet in manner, very slouchy in gait, and usually held his head low. I think (but am not positive) that he had a slight droop of one eyelid. I heard during the year succeeding H's. graduation that he had gone to Cape Colony, South Africa, and was much surprised to note the first publication of his name in connection with the murders."

4. A woman medical student says: "I was in the same section for recitation with H. 1st note, a marked, almost rapt attention to detail in class work, both theoretical and practical; 2d note, very intelligent recitations; 3d note, in spite of the rather attractive physiognomy a personal feeling of repugnance, which I did not understand until his beard was shaved at one time. As I always judge a man by his mouth (as a correcting characteristic feature) I no longer wondered at the instinctive distrust."

5. A classmate who is an alienist, says: "My recollection of him is that he was a quiet, unpretentious individual, not a brilliant student by any means, but rather plodding and perhaps below mediocre, but attentive to lectures and operations. My connection with this institution has been continuous since the day of my graduation, and in the light of the experience I have had in seeing a large number of insane and defective people, I can not now recall anything about H. that would warrant me in saying that he was peculiar, degenerate, defective, or insane, or that he lacked the average mental or moral qualities."

6. "I was quite well acquainted with him. He always stated to me that he was born in England. He seemed always of a sullen disposition, not caring to talk much, a fair student, although not bright, and still he might be stated to be of average intelligence. We attended many lectures together, and occupied seats close to each other. He was not at all popular and seemingly had very few intimate friends, and the talk was that he would not be able to pass his final examinations, as, if I mistake not, he entered on advanced standing. If I mistake not he stated that he was a married man, and complained frequently of lack of funds to complete his studies. He was often the center of comment on account of his quiet, rather sullen disposition, although he was quite talkative to those with whom he took a fancy. I do not presume that he took any particular fancy to the writer, but he frequently asked me for assistance or passed remarks about our work, and acted as if he had either some great trouble or was of a very retiring disposition."

7. "I was well acquainted with him. He and I dissected together on the same cadaver. In college life he seemed rather a recluse, seldom taking any part in the mirth or amusements of the class, and yet it was not because he was overstudious, for he was but mediocre in attainments. He wore his hair cut square across behind, which gave the appearance of a bulging cerebellum. He did not appear defiant. I do not know that he had a single confidante among his classmates. As I recall him now he gave no promise of being an adept at good works or crime. Once in the dissecting room I remember that he appropriated the foot of a child cadaver, taking it away for his own use. He did not seem in good health at any time. His eyes were sunken, complexion pasty, and figure lean."

CONDUCT IN DISSECTING ROOM.

8. "I know of nothing in his character during my acquaintance with him which would mark him as exceptional in any way. I remember he was identified with the Young Men's Christian Association of the university, and took sides with that society in a dispute between the society and one of the professors, and he told me at one

time that after graduation he intended to go to New Zealand as a medical missionary. On the whole, his conduct was such as to breed a sensation of dislike for him among his fellows. He appeared to be a good deal of a sneak, and I know as a matter of fact that he was a liar. He seemed to be fond of the uncanny things of the dissecting room, and told me at the beginning of one spring vacation that he intended to take home the body of an infant for dissection, that Dr. H. had given him one for that purpose. He seemed to derive a good deal of pleasure from the fact. Nevertheless, he was not an industrious worker in the dissecting room."

9. Classmate, president of a State medical society, says: "I saw him daily. His appearance was very ordinary. He was of a meditative, unassuming disposition, willing to talk if approached, but his manner was retiring. He was apparently most inoffensive; we then thought him stupid. In his difficulty with the dressmaker we, boylike, believed poor H. was being sinned against, and selected a law student, now a member of Congress for Idaho, to intercede for him, with the result that the faculty was lenient and H. was 'vindicated.' His bearing so little resembled that of one who sought the company of women that we regarded the incident as a great joke. Even at that time he was given to devising schemes for money making; speculating on projects that might be taken up after graduation. We did not regard them as of doubtful integrity, yet none of them were in line with the profession he was about to be graduated into. We looked upon them as visionary. He had no chums or associates, so far as I knew; always alone, of modest demeanor, and never aggressive. It was a serious struggle with him then for bare existence, and we pitied him without thought of his merit, for he was, as we saw him, a negative character."

10. "He was a fellow to slide along without attracting any attention, and would be soon forgotten. There was an episode in which he acquired some notoriety, and if guilty showed much foresight and caution on his part. The facts are as follows: A young widow was running a boarding house, he being one of the boarders. She obtained a letter to him from his wife; she brought her case before the faculty, claiming that he had promised to marry her, and in evidence produced some letters signed in his name. He denied the charge and produced specimens of his handwriting, including notebooks, etc., which were not in the same hand as the letters produced by her. The evidence was not such that the faculty could convict on, so they let him off. The opinion among the students was that he was the one who wrote the letters."

11. "His life was somewhat in the background. He said in conversing with me that he had been in the life insurance business in New York, New Hampshire, and Chicago. He said he had traveled a great amount. He and his wife did not get along very well. Have seen her with blackened eyes as a result of their quarrels. They roomed only a few doors from where I roomed. His life was somewhat suspicious, and he was supposed to be getting bodies for the anatomical rooms in some mysterious way. He gave me a hint of this in a conversation I had with him. He told me he did not intend to practice medicine, but wanted a medical education to help him in his business. He was only a fair student; was absent from his work often, and many of us thought he would not be able to get through. He paid more attention to anatomy, surgery, and materia medica. To me he was a suspicious person, and I so treated him while we were associated together. I would often question him along the lines of business he had been engaged in and he would invariably turn the conversation into other channels. He told me how he evaded paying the extra fees nonresidents of Michigan had to pay. I was not surprised when I saw in one of the papers a short sketch of his past life which tallied with some of the things he told me."

12. "He passed by the nickname of 'Smegma' among the 'boys' of our class, due doubtless to a peculiar odor. As I remember him he appeared as a simple, harmless individual, and it has been a source of astonishment to me in noting his remarkable career of crime. He was in some 'shady' transactions while at the university. As I now look back at the picture he left on memory's wall, he was an uncouth rustic, simple in speech, rude in manner, with not one prodromic symptom that would enable one to even dream that he would one day stand as a monster of crime."

13. "He had a noticeable aversion to familiarity. During the time spent with Dr. H. he took active interest in Sunday-school work of the Presbyterian Church, of which Dr. H. was a prominent and active member. I remember him as an odd character in the class on account of his seemingly friendless fate, and the manner in which he worked himself into the good graces of Dr. H. About the last thing he told me was he had decided to go as a medical missionary to some foreign country after graduating, and that Dr. H. had acted in his behalf to secure for him all the necessary credentials for the undertaking."

14. "To me he was especially noticeable for his rather delicate and fair facial complexion and rather blue and open eyes. He had a thin mustache curled up at the ends. His habits were decidedly of a secretive nature, and consequently he was never much discussed."

15. "I was quite intimately acquainted with him and can honestly say that he was the last man that I would suspect of doing the deeds of which he was convicted."

16. "He was sickly looking and troubled quite a little with boils. He was peculiar in that he did not seem to care for anyone but himself and paid but little attention to anyone. I thought he was rather repulsive in looks, but never thought him a criminal."

17. "He was a quiet, hard-working student, although in some respects a little peculiar. He was quite often found occupying older students' seats down nearer the lecturer and in consequence was sometimes 'passed up,' as the boys used to say. He was of quite a religious turn of mind and was quite a worker in the Presbyterian Sunday school."

18. "He never made very many friends; never was hail-fellow with anybody. Was always influenced by circumstances, and when once decided upon a point would never yield or acknowledge himself mistaken. During 1884 he wore a mustache, dressed plainly, almost shabbily, and was very little with his class outside of absolute necessity."

19. "I boarded in the same club with him, and though sitting next to him at the table, made very little progress toward an acquaintance, his disposition was such—sullen, I should call it—that one would be repelled rather than attracted."

20. "He was a man who tried hard to keep his identity to himself. He registered from the State of Michigan, when in private conversation he unthoughtedly admitted that he had never been in the State until he entered the university. His college career was not a bright one, as on many occasions he would try to use secret helps during his examinations. He never could carry on a conversation and at the same time look you in the face. When on the street he usually walked with his eyes on the ground."

21. "I remember having heard him referred to on one or two occasions as a 'smart Alec.' It was not generally, if at all, believed by the students at Ann Arbor that he had the necessary nerve to commit murder. As I remember, he was looked upon as a bigot and a fellow of so little consequence that it was not worth one's while to pay any attention to him so long as he kept to himself."

22. "I considered him a quiet, bright, unsophisticated sort of a young man. I saw nothing abnormal or anything to especially attract attention. He seemed rather gloomy at times and not inclined to be intimate with anyone."

23. "He was easily disconcerted on being questioned and never ranked very high in his class, but this might have been caused by him entering upon advanced standing and not taking the first year in the university."

24. "I boarded at the same boarding house as he. After a few months the landlady found that he was cheating her by various methods; each boarder that left, he would report to the landlady that the boarder had not paid him for his board for several weeks, and pocket that amount of money. Also in ordering groceries he would "beat" the lady.

The other students thereby found out that he was dishonest. He appeared to be a sneaking, quiet, unpopular man, other students not associating with him to any extent. I never knew of him drinking. He did not seem to be a "fast" boy, but a mean fellow. As to his scholarship I remember only that Professor V. did not pass him on some branch, and H. was very spiteful against Professor V.—wrote him letters calling him vile names and spoke bitterly against him."

25. He never entered into sports of any kind, seldom laughed, sometimes smiled in a dry half-hearted way—he seemed secretive and afraid of suspicion."

26. "He was looked upon as one who would attempt to attain favor with the faculty by spying among the students."

27. "I was well acquainted with him. I have read everything about him since he was arrested, and I know he tells the truth in some of his confessions."

Letter from one who lived in the "Castle:" "February 2, 1889, I moved into a room in the "Castle" and remained there till December 3, 1889. He was always quick and active. If you had seen him in drug store in Englewood you would have thought him the busiest man you ever saw. Was considered the best druggist and chemist that ever came here, and his store was always filled with customers. Nearly everyone who knew him here does not believe he killed anyone; think him too big a coward. He was one of the biggest swindlers they ever knew, but when he hired a man to do any work he always paid him what he asked without a word, but if he made a bargain with anyone that could afford to lose without breaking him up he would beat him almost every time. The iron columns in front of his building are an example. He never paid a cent for them, and beat them in three courts. His gas business and using the city water for two years and making them believe it was artesian water were other instances. Bringing the city gas through a tank of water, he put stuff in the water to color the flame until the gas inspectors declared that it was not theirs."

Letter from a prison chum: "It is very little information that I can give you regarding H. I met him for the first time in the jail and was only with him for

some three or four weeks while he remained in jail in St. Louis. I suppose that it was owing to the reputation that had been forced upon me that caused him to approach me and seek my acquaintance. I was then expecting to soon recover my liberty, and he stated that he intended soon to make a trip to Germany and wanted me to accompany him. I am now convinced that he would sooner or later have murdered me had I been able to have accompanied him on his intended trip abroad. I know nothing about him but what he told me of some of his former exploits before I met him. Of course you know that he told me all about the scheme to rob the insurance company, and that it was for introducing him to a lawyer who could be trusted to be allowed to know that the scheme to rob the insurance company was a fraud, etc., that I was to have $500 to enable me to fight my case or secure my liberty."

Letter from Mrs. P.'s father: "I beg to be allowed to reply that Mrs. P. is not at all in a condition to give such information even if she had it to give. It would be cruel to ask it of her. She is badly used up by the fearful ordeal she has gone through. The treatment received at the hands of officers and officials under the mistaken idea that she was a bad woman and desperate criminal, added to the horrid work of H. with herself and family, is surely enough to drive almost any woman to death or distraction. Her personal acquaintance with H. was not sufficient to give her a very concise opinion of his peculiar traits or points of character. She saw him but a few times before he murdered her husband, and only a few times after, while at St. Louis, during the time he and his associates were robbing her of the insurance money. During the time she was being dragged about the country under the promise and delusion that she would see her husband and children, she only saw the wretch occasionally, and only for a short time. He never, to her knowledge, rode on the same rain or put up at the same house or hotel where she was stopping. During this time Mrs. P. was under great mental strain. The children were confiding in him because P. had made them to understand and believe that he (H.) would be good to them. He allured P. to his death, and at the same time made him betray his family into his bloody hands. P. loved his family, and would have fought for them had he thought anyone was going to impose upon or injure them. H. could show much kindness and be very sympathetic, but always, as it would seem, for the purpose of helping to carry out his murderous schemes. If his instructions to his victims in any matter were not carried out, he was quick to resent it and free to reprimand. He was 'boss' as well as executor."

CONDUCT BEFORE EXECUTION.

H. made a long confession of many brutal murders, which he subsequently admitted to be false. The purpose of this was said to be to pay his debts.

Just before his execution H. desired his counsel to walk to the gallows and remain there with him. No one desired it, but it was done because he threatened to make a scene. His statement upon the scaffold was as follows:

"Gentlemen, I have very few words to say; in fact, I would make no statement at this time except that by not speaking I would appear to acquiesce in my execution. I only want to say that the extent of my wrongdoing in taking human life consisted in the death of two women, they having died at my hand as the result of criminal operations. I wish to also state, however, so that there will be no misunderstanding hereafter, I am not guilty of taking the lives of any of the P. family, the three children or father, B. F. P., of whose death I am now convicted, and for which I am to-day to be hanged. That is all."

H. was self-possessed to the last, even suggesting to the superintendent not to hurry or to make any mistake.

PURPOSE OF CRIMINOLOGICAL STUDY.

The purpose of such study is to seek out the causes and conditions that lead to crime, on the general principle that the amelioration or prevention of evil doing can not be accomplished by rational methods until we know more definitely the causes, whether they lie more in the individual or more in the surroundings. As far as investigation of criminals has gone the indications are that the cause of most crime lies in the surroundings rather than in the criminal, and this is a most hopeful result of such study, because it is possible to change the surroundings but very difficult to change the nature of an individual. The study of a single criminal in the most thorough manner possible is important from the fact that he represents generally a large number in his type, and in this way a clear insight is gained into the definite nature of those characteristics and special surroundings which lead through their combination into evil doing.

The thorough study of a criminal illustrates the method by which every human being should be studied. There can be no scientific sociology in the rigid sense of that term until a thorough study is made of individuals in society.

CHAPTER XV.

PSYCHOLOGICAL, CRIMINOLOGICAL, AND DEMOGRAPHICAL CONGRESSES IN EUROPE.[1]

It is of great advantage to the cause of knowledge that specialists in similar fields of work, but of different nationalities, should meet from time to time and describe, compare, and discuss the results of their most recent investigations. It may be mentioned incidentally that a practical advantage in such congresses comes from the fact that the members have more time for conversation and exchange of ideas than at their own homes; thus in a private conversation with a specialist one often gains a better insight into a subject than by reading a treatise on it.

Psychology, in the experimental sense, is a comparatively new study. Criminology and demography are of more recent date, and indicate that growing interest in the study of man himself which is one of the newest directions that science is taking.

THE STUDY OF HUMAN BEINGS.

The scientific study of human beings as they exist in present civilized life is, curious to say, a new one. There is less definite knowledge of modern man than of uncivilized man, because the latter has been studied more carefully. For a similar reason we have more knowledge of rocks and animals than of man, and although we have made sciences of the two former, a science of human beings hardly exists.

Investigations of civilized man are being undertaken in all countries of the world, but it is on the abnormal side, as recent works in demography and criminology show. But since a large majority of the abnormal are so the more by occasion or conditions than through heredity or character, whatever is found true of them is in a great measure probably true of men in general.

As the three recent congresses represent three typical forms of investigating modern civilized man, it may not be inopportune to describe some new instruments and methods used in this Bureau to carry on still further these lines of inquiry with special reference to education. It is here that social pathology and education stand in the most intimate relation.[2] As education concerns the moral, mental, and physical development of individual and society, it is a method of amelioration or prevention of those pathological elements that tend to social degeneration. The instruments used in the study of patho-social man will apply as well to normal man; thus the writer has employed some of them in the study of school children.

The instrumental investigation of man is simply a more precise method of study.

Some of the instruments were specially constructed for the Bureau. They may be divided under four heads:

1. Anthropometrical, measuring the osseous and muscular system.
2. Psycho-neural, measuring the nerves in connection with the mental state.
3. Emotional, indicating the degrees of emotion through movements of the thoracic muscles and increase of flow of arterial blood in the arm.
4. Hypnotic, measuring the degree of suggestibility, or aiding the operator to produce the hypnotic state.

The scientific study of man with such instruments is not only of use in medicine, but can be pursued in society at large in discriminating quantitatively the difference between individuals in their muscular, nervous, or emotional systems.

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[1] Prepared by Arthur MacDonald, specialist in the Bureau of Education.

[2] See article, "Social Pathology and Education," in Annual Report of Bureau for 1889–90, pp. 573–590.

We do not know what should be considered a normal man especially in regard to the nervous system; what degree of acuteness or obtuseness to taste, smell, heat, pain, electrical sensibility, hypnotic suggestibility can be considered normal, and what degree (within certain limits) abnormal.

These questions are perhaps more important in the study of school children, for any defects or abnormalities may be corrected before they have taken deep root, hindering and dwarfing the development of the child. The special mental, moral, or physical habits that should be emphasized in the care of this or that child would be indicated. If a school boy be cruel toward his playmate, is it because he thinks the same blow would not hurt himself, owing to the obtuseness or coarseness of his nervous system? Is a pupil who is continually reprimanded inherently defective or weak nervously? Such children are often discouraged unnecessarily. The teacher may be ignorant of their true condition. Some dull in early life develop subsequently. Precociousness in children can not be said to be a good sign. Or, again, has the child a very delicate and refined nervous system that is inhibited or paralyzed in its action by severe words or physical punishment? What is the difference between slum children and children of the well-to-do? If there is no essential difference it would be desirable to know it. Should such children have special training? Vital questions of this nature can be determined with instruments of precision. In general it may be said that if mental and moral training of children is not more thoroughly considered we can not expect some of the evils that are menacing society to lessen. All evils of society may be included under social pathology, which treats of these individuals who, from mental, moral, or physical defects, are injurious to society.[1] In the criminological and demographical congresses man is considered rather in his abnormal conditions; in the psychological congress he is studied more generally. Instruments of precision are applicable for investigation of both the normal and abnormal, and furnish the most definite means yet known of distinguishing between the two.

In giving an account of the congresses, the writer is making a special report, as he was sent as a delegate to represent the Bureau.

The International Congress of Experimental Psychology, Held in London.

One of the distinguishing features of the late International Congress for Psychology is the prominent part that physiological investigations assumed. This may be taken as an indication of the prevalent tendency to study the objective rather than the subjective side of consciousness. Yet not a few of the members read papers which gave the results of an empirical study of subjective reality. The subject of hypnotism and allied states was also one of great interest to all.

Some of the most important questions considered were in the domain of the physiology of the brain, about which comparatively little is known. The statement has often been made that the frontal convolutions are the seat of the intellect as distinguished from the will and desire. This was based upon comparison in the development of this region in man and the lower animals, upon results of accident or disease in man and experiments upon monkeys by Ferrier, Horsley, and Schäfer, and upon dogs by Hitzig and Goltz. For the reason that antiseptic precautions were not taken in either Ferrier's earlier experiments or Goltz's or Hitzig's, it is not certain but that the results obtained may have been due to an extension of the effects of the injury. Professor Schäfer thought it worth while to repeat these experiments upon the prefrontal region by a mode of operation that entirely avoided the shock following from a bilateral removal of a more or less extensive part of the brain. He said that he had often noticed in operating upon the brain that extensive bilateral lesions are liable to be followed by apathy and apparent idiocy, whether the operations were in the frontal or in other regions, more in fact in the temporal than in the frontal region. He thinks it is very probable, therefore, that (1) the question of shock and (2) that of considerable loss of brain substance and removal of support from the rest of the brain (thus impairing the cerebral functions generally) may modify the result. For these reasons Professor Schäfer has recently operated, not by actually removing the portions of the brain, but by severing their connections with the rest of the mantle and with the brain stem. This can be effected with scarcely any hemorrhage and with no perceptible shock. In several instances in which Professor Schäfer has thus severed the prefontal lobes in monkeys there was an entire want of appreciable symptoms. In no case did the animals show the dullness and apathy previously noticed, but they appeared as bright and intelligent after recovering from the effects of the anæsthetic as before the operation. These experiments, therefore, do not support the view that the prefontal lobes are especially the seat of intelligent attention.

In this connection it will be interesting to note Professor Horsley's demonstration of localization of functions in the monkey's brain, which was given before a number

[1] See Abnormal Man, pp. 7-9; published by the Bureau, 1893.

of specialists and psycho-physicists. The monkey was put under the influence of an anæsthetic and quite a portion of the cranium removed. By electric stimulation Professor Horsley demonstrated clearly the fact of localization; he was able to predict before applying the electrodes what movements would take place, as in the arm, fingers, and face. The experiment was very satisfactory to the witnesses, although Professor Horsley did not think it had succeeded as well as in many former cases when he had performed it before his classes. These now well-known localized areas in the brain of monkeys have been found also by Horsley and Schäfer in the anthropoid ape, which is still nearer man. But the proof has been made complete in a demonstration upon human beings by Professor Horsley. It was in the case of two epileptics in whom an operation was necessary. As far as the operation permitted, it was found that the same localization of functions existed in man. It is well to note that the success of experiments upon animals is often due to developed operative skill, as is obtained in surgery. The writer has witnessed many operations of this nature by well-known specialists, but has never seen it so neatly done as by Professor Horsley. Professor Horsley was also very careful to see that the animal felt no pain throughout the whole operation. One is reminded of Professor Munk's experiments on the dog at Berlin, which attracted great attention at the time. Both Munk and Horsley are surgeons.

Professor Munk recently showed the writer a monkey from which he had removed the frontal lobes on one side. He had not been able to discover any effect on the monkey's intelligence. The monkey was as bright as ever.

It is true that if one single function is localized brain localization is established, but this a priori method is being made less and less necessary by experimentation. It would seem from these and other investigations that the intellectual function is diffused over the whole brain. This is strengthened by purely psychological considerations from the directing power of the reasoning faculty over the psychical functions in general. It would seem probable that by more exact methods and skillful operations general localized areas will be established throughout the brain, but that these areas can be absolutely defined is quite improbable; first, because they seem gradually to overreach one area into the other; and, second, the brain is a vicarious organ and the extent of this characteristic will be difficult to determine. But when one thinks of the complexity of the finer anatomy of the brain, not to mention its histophysiology and chemism, the vastness of the field of investigation is evident, yet these positive results in the coarser anatomy and physiology are an initial starting point of the highest importance and may lead, in the future, to things as yet unthought of.

A recent experiment illustrating kinæsthesis was described by Dr. Ransom. It was a case of epilepsy where the convulsions began by tingling and spasm in the left hand. The following permanent abnormal conditions resulted in this hand: (1) Slight tactile anæsthesia, (2) diminution of muscular sense, (3) diminution of motor power. The operation showed a cyst compressing the cortical center for the left hand. After recovery from the operation, this area was faradized by electrodes inserted through the scalp without an anæsthetic. From this resulted, (1) contraction of groups of muscles in arm and hand by moderate current, (2) production of sensation with a weaker current, contraction added when current was strengthened, (3) improvement of muscular sense during and after stimulation, (4) weakening of voluntary motor power after a strongly induced contraction.

Dr. H. Donaldson, in his observations on the anatomy of the brain of Laura Bridgman, found the following peculiarities: Depression of the motor speech center, a slenderness of the first temporal gyrus on both sides and a blunting of both occipital poles with a special disturbance of the fissures in the right cuneus, poor development of temporal lobes, the cranial nerves connected with the defective sense organs were slender, the left optic nerve being the one most affected. The extent of cortex was normal, but unduly thin all over. This thinness, however, was most marked in the areas for the defective senses, due in part at least to the smallness of the cortical cells there present. In general, the case represents a maximum peripheral disturbance in the sensory cranial nerves, associated with only such central lesions as followed from lack of exercise and growth.

In his investigations of the muscular sense in the blind, Dr. Goldscheider found a developed sense of touch in the hand and finger joints, and the cause of this was psychical, consisting in a sharpening of the attention and in practice. The sense of location in the skin is small in the blind. In order to recognize forms by touch the sensation of motion is of greater importance than the sensibility of the skin. Children, whether blind or not, possess a finer sensibility for passive motion than adults.

An interesting paper was that on "A law of perception," by Professor Lange, of Odessa. The process of every perception consists in a rapid change of a whole series of psychical moments or steps, in which every preceding step presents a less concrete and more general condition, and every following step a more concrete and differentiated psychical condition. There are four principal steps or stages in this process of

perception, (1) the simple shock without quality, (2) the consciousness of general modality in the sensibility, (3) consciousness of its specific quality, and (4) consciousness of its spacial form.

The steps or stages of our perception correspond to the development of perception in general biological evolution. The so-called muscular reaction consists in a reaction in consciousness upon a simple and undifferentiated shock. The muscular or the innervation effort is not essential to the muscular reaction. The so-called sensorial reaction is not a determinate act, but the reaction upon one of the following steps of perception. The relation between subject and predicate in an act of judgment is a particular case of the law of perception. The consciousness of difference has no ground in the sense of time. The so-called time of choosing shows no element of will.

Mrs. C. L. Franklin, after explaining the difficulties of the Hering or the Young-Helmholtz theories of light sensations, proposed the following new theory: In its earliest stage of development, vision consisted of nothing but a sensation of gray (using the word gray to cover the whole series—black, gray, white). This sensation of gray was brought about by the action upon the nerve ends of a certain chemical substance, set free in the retina under the influence of light. In the development of the visual sense the molecule to be decomposed became so differentiated as to lose only a part of its exciting substance at once; these chemical constituents of the exciter of the gray sensation can therefore be present separately and cause the sensation of red, green, and blue. A recombination of these substances produces the gray sensation; the mixing of these three colors gives a sensation of no color at all, but only gray. The theory is that of a differentiated color molecule.

Prof. Pierre Janet gave a somewhat extensive description of a disease which he designates as a new form of psychological disaggregation—a mental disease consisting in the weakening of the power of synthesis, which permits during each moment to attach new psychological phenomena to the personality, which are reproduced in the mind. This disease has different forms, according as the incapacity for synthesis affects the sensations, movements, or souvenirs.

Professor Liégeois, of Nancy, showed it to be quite probable that a woman, who had been condemned to twenty years of hard labor for attempting to poison her husband, was suggestible and hypnotizable to a high degree; that she had received suggestions from a doctor, her lover, to poison her husband in order to be able to marry the doctor; that her moral liberty was greatly diminished if not abolished. Professor Liégeois commended such cases to magistrates, judges, physicians, and juries, so that incompetence and contradictions and excessive severity may be prevented.

Dr. Liébeault and Professor Liégeois described a case of monomaniacal suicide, which was cured by suggestion during hypnotic sleep. It was a woman who had had tendencies to suicide for eleven months.

Dr. Bérillon, editor of the Revue de l'Hypnotisme, spoke on the applications of hypnotic suggestion to education. From an experience of attempting hypnotism with some 250 children of both sexes, he deduced these conclusions: In 10 children from 6 to 15, of different classes of society, 8 could be put into profound sleep after the first or second seance. Contrary to the general opinion, the difficulties of causing profound sleep were greater in proportion as the child presented neuropathic hereditary defects. Healthy children with good antecedents were generally very suggestible, and consequently hypnotizable; they are very sensitive to imitation. While their sleep has the appearance of normal sleep, yet it is easy to obtain amnesia on awakening, negative hallucinations, suggested dreams, and automatic accomplishment of suggested acts. This sensibility to suggestion and hypnotism has been utilized in treating cases which concern pedagogics as much as medicine; such are those with nervous insomnia, nocturnal terrors, somnambulism, kleptomania, onanism, incontinence of urine, inveterate laziness, filthiness, and moral perversity. These facts have been verified by a large number of authors; they belong to practical psychology. Suggestion constitutes a process of investigation which permits us to submit to a rigorous analysis the different intellectual faculties of children, and thus to aid pedagogics by the experimental method.

Mr. F. W. H. Myers, in a paper on "The experimental induction of hallucinations," considers it a drawback to experimental as compared with introspective psychology that we are liable to lose in profundity what we gain in precision; new experiments are required if the operations of the subconscious strata of our intelligence are to be reached; such operations tend to be manifested spontâneously in forms of active and passive automatism, such as automatic writing and visual or auditory hallucinations. As to the extent to which these phenomena can be reproduced experimentally, hypnotism is at present the principal means. A form of hallucination which is harmless and easily controlled is "crystal vision," that is, the induction of hallucinatory images by looking steadily into a crystal or other clear depth or at a polished surface. In this way the crystal helps the externalization of those images, sometimes by scattered reflections which suggest points de repère or by partially

hypnotizing the gazer. But a crystal vision may sometimes pass insensibly into the summoning up of externalized images, or quasi-percepts, with no definite nidus or background. Such images, or percepts, may depend upon a perceptivity antecedent to sensory specialization and of wider scope.

In speaking of experiments in thought transference, Mrs. Sidgwick considered the hypnotic state as favorable in such inquiries. By thought transference is meant the communication of ideas from one person whom we call the agent to another called the percipient, independent of the recognized channels of sense. Mrs. Sidgwick conducted her experiments in conjunction with Professor Sidgwick and others. The successful percipients were seven in number, and were generally hypnotized. It was possible to transfer numbers, mental pictures—that is, mental pictures in the agent's mind—and induced hallucinations given by verbal suggestion to one hypnotic subject and transferred by him to another. There were failures, but the proportion of successes was sufficient to show that the result was not due to chance. One percipient succeeded in experiments with numbers, when separated from the agent by a closed door and at a distance of about seventeen feet. Sometimes the ideas reached the percipient as visual impressions received with closed eyes, sometimes as hallucinations on a card or paper, or by automatic writing, or by table tilting.

It is not known how to produce results at will; only certain persons seem capable of acting as agents or percipients, and these persons succeed at one time and fail another, varying at different times in the same day; the reason for this is as yet unknown.

In the nerve centers of flying in certain insects, Alfred Binet showed that the dorsal root is motor and the ventral root is sensitive.

Professor Preyer, of Berlin, read a paper on the origin of number. All concepts can arise through the senses only. No concept (even the concept of number) through heredity alone, without individual sense impressions, can take place. But the child, like many animals, can value things and numbers without knowledge of numbers; it feels the numbers, not by means of touch or sight, but through hearing. The series of positive whole numbers did not arise originally through addition of 1 to 1; such a hypothesis presupposes a knowledge of a number, namely of 2, and a method of adding. Numbers are acquired in a normal way through hearing and comparison of tones, but later through touch and sight.

As to the effect of natural selection on the development of music, Dr. Wallaschek said that primitive music is not an abstract art, but, taken in connection with dance and pantomime, is bound up with the necessities of primitive tribal life—that is, in war and hunting, for which these dances seem to prepare—and, further, that it helps the tribe to maintain its strength and skill during times of peace. These dances are of a social nature, being performed by the whole tribe with great exactness, due to the influence of rhythm, of which primitive music chiefly consists. This tie of music enables the community to act as one body, holding the community together. Tribes accustomed to play at war and hunting associate more easily, act better in case of need, and so are better prepared for life. The musical faculty is thus developed and trained for this purpose.

Dr. Witmer presented a contribution to experimental æsthetic, taking up "the æsthetical value of the mathematical proportions of simple figures." No measurements of the proportions of the human form, as found in nature or in art, nor in beautiful specimens of architecture, will demonstrate the æsthetic value of the mathematical relations of their parts; for we never can be sure that their æsthetic value does not rest upon an associative or other factor rather than upon the direct mathematical proportions; and the freedom in the choice of parts to be measured must throw considerable doubt upon the results of all measurements. Such attempts have proved no more than a limited æsthetic value of the proportion 1:1, while for the various other simple mathematical relations nothing decisive has been shown. A better method than Zeising's or Fechner's affords a choice not limited to a set of arbitrary proportions, but opens to a series of figures whose mathematical proportions vary in a constant ratio between the proportion of 1:1 and $1:x$ (x being any desired large number). This method permits of an easy observation of the relative increase or decrease in the æsthetic feeling attaching to the regularly increasing proportions. For all groups of figures and for all positions of the figure there are but two pleasing proportions: The ratio 1:1, or perfect symmetry, and a ratio which lies between 2:3 and 1:2, the most pleasing proportion. The proportion 1:1 is æsthetically so far from all other proportions that a comparison between it and any other proportion on the same terms as between the other proportions among themselves is impossible. The most pleasing æsthetic proportion subsumes itself under æsthetic contrast; the æsthetic value does not lie in a pleasing and complex equality of the relations of the parts of a figure, but in pleasing difference of parts. The proportion is therefore not clearly discoverable in complex designs and objects, as the demand for the best contrast of parts may easily give way to other considerations.

Dr. Alexander Bain's paper was entitled "The respective spheres and mutual

helps of introspection and psycho-physical experiment in psychology;" the recognized sources of our knowledge of mind are first and foremost introspection with the aids of outward signs, to which succeed the study of infancy, of abnormal and exceptional minds, and of the lower animals; also the workings of society collectively; next physiology, and last psycho-physical experiments. The metaphysical problem of knowing and being, and that of the tracing of the origins of our mental furniture have hitherto been the leading ones where introspection has been mainly employed. Neither of these are utile in the ordinary sense. Introspection takes the lead in qualitative analysis of mental facts; the next consideration is quantitative analysis, or the mensuration of psychological quantities. Here psycho-physics can render important service. The following is a list of researches where both methods concur: (1) The economy of muscular mechanism, (2) the fundamental laws of the intellect, more especially as regards memory acquisitions, (3) the fluctuation of our ideas in consciousness, (4) the conditions of permanent association as against "cram;" (5) plurality of simultaneous impressions in all the senses, (6) the fixed idea, (7) similarity in diversity. In all these, experiment can come in aid of introspection, but can not supersede it without loss and failure.

Prof. Theodore Ribot's paper concerning concepts had for its object an inquiry as to the immediate state of mind at the instant a concept is thought, to determine whether this state differs in individuals. One hundred persons of every class and degree of culture were interrogated by announcing to them abstract terms (not letting them know the purpose beforehand) and noting the immediate state of consciouness which these terms evoked. The results were: 1. With the majority a general term awakened a concrete idea or representation, ordinarily a visual image, rarely a muscular image. 2. Many saw the word as printed, purely and simply, without any concrete representation. 3. Others (fewer in number) had only the word in the mind as heard, perhaps with motor images of articulation but without concrete image; without vision of the printed word. 4. The highest concepts, such as cause, relation, infinite, etc., did not give rise to any representation whatever in the case of the majority. Even those persons belonging to the pure concrete type declared they had nothing in their mind. There are, therefore, certain concepts to to which an unconscious state corresponds. Hoping to penetrate into the nature of this unconscious state, Dr. Wizel continued the investigations on certain hysterical cases at Salpêtrière; they were interrogated first in the hynotic state, then when awake, thus permitting a comparison of responses. The results were more numerous and explicit in the hypnotic state than in the normal.

In speaking of the future of psychology, Richet said that psychology is one of the elements of physiology, and the most obscure. The first question is to know the connection which unites mind and body. At present we know nothing about it. An idea, a reasoning, a passion, are phenomena which do not seem to have the power of being reduced to a material phenomenon. It is certain, however, that there is a connection; without brain, or rather without nerve cell, there is no intelligence. The first problem of psychology is therefore a most complete physiology of the brain; relations of ideation with cerebral circulation, with chemical changes in nerve cells, with electric phenomena; localization of psychical acts in this or that part of the brain; in other words, a physiological résume of the brain. We must recognize that brain physiology is little developed compared with the physiology of the heart or muscles. Physiology, properly speaking, is a study of sensations, relations of sensation with peripheral excitation, differential perceptive sensibility—the threshold of excitation; these are investigations more difficult to pursue than the general physiology of the nerve cell.

Comparative psychology treats of the relations of man with other beings, and with the insane and criminal, from the intellectual point of view. One can not admit that the human soul is stationary; it evolves, and therefore can be perfected through a sort of natural selection. The data for this problem are wanting, yet the future of humanity depends upon it. In transcendental psychology we have numerous data (often or almost always imperfect), which permit us to suppose that human intelligence has extraordinary resources and forces of which we have no conception. Richet says that the future psychology will give us the key to clairvoyance and presentiments. If it should be proved that these are all illusions, a service would be rendered; sooner or later we will be able to say whether transcendental psychology is a reality or an illusion.

Since in modern psychology physiological investigations have assumed so prominent a part, and as this is so well illustrated in this congress, it may not be out of place to make a few remarks on the need of physiology and anatomy in psychological training.

Training in Physiological Psychology.

Physiological psychology is no misnomer for modern psychology, because it is as much if not more physiological than psychological. That, consequently, a somewhat extensive knowledge of physiology is a sine qua non for the thoroughly trained modern

psychologist goes without saying; and this is as true whether there be sympathy or not with the modern view, for in the latter case the psychologist can hardly avoid discussing some of the results of physiology; and such discussions, to be trustworthy and valuable, must be based upon knowledge. And here is not meant mere book knowledge, but experimental knowledge gained in the physiological laboratory; otherwise when one speaks of sensations, reflex action, afferent and efferent nerves, etc., it is difficult to understand how he can have any adequate insight into the objective reality of these phenomena. It is not intended that any large amount of time be required for purely physiological laboratory work. A term's course, say of six hours a week, might be the minimum. In this case it is assumed that the student has a general knowledge of human and comparative physiology.

If the above requirements are necessary for one who proposes to study physio-psychological questions, it may be inquired further as to anatomical knowledge. That a proper conception of physiology is not possible without anatomy is so obvious as to be commonplace, and yet there are some who are serious students of physiological psychology who have no practical knowledge of anatomy. A general dissection of the body and special dissection of the sense organs and brain, while it would require more time than the physiological course, would be well worth the extra trouble, since it is preliminary foundation work, and is also necessary for the investigation of pathological clinical cases, some of which are of the highest importance for the physiological psychologist. For this and other reasons an elementary course in practical histology is necessary. Thus it is not clear how any student without practical knowledge of coarser and finer anatomy can study and discuss intelligently questions concerning cerebral localization, cranial and spinal nerves, spinal column, medulla oblongata, etc.

It may be objected that many of the facts learned in such a course of study would not be of direct utility, but this could be urged against almost any course of study. The value of such negative knowledge consists in serving as a sort of ballast in aiding the student in avoiding mistakes.

It may be said that if practical courses in anatomy and histology are requisites, why not also similar courses in pathology and psychiatry. It is true that these would be valuable; but there must be a limit. Perhaps the student could take up individual pathological cases as they came in the course of his work, provided he has the physiological and anatomical knowledge of normal man before mentioned. It is assumed that the specialist in physiological psychology will read the writings of specialists in physiology, anatomy, and pathology when they treat of topics that bear directly on his own studies. To read such literature, appreciate the points of discussion, and make decisions as to weight of evidence, requires at least a practical elementary knowledge of the subjects.

But it may be objected that, with accurate book learning and good diagrams, one can gain sufficient insight without going to the trouble of taking the practical courses. This objection is more real practically than rationally, for many do not care for vivisection, and much less dissection. It is a well-known difficulty, common to medical schools, to obtain faithfulness in dissection. There seems to be a natural disinclination, not of the nature of dread or disgust that may appear on first entering the dissecting room, but quite another feeling, that is easier experienced than described. The physiological psychologist who has no medical training is very liable to have a strong disinclination to practical work in anatomy, even if he believes in its utility and necessity. Then there is sometimes the feeling that it is so much easier and saves time to sit quietly in one's own room and study the books and diagrams.

It may be said that some good workers in physiological psychology have never had this preliminary training, but this is rather in spite of such training. As is well known, many students of philosophy, having become dissatisfied with its methods and results, have turned their attention to experimental psychology, and have neither time nor opportunity to return to preliminary work, which they could have done had they known beforehand the subsequent direction of their studies.

The fact that the majority of leaders in the department of physiological psychology were previously physicians or students of medicine indicates the direction which the training in physiological psychology should take.

Third Session of the International Congress for Criminal Anthropology, held at Brussels.

The distinctive feature of the third session of the International Congress for criminal anthropology is the prominent part that jurists and lawyers took in its debates and deliberations. This alliance of the legal with the scientific is an opportune one, for it brings into prominence the practical application of the results of criminological studies. The congress for criminal anthropology should be sharply distinguished from the international congress for prison and penitentiary systems. The former consists almost entirely of university professors, jurists, and scientific

specialists; the latter of prison wardens and others who have had to do with the practical side of the prevention or repression of crime. This division of labor in the common contest against crime, for the benefit of the state and humanity, is logical as well as practical, for it enables both to accomplish the work better. To say which congress is of the greater importance to society would not only be hazardous, but impossible. Certain it is that both are of the highest significance. The programme of the congress for criminal anthropology, or, in a word, criminology, was divided under a few heads: first, criminology in general, then more especially the psychology and psychopathology of criminals entering into morbid or diseased conditions. The division under criminal sociology points to the political and economical side of crime. Under the head of legal and administrative applications of criminology came considerations that form the link between the two congresses.

To obtain a general idea of the congress, we shall enter at once into the deliberations and conclusions of its members.

Dimitri Drill, publicist at Moscow, in his report as to the fundamental principles of criminal anthropology or criminology, traced the origin of the school to Gall, its grandfather, and to Lombroso, the father and founder. In speaking of the Italian school, he acknowledged the great merits of Lombroso, but could not follow him in all his opinions. His résumé of the principles and tendencies of the school of criminal anthropology is as follows:

(1) Criminology renounces entirely the law of retaliation as end, principle, or basis of all judicial punishment. The basis and purpose of punishment is the necessity of protecting society against the sad consequences of crime, either by moral reclamation of the criminal or by his separation from society. Punishment is not to satisfy vengeance.

(2) In criminology it is not sufficient to study the fact of crime. The criminal himself must be considered. It becomes necessary to define the causes which produce crime, to study the sphere of action of the criminal, as well as measures for the safety of society against his acts. Criminology does not study the criminal in the abstract and speculate over his guilt or responsibility, but it analyzes him according to results purely scientific, and with the aid of exact methods which apply equally to the investigation of other phenomena.

(3) In crime, the results of two factors are seen reciprocally reacting: first, the individual peculiarities from the nature of the criminal or his psycho-physical organization; then the peculiarities of external influences, as climate, nature of country, and social surroundings.

(4) Relying upon exact results, criminology reveals the criminal as an organization more or less unfortunate, vicious, impoverished, ill-balanced, defective, and so not adapted to struggle with surrounding conditions, and consequently incapable of maintaining this struggle in legally established ways. This defect of adaptation, for the majority, is not absolute, but varies with the conditions.

(5) The causes of crime fall into three categories: (*a*) immediate, which arise from the character of the criminal; (*b*) more remote, which are hidden in his unfavorable surroundings, under the influence of which organic peculiarities are developed into more or less constant criminal agents; (*c*) predisposing causes which push these ill-proportioned and viciously developed organizations toward crime.

(6) Thus basing crime upon scientific grounds, criminology has as its purpose a fundamental study of the actual criminal and his crimes as ordinary phenomena, which it must investigate throughout their whole extent, from their genesis to their full growth and final development. Thus the phenomenon of crime is united with great social questions.

(7) Based upon these principles, criminology logically recognizes an absence of good sense in repressive measures determined in advance as to their duration and specific character. Criminology, on the contrary, affirms the necessity of studying individual peculiarities before rendering decisions in advance. The term of punishment should endure so long as the causes exist which necessitate it. It should cease as soon as the causes do.

Manouvrier, who is professor in the anthropological school at Paris, and the well-known opponent of Lombroso's criminal type, in his paper on the comparative study of criminals and normal men, did not find any real distinctive differences except in surrounding conditions, which modify the associations or combinations of habitudes and correlatively the anatomical conformation.

Dr. Lacassagne, professor at Lyons, in dicussing the primordial sentiments of criminals, distinguished three classes: The frontals (intellectual), the parietals or impulsive class, and the occipitals or the emotional class; the brain is an agglomeration of instincts which at a given moment can have a special function, and it is the preponderance of one of these instincts which can control the whole situation; this explains the want of reflection and of prudence in criminals; cerebral equilibrium, on the contrary, indicates virtue. The occipital instincts are in close relation with

the viscera, and so with nutrition; hence the importance of these as social factors. This indicates that in the future it may be necessary to found the theory of criminality upon cerebral function.

One of the most important papers in the congress was that on "morbid criminal possession" by Dr. Magnan, physician and superintendent of the Ste. Anne Insane Asylum, at Paris. Such a morbid possession consists generally of an idea isolated and independent of the ordinary course of thought. It is a mode of activity in the brain, in which a word or image imposes itself upon the mind, apart from the volition. In the normal state, this idea of possession gives no special uneasiness, but in abnormal persons it can produce a painful agony and become irresistible. In the normal state the possession is transitory and generally easy to repress, and does not involve the other intellectual operations. But in an abnormal or diseased subject the individual can be irresistibly pushed to acts which he consciously disapproves of. Owing to a want of knowledge of such states, judicial and medical errors have not been infrequent. Thus, a person pushed by the irresistible idea to murder (generally a cherished friend), although horrified by the thought, commits the act. One of Magnan's patients, when having a premonition of the impulsion coming on, would shut herself up in a room until relieved.

A not uncommon possession is that exemplified in the case of a merchant 40 years of age, who during a short stay in Paris entered a restaurant and on taking up a journal read the following incident: "A young lady walking by the side of her father slipped and fell down, but without serious accident." The merchant knew neither the young lady nor her father. On returning home these different facts came to his mind, but one detail was missing—the name of the young lady; he tried to sleep, but in vain; he was possessed with the idea to search for this name; his anxiety increased; he awakens his wife, who sees him pale, anxious, and with perspiration upon his forehead. He recounts the story; he recognizes the absurdity of his worry; yet he weeps and runs round the room moaning and constantly repeating, "What is her name?" He passes the night in this desolation, and early in the morning runs to the restaurant, finds the same newspaper, and reads the diverse facts again with the young lady's name; he rereads the name, repeating it aloud; this calms him and his appetite is satisfied. Thus it is with the kleptomaniac, the pyromaniac, and those with morbid sexual possessions.

According to Dr. Ladame, professor at Geneva, an individual possessed with the idea of murder belongs to the group of hereditary mental degenerates; such individuals are rare. If it be admitted that this morbid possession is frequent, on the other hand, it rarely pushes to homicide, but is turned toward the individual himself, resulting in suicide. Dr. Ladame maintains that heredity is the main predisposing cause, but an occasional cause is also necessary, and this is principally in the publication of details in great crimes. An acquired predisposition is due to alcoholism. It is necessary to distinguish between insane murderers and those pushed to murder by morbid possessions. The latter belongs to the large category of those affected by hereditary insanity, as dipsomania, kleptomania, etc. The possession of the idea of murder is sporadic, but is more frequently found under the form of a moral epidemic, resulting from the widespread knowledge of great crimes and from capital executions.

No question stirred up more discussion than criminal suggestion. While distinguished men were frankly agnostic as to each one's conclusions, yet it may be said that those who have made the most experiments on both normal and abnormal subjects are convinced that criminal suggestion and hypnotism can be produced experimentally, and actually do occur in society.

Dr. Voisin, physician at La Salpêtrière, who is especially qualified to speak in regard to hypnotism, especially as to its therapeutical value, maintained that criminal suggestibility in the waking or hypnotic state is intimately connected with debility or mental degeneracy of the individual to whom the suggestion is given. There is a small number capable of committing criminal acts upon the example of degenerated impulsive individuals. The penal responsibility of an individual having committed a crime under the influence of hypnotic suggestion should be declared null, conforming to the French penal code (article 64), which says: "There is neither crime nor misdemeanor, if the accused was in a state of dementia at the time of the act, or if he has been constrained by a force which he could not resist." As to its therapeutical value, hypnotism in the hands of a physician can give admirable results. It can also save from crime and from the condemnation of the innocent, as well as from disease.

Dr. Bérillon, editor of the Revue de l'Hypnotisme, as a result of his own investigations and experiments in criminal suggestion, believes he is justified in concluding that certain individuals present in the waking state such a suggestibility that it would be possible to make them execute automatically and unconsciously, when under the influence of verbal suggestion, misdemeanors or crimes. If it is shown that the accused acted under such suggestion he should not be held responsible. On the

other hand, authors of criminal suggestions should be held guilty in the same way as those who by abuse of authority or power or by machinations provoke the accomplishment of a crime or misdemeanor, or simply give instructions to commit it. (French Penal Code, article 60.)

Neither Professor Benedikt, of Vienna, nor Professor Mendel, of Berlin, believe in the existence of crime by suggestion. Dr. Masoin, professor at Louvain, answered that negations can not prevail in the presence of facts. Voisin insisted again on his opinion, since by hypnotism he had saved from condemnation a woman to whom a crime had been suggested. Dr. Houzé, professor of anthropology at Brussels, believed that hysteria could be cured by hypnotism and that certainly it could be ameliorated; he believed also in the reality of criminal suggestion.

Judge Tarde, of Sartat in France, well known as the author of The Laws of Imitation, and of Social and Penal Philosophy, gave with his usual analytical finesse a curious and paradoxical discourse on the "crimes of crowds." Morally and intellectually men in throngs are less valuable than in detail—that is, social collectivity, especially when it takes the form of a crowd, is morally inferior to the average individual in the crowd; thus a nation is not as moral as its normal citizen type; the public are not as moral as the individuals which compose it. The collective spirit, which we call parliament or congress, is not equal in rapid or sure power of functioning, or in profoundness or amplitude of deliberation, to the spirit of the most mediocre of its members, whence the proverb: "Senatores bonivici, senatus autem mala bestia." Even a liberal sect will become intolerant and despotic; a crowd, still more so; in both cases, despotism in any event is much more intolerant and despotic than among a majority of the members. Why? Because contiguity and concentration of opinions are molded into conviction and faith, which become fanatical; that which was a simple desire in the individual becomes a passion in the crowd. The crowd is a retrograde social organism; no matter how perfect, it is passionate, not rational. The more collective a crime, the less it is punished. The best police force can not suppress the brutality of the crowd, unless the press cease to publish that which produces excitation to crime or misdemeanor. The jury will not punish such crimes, especially when they have a political color. Thus the necessity of an exclusive criminal magistrature is shown. The punishment should be, above all, as an example. The individual should be punished in the measure that his impunity is dangerous.

Dr. Coutagne, medical expert at Lyons, in his paper on the influence of the profession on criminality, advocated the increase of penalty where the nature of the profession aggravates the crime, as in the case of abortion by physicians. Following the principle of social necessity, the penalty for the use of injurious substances in food, defamation of character by journalists, etc., should be increased.

The respective importance of anthropological and social elements in the determination of penalty was considered by Dr. Gauckler. He showed that the essential function of criminal law is to prevent crime by intimidation, and that this function is conditioned exclusively by social elements. A secondary function is to be assured as to the "innocuity" of a first offender, and also in some degree to repair the prejudice from which a victim suffers.

Professor Von Liszt, of the University of Halle, in considering the applications of criminal anthropology, said that the most important one is subordination to criminal sociology. The profound difference between criminals by nature and by occasion is a result that can be immediately applied to legislation. Among the delinquents by nature are found a large number of degenerated individuals especially marked by heredity. Punishment must seek to combat and ameliorate the criminal by degeneracy; if the criminal is young, the most preferable measures are those of education. Whether the criminal is incurable or not, society must be protected against him and he must be protected against himself. Whether the criminal is responsible or not, he must in any event be placed where it is impossible for him to do injury, if he is dangerous to life or property.

Professor Benedikt submitted the following resolution: "That anthropological and biological studies are indispensable for the placing of penal legislation upon solid foundations."

Professor Van Hamel, of Amsterdam, in his report on measures applicable to the incorrigible, concluded that the principal indication of incorrigibility is recidivation. Against recidivists penalty should assume the character of social defense, on account of the danger; there should be indeterminate detention for the incorrigible; there should be periodic deliberations as to such cases, and a large latitude left to competent authority, which should be judiciary.

In treating of the same question, Professor Alimena held to the idea of long and increased imprisonment proportionate to the number of crimes; and for those guilty of small misdemeanors, especially with recidivists, an abolition of short terms of punishment and a substitution of obligatory labor in special institutions, in companies for work and in interior colonization. There should be perpetual relegation or deportation for criminals who have passed the maximum of recidivation.

Professor Thiry, of Liège, held to the word incorrigible in the relative sense. For him the basis of incorrigibility is the permanent moral influence to which the individual succumbs. He did not believe in perpetual detention, but in indeterminate. There was also no necessity for judiciary intervention to prolong or interfere with the detention, as administrative responsibility and the supervision already in use were sufficient to prevent arbitrary action.

Dr. Maus formulated his conclusions as follows: The measures to be taken in regard to hardened recidivists should be, first, those that are best known; to send into the prison asylums those whose recidivation has a pathological cause; to increase considerably and in a gradual manner the duration of the punishment, until it becomes perpetual for the serious crimes; finally, to render repression more subjective by applying it with a view to reformation, according to the state of the criminal and the nature of the crime. Such a difficult task requires not only specialists with experience and knowledge of insanity, but perhaps it can not be accomplished without the aid of sincere devotion and sacrifice. Prevention also plays a rôle in combating the social causes of recidivation, as degeneracy, alcoholism, prostitution, misery, etc.; these factors render in great part vain the efforts of the penitentiary, producing more recidivists than the penitentiary can correct.

Professor Prins, of Brussels, who is the general inspector of prisons, placed the indeterminate sentence under two heads—delinquency for misery and for degeneracy—but in regard to repression proper he saw great practical difficulties for those who are incorrigible and criminal by passion. As to the liberation of the incorrigible, relatively speaking, the appreciation of a judge or administrator is not a sufficient guaranty. The solution of the question of the incorrigible lies in a progressive aggravation of punishment, and it is especially necessary to renounce prison luxury.

Dr. Paul Garnier, chief physician of the "préfecture de police" of Paris, in considering the necessity of a psycho-moral examination of certain accused persons as a duty of the court, said, if it is deemed excessive to ask judicial authorities to organize a medical inspection for the accused—which does not take the place of the medico-legal expert, but designates to him the cases to be inquired into—it is nevertheless a necessity in presence of frequent judicial errors. A magistrate intrusted with so delicate a mission as to decide whether a medico-legal expert is needed should at least possess certain indispensable notions of a scientific order to make such decision. If the judge orders experts, he should be able to judge of their utility and to control the results through special knowledge; but such special knowledge necessary for the interpretation of scientific facts is outside the domain of a magistrate, however brilliant and judicious he may be.

It would be unjust to close this account without referring to the cordial and magnanimous treatment that the delegates and members received on the part of the Belgian Government. The King honored the congress with his presence at one of the sessions, and subsequently gave a reception to the members. Almost every evening was marked by some reception or concert given for the congress. It was decided to hold the fourth session at Geneva in 1896.

The Demographical Congress, held in Budapest, 1894.

In reading the various points considered in the congress at Budapest, one sees the close relation of many subjects that at first thought might not be apparent. As investigations in a new line of inquiry advance, its relations to other branches of knowledge become more definite and clearer. It will be seen that demography, as defined by several of the speakers, includes in its domain a most comprehensive inquiry into present social conditions, and confirms the truth of the idea of the interdependence and organic unity of society.

PHYSICAL EDUCATION.

Dr. Albert Berzeviczy, delegate of the Imperial Diet, said:

Permit me to discuss the question that forms the principal subject in the order of the day, to wit, physical education and its problems.

This subject concerns all of us. It is a question of the future development of our children, consequently that of the coming generation, and through it the development of the nation. The problem of physical training of young people at present occupies the minds of the foremost authorities on hygiene and pedagogy. It still remains unsolved.

The question of the physical training of the young has not been brought forward for the purpose of some scientific pastime, but by the actual necessity of experience. This circumstance guarantees that this question will not remain within the domain of academical discussions and of less successful experimentation, but will be solved, and that its solution will bring on a real reform in our educational system.

It is not long since that the thinkers of all nations began to recognize that our present teaching and educational systems, under the influence of the demands of life, have

become one-sided, and that the strain on the mental strength of the young, as required by the school, in many cases prevents the development of their physical strength. Great minds, as Locke, Rousseau, Basedow, Pestalozzi, and Fröbel, have recognized the importance of physical training; but their observations and warnings did not penetrate public consciousness. The disadvantages from the shortcomings of physical development did not show themselves quickly; its connection with the educational system was not easily discerned. The work of Lorinser was, so to say, the first sound of alarm, and it met with hostile rejection; attention was directed toward the prohibition of inconsiderate treatment of school children and the unsanitary external influences of the schools.

It is undeniable that the duty of serving in the army gave the first impulse to the widespread movement which at present shows itself in this department. The results have justified Field Marshal Moltke's assertion that the general duty of military service is no burden (or at least not exclusively a burden), but on the contrary a powerful aid to national education. However much we may lament the militarism that has developed since 1870–71, which keeps so many forces unproductive through the material sacrifices that it necessitates, preventing so seriously the realization of the aims of culture, nevertheless it remains an indisputable fact that this very militarism has in certain respects exercised a good influence upon general education. It has brought a vigorous and manly trait into our education. The effect, it is true, showed itself in the beginning as somewhat one-sided. As the aim was to increase the national ability of defense in war, it seemed natural that the elements of military drill should be introduced into the schools as a preliminary training for the future soldier. This has been done in part, and the physical exercises in the schools have in this manner been enriched with valuable and, to my mind, lasting elements. Since that period school gymnastics have become more severe.

The institution of the "bataillons scolaires" was introduced into France the beginning of the seventieth year. A project for a law relating to military exercise and drill of school children was drawn up. This law, however, was not enacted.

According to my knowledge, the only effort for the practical realization of the institution was made in Budapest. The French "bataillons scolaires," according to the testimony of all authorities in France, had no lasting vitality.

It has come to be generally understood that the lightening of military training and the increase of military power can not alone be the problem of physical training, wherefore the methods of physical education can not be derived solely from a system of military training.

The physical education of the young should be much better cared for, especially since in a number of countries the percentage of those fit for military service is low. The necessity of a more careful physical training is justified by the fact that a large proportion of our young men are weak and inert when they leave school; they are unfit to solve the problems which life enjoins upon them even in civil careers. They frequently show themselves in the school incompetent to do the mental work required. The problems that await us in the domain of mental activity are becoming more complicated, and require more adequate strengthening of the body in order not to destroy the equilibrium between physical and mental powers and thereby to paralyze the latter.

A serious warning comes to us in the spreading of nervous diseases, in premature old age, and in the sad truth that our children cease much too early to be children, losing their vigor of body and soul, and their pleasure in childish entertainments; there is a precociousness which make the strikingly short-lived children appear natural.

In a word, all symptoms intimate that we have deviated far from the ideal of Juvenal—"mens sana in corpore sano," and also from what the "ligue nationale" expressed with the words, "Strong health upon which is dependent moral and intellectual equilibrium."

The problem is not only to educate our intelligence, but the whole human being. Our conceptions and habits of life must be reformed if we want to restore the disturbed equilibrium between mental and physical development.

This general idea of physical education has brought such gymnastics to the foreground that are not opposed to the conventional forms of the old-fashioned school gymnastics and the severe military exercises; and, like games or certain kinds of manly sports in connection with competition prizes, they either improve the minds of the young or awaken their zeal and ambition for bodily hardihood. By proper application they lead to a many sided development of the physical powers.

This innovative movement goes hand in hand with a thorough investigation of the hygienic conditions of the school, and with the endeavor, through educational means, to avoid everything that hinders the development of the body. This naturally has provoked a criticism of school programmes, making it difficult to bring medical and didactical points of view into accord.

But at present there seems to be more unanimity of opinion in regard to many questions. What can be expected under the circumstances is as follows: Adequate hygienic architecture, ventilation, and lighting of the schools, supervision and control over the health of the pupils—i. e., the development of an institution of school physicians, in larger schools in connection with the school itself, for public schools in connection with supervision; instruction in hygiene, proper medical advice as to omission of certain studies; in boarding schools a hygienic appropriate regimen; the establishment of permanent medical pedagogical institutions for nervous and delicate children who have remained backward in their development. On the other hand, there should be an increase of leisure hours, and, if possible, by an entire suspension of afternoon lessons, the use of as many means as possible for strengthening the body; there should be systematic gymnastics, retaining the useful elements of military drill in the school, arrangements for athletic competition in the different institutions, and in the school districts for the whole country diffusion of juvenile games, and for this purpose suitable playgrounds; in summer, swimming; in winter, skating, dancing, singing, and, wherever it is possible, riding on horseback; fencing, shooting at a target, school excursions, that may be combined with educational purposes; the establishment of a higher special school for physical training; finally, manual training, which on the one hand creates a useful accomplishment, and on the other, through the exercise of the senses, distributes the work of the nerves more proportionately. These, with some variations, are the means and methods of physical education which have been advocated in professional circles of different nations. There is a feeling that these reforms should apply especially to the common schools which constitute the intelligent mass of the nation, and should be emphasized with special regard to the education of girls; partly on account of the specific nature of the education of woman, partly because the neglect of the physical education of girls shows itself in the physical development of the future generation.

GAMES.

The main thing, however, which to-day seems to rule the reform movement is juvenile games. In some places it is asked that all gymnastics that have been hitherto in use shall be done away with and replaced by new and more liberal exercises. A certain sceptical trend regarding these games is gaining the upper hand, especially in the pedagogical circles and in the literature of France. The effect, within certain limits, of the athletic physical exercises on the general culture of the young has been frequently doubted and disputed.

It is true, as the enthusiastic advocates of juvenile games advance, that the national educational system is not really in want of militarism, but of freedom; that such physical exercises can be a question of recreation only, which does not indicate a lesson, but an active divergence from routine, and depends on free movements and personal initiative. Further, that the games under all methods of physical exercises combine in themselves most of the essential elements of bodily and spiritual strengthening; that they mold the character through the varied exercises of the muscles, developing perseverance, patience, attention, self-control, and even self-subordination. Through this the individual accustoms himself to unselfishness and self-sacrifice; at the same time he is trained in dexterity, presence of mind, resoluteness, and courage; he becomes more composed, energetic, and possesses more will power. On the other hand, these juvenile games mold the disposition by creating more friendly relations between the pupils and the teacher who conducts the games. They knit the ties of love without loosening the authority and discipline. As Raydt specially emphasizes, the games connected with vigorous physical movements that are practiced in the open air outside the school are, from an hygienical standpoint, the best and, morally, the noblest manner of contact between the two sexes, and in every respect are to be preferred to fatiguing dancing in badly ventilated halls. Finally, it admits of no doubt that the educated class in England surpass almost every nation of the Continent not only in duration of life, but also in the conservation of physical strength. This is due in a large extent to the Englishman's fondness for sport—to invigorating games that have taken root both in their education and in their social life. In the ancient nations the development of the various kinds of physical exercises came with the period when those nations were in the height of their power, while the neglect or degeneration of the public games and athletic contests was a sign of the decay of the nation.

These favorable considerations are sometimes objected to on account of the unfortunate experiences made in many places where the school games became a feature of the day; but this is due to grounds unsuitable for so large a number of children—to a deficient or careless supervision. Some are of the opinion that such games are only proper for the day schools, while in the boarding schools order and discipline cease, and obedience toward those intrusted with the supervision and education disappear

if they mix with the pupils in their plays like playmates. Others ascribe to the games a pedagogic disadvantage, since the temperament is brought directly into play, and therefore that exercise of the muscles is much more irregular than in systematic gymnastics. Opinions are at variance, even among the most enthusiastic advocates of the games, as to whether it be advisable to make the games obligatory or voluntary. In the latter case it would be almost out of the question to make the game a general means of education.

But we should not be led astray by objections usually made in the preliminary stages of a subject, nor be forced to sacrifice, for the sake of something novel, what in our school life has proved to be good and useful. In short, the question is to adjust the apparently opposing trends in a practical manner; for we certainly do not want to educate our youth to be mere athletes, or soldiers, or to learn pedantic gymnastics.

We must familiarize ourselves with the idea that no kind of revision of our plans can lead to such a quantitative decrease of studies as to put an end to complaints arising from overpressure; nor can we expect in this way alone to remove the present disadvantages of physical training.

What we are wont to say regarding the example given by antiquity and especially of that of Hellas should be taken in full earnest.

Why should not the conception of the ancients be able to produce the same effects upon our age that it did upon theirs? The present generation has become one-sided by excessive materialism, and conditions of harmony have been destroyed by the struggle for existence, which compels a cultivation and constant exercise of those powers only that we require immediately in the pursuit of our calling and to gain material ends. But already the conviction is growing that with a one-sided educational system we are not able to do any good service to our children. When this conviction predominates then physical training will occupy the proper place in our public education. This is the goal of our endeavors; it will not only be a pedagogical reform, but the recovery of a lost ideal. This ideal is harmony in the life and energies of the body, soul, and spirit.

THE LENGTH OF A GENERATION.

Monsieur von Inama Sterneck said: The means of investigation of all the conditions which determine the standing and movement of the population of more ancient times are very limited. The length of life of a generation is to be found in the period between the birth of the father and that of the son who perpetuates the family. This period of time, from the founding of a family to the establishment of the following generation, is calculated, for Austria-Hungary, at thirty-five years, and has not shown any permanent or radical tendency to change since the close of the middle ages. For more remote times a shorter period must be adopted. As a second standard for the signification of generation we must take the average age of the progenitor of a family. This is fixed for Austria-Hungary at about 61 years, but in the course of the last three centuries it has been somewhat extended. For the comparison of generation changes the duration of life of a father and son taken together should also be considered; this period usually extends to one hundred years, but was formerly less. Furthermore, the contemporaneousness of several generations as regards the grandfathers and grandsons in the most favorable periods embraces 13 to 35 per cent of all cases; so that about one-third of the progenitors of a family live to see the establishment of a second generation, while under very favorable conditions even five generations can appear in the same century.

In this contemporaneousness of different generations the amount of their social power dates from the establishment of a new family to the extinction of the former family. In this sense this full activity lasts in Austria-Hungary twenty-six years (length of period from the birth of the son, who perpetuates the family, to the death of the father); in earlier centuries it was shorter. Thus it will be seen that short generations and slow changes of the same show the most favorable conditions in respect to civilization (young fathers, old sons, numerous grandfathers); economical and civilized life is elevated when the sons do not first become independent at the death of the father, and the fathers do not die when the sons are not as yet grown up. A long contemporaneousness of generations is the best guaranty that traditions, experiences, and knowledge can be transmitted unimpairedly from one generation to the other; and that the separated family households of the successive lineages are not only connected to each other by economic but also by moral ties of love and family faith.

At the conclusion of this paper some discussion arose as to the maxim of Inama; that a short generation length affords a favorable indication for an estimate of the population. While Ferraris entertained doubts principally from the standpoint of customary conditions of ownership, Mandello thought that such an ethical esti-

mate might be justifiable from the point of view of an individualistic world conception; but from the standpoint of the welfare of large masses, critical doubts might prevail if a short generation length affects the economical and social conditions favorably.

THE IMMIGRATION OF PEOPLE INTO CITIES AND THE SOCIOLOGICAL DEVELOPMENT OF THE POPULATION.

Dr. Mandello said:

Migrations of nations are the strongest factors that have exercised an influence upon the historical development of social life. The geological formation of the surface of the earth has been influenced to no small degree by the migrations of mankind. In fact the whole history of humanity, during certain periods, is nothing else than the representation of migrations of peoples.

The formation of the economic organization, of the social division, and of the voluntary and enforced division of work, is involved in the question, how to nourish in a constantly increasing population the largest possible number of people living in a limited territory. In using the word "nourish" I do not refer to the idea of a charitable institution, but that of incorporating single individuals and classes into a system of economic production and industry.

It is a question how to distribute and organize large masses of people in such a manner that they can perform such economic work as will exercise a favorable influence upon maintenance of the whole people. To explain this principle I will suppose that the bread requirements of a certain group of men can be satisfied by one or more bakers, with the assistance of a few or many workmen, and that the one or the other way of fulfilling this requirement will both influence the possible increase of population in the group and also its economic and social well being.

With this fundamental idea I have now tried to read various city histories, and in doing so it becomes clear to me that the history of the Italian cities in the fifteenth and sixteenth centuries, and the history of various Spanish cities in the seventeenth century present nothing else but what we, under another form, have observed since the beginning of the English revolution in industry, viz, the possibility to furnish the products that serve for the maintenance of many people by the work of few people. Formerly there were people primitively organized who performed necessary work which is now superfluous. These people form the laboring classes, and in their lower strata weigh upon the rest of the population.

It is in this, and not in the depopulation of rural districts or in the hygienic difficulties of overcrowded cities, that is hidden the great danger of modern agglomerations of people. The question is, Will these agglomerations permit a solution of the social organization problem? Can the largest possible number of people be incorporated in the economic system of industry when the city life absorbs more and more people, and hereby the means of existence becomes more and more concentrated in a few hands?

INFLUENCE OF PHYSICAL AND MENTAL DEFECTS UPON QUALIFICATION FOR THE MILITARY SERVICE.

Dr. Peck, imperial surgeon of the army (Budapest), said:

The estimate of the influence of defects can be made from two points of view:

(*a*) Defects limit the ability of defense in a direct sense, i. e., the qualification for the military service.

(*b*) They exclude other employments for army purposes.

Statistical accounts regarding these defects should be based upon official publications.

PHYSICAL DEGENERATION OF THE POPULATION.

Dr. Julius Donath, of the University of Budapest, spoke of physical degeneration of the population in modern civilized States, with special reference to Austria-Hungary. His conclusions were as follows:

The physical degeneration of the population of modern civilized States, in particular where industrial and agricultural pursuits prevail on a large scale, is a fact that must be recognized.

The most weighty proof for this is furnished by the results of the recruitments in all countries where obligatory military service is general. In an estimate of the percentage of those fit for service two factors must be considered: (*a*) The lowering in requirements for military efficiency on account of the physical degeneration; (*b*) the necessary increase of recruits on account of the constant growth of the army contingency.

The causes of the physical degeneration are of recent date, namely, the modern money-making systems of production, with their consequences; a gradual substitution of machine for hand labor; lowering of wages, and consequently an inadequate

satisfaction of the most necessary wants of the laboring classes—that is to say, the largest part of the population.

These disastrous consequences can and must be counteracted by the State, and, as far as practicable, by means of international agreements—that is, by all possible means that tend to increase the material and mental welfare of the working population. Under these laws for the protection of workingmen stands in foremost rank the shortening of working hours, which should be adjusted according to the kind of work and the degree of injury to health in the branch in question. These last two points should be considered, as well as the number of the reserve army of workingmen.

THE STRUGGLE AGAINST DEATH.

Professor Erismann, a Russian scientist, said:

Statistics show that mortality possesses an absolutely abnormal character, and that age is not the main factor among the causes of death, but rather there are a number of causes that might be removed under favorable conditions. A proof for this is the variation of mortality in different countries, principally the great mortality of the new born; further, the difference in the mortality of the various social and professional classes. In Sweden and Norway, from 17 to 18 out of 1,000 inhabitants die annually; in Switzerland and France, 24; in Germany, 27; in Austria, 32; in Russia, 36. A similar difference of mortality is found in large cities. In some places it is only 22 to 23 for each 1,000 inhabitants, while in other places it rises from 35 to 40. Thus there is a great inequality in the mortality of territorial divisions. One finds also that more than 20 per cent of deaths are children under 1 year, and 37 per cent children under 5 years. Only 17 per cent of the population reach an age of 70 years. In Russia this relation is still more unfavorable. These data prove that an immense number of people die early, and among these large numbers of children. The great inequality of mortality among the new born shows that the death rate of children is no inevitable necessity, but a matter that can and should be overcome. In Prussia 200 new born out of 1,000 die annually; in Russia, 270; in Norway, only 106. Consequently, there are conditions under which the figure of the death rate of children can be reduced. Material conditions and professional occupation have great influence on the mortality of children. It is a sad fact that the grade of wealth of the parents determines the mortality of the children. In Budapest, according to Körösi's statistics, the average age of the rich classes is 35 years; of the well-to-do classes, 20.6 years; and of the poor, only 13.2 years. And this phenomenon is everywhere repeated.

Coming to his real subject, the struggle against death, Professor Erismann pointed out that the men standing in the lowest depth of civilization are indifferent to death. As man climbs higher up the ladder of civilization he tries more to struggle against death. With ancient nations sanitary measures possessed essentially a social character. The Jews show this through their developed sanitary legislation, a legislation which they partly have preserved up to date. The Romans possessed high canalization and sewerages. In the Middle Ages everything sank into deep ignorance and superstition. In the eighteenth century, and at the beginning of the nineteenth, the struggle against death assumed an exclusively individual character; first, the cholera in Europe, during the thirtieth and fortieth years, changed the ideas of the physicians and the public as to preservation of the health and necessity of collective organization against disease and death.

The English people were the first to recognize the necessity of protection of the entire population as that of a social organism, and that the evil must be conquered by collective forces. Large and small cities improved their canals, constructed sewerages; their public buildings were standard models for all Europe. The Englishmen, therefore, succeeded in lowering the death rate in general, and principally in cases of infectious diseases. After all, the key to the battle against death can not be found in therapeutic medicine. We must put our hopes on the enlightenment of the people, that will enable them to reach a higher standard of prosperity, and not only to better understand what is good for themselves but also what is beneficial to the whole community. The individual can accomplish little in this uneven struggle; society alone can carry it on successfully. The example of numerous cities in England and Germany shows us that at places where typhoid fever and cholera formerly raged with persistence important results have been obtained by the sanitary improvement. In Danzig, for example, the mortality decreased from the annual rate of 36 to each 1,000 souls to 28.5 per 1,000.

Returning to the mortality among children, the speaker stated what should be done in their favor. Children should be nursed by their mothers. In certain localities of Scandinavia they commenced to use the sucking bottle. Immediately the mortality of children rose. The use of the sucking bottle was afterwards punished with heavy fines. The speaker expressed his conviction that a decrease of 30 to 40 per cent of mortality could be obtained by a systematic organization of the sanitary service.

THE ECONOMICAL AND SOCIAL IMPORT OF MIGRATION INTO CITIES.

Dr. Ranckberg, of Vienna, said that the consequences of the exchange of population between city and country has a tendency to cause wage differentiation which is dangerous on account of the depression of city wages through the newcomers. On the other hand, however, the increase of the rural wages is sometimes due to a scarcity of workmen in the country.

For social, political, and general considerations the lower social strata, to which the newcomers principally belong, should be assisted. Industrial and commercial interests should be strengthened. Finally, there should be a constant transformation of urban conditions by the admission and gradual assimilation of the civilizing elements of the newcomers. The influx toward the city is one of the most important branches of the entire migratory movement, and, accordingly, a powerful expedient for social and economical differentiation.

Cacheux discussed the practical construction of workingmen's dwellings; Bertillon desired an agreement as to certain terms and definitions, in order that comparative international statistics might be possible. Newsholme, of London, thought that the solving of the problem for large cities could only be realized by erecting buildings in barrack style (blocks). Such enterprises, as for example, the Peabody houses in London, present most favorable statistics on mortality. In these houses there are 20,000 people in 5,000 rooms; the mortality is one-tenth smaller than the general rate in London.

Pollak (Warsaw) reported the result of an investigation of dwellings, which showed an increase of contagious diseases according to the close proximity of buildings to each other.

PROGRESSIVE PARALYSIS AND CIVILIZATION.

Prof. Von Krafft-Ebing, jr., of the University of Vienna, presented the following considerations:

Paralysis is a modern disease. It is progressing rapidly, and in the last ten years it has been the cause of the increased number of admissions into insane asylums reaching to almost twice the usual figure. Paralysis now attacks man at an earlier age than formerly; thus, juvenile cases appear often. It is also surprising to find a large increase of this disease among women. The influence of large cities is unmistakable. Paralysis is four times as frequent in urban as in rural population. This is also true in regard to the paralysis of women. The gradual change in the social position of women in city life, from their entering into competition with men in the struggle of existence, is not unimportant in increasing the susceptibility (morbidity) to paralysis. Since lues is a disease which predisposes to paralysis, so all social factors promoting lues are significant as giving rise to paralysis. Such factors are less frequent marriages; the advanced age of marriage in the higher social circles; the indissolubility of unhappy marriages in many countries, through which concubinage and prostitution are advanced; possibly, also, the general enforcement of military service, in as far as it retards the time of marriage, so that many young men in cities become acquainted with the vices of modern civilization and are led on to debauches.

ALCOHOLISM.

Dr. Nagy, of Budapest, spoke on the "Alcoholism of the rural population." According to his investigations, out of 1,098 alcoholists only 2.7 per cent belonged to the rural population.

Dr. Csillag pleaded for temperance associations.

Dr. Zoricic said that first society and then the state should take measures against drunkenness.

THE HISTORY OF DEMOGRAPHY.

Levasseur spoke substantially as follows:

The word "demography" was used in France about forty years by Guillard. Some scientists, like Engel, preferred the term "demology," which better expresses the idea of this science. This matters little, for the words "chemistry" and "physics," which the whole world understands, express very incompletely the sciences to which they refer. The word "demography" has been accepted, and must be retained and defined. Demography is "the science of population;" it considers, with the assistance of statistics, population as it is and in its movement, and from the comparison of the figures deducts average values and numerical proportions, which constitute the laws of demography.

There are those who restrict demography to three subjects, birth and death as the extreme limits of life, and marriage as an intermediate factor. Others think that all that interests the life of men in society belongs to the science of demography, and

they strive to extend this idea so that it may embrace all social sciences. Without doubt demography is related to almost all social sciences, and derives from them useful data. All social sciences are interwoven, but one should not, for this reason, confound them; nor is it advisable that they should be absorbed into a single one. Marriages, births, deaths, migrations, etc., are the constitutive elements of the population, and form the center of demography, around which are grouped questions relating to the material, spiritual, and moral condition of the population.

At first demography was designated by the names "population statistics" or "statistics." "Population statistics" is, I admit, exact, yet it appears to limit demography to an exclusively numerical study. "Statistics" is not an exact term, as demography collects its elements by statistical measures; but the statistics handle a great many different kinds of subjects, many of which are very remotely connected with demography.

Demography is, by virtue of its manner of investigation, and the great number of observations which it controls, the most precise of all social sciences.

When sociology becomes a science it will be the greatest of all, comprising the laws of the existence and development of mankind.

Scientific studies in demography commenced first in the eighteenth century, although in the seventeenth some names like Halley can be cited. In the eighteenth century the great thirst for knowledge resulted in developing the natural sciences, and social sciences. This century loved science and humanity. The Marquis de Mirabeau published a work entitled The Soul of Men, or a treatise on the Population, but it did not rest on a knowledge of the facts.

Messance, Expally, Dupré de St. Marce, and Buffon began to search for the relations that orginate from the life of mankind, and endeavored to explain them. Before this, however, Despercieux had written his essay on Probability of the Length of Human Life (1746), a remarkable work. Following him Moheau wrote his Researches and Observations on the Population of France (1778); this was a still more complete exposition of the demographic condition in France under the reign of Louis XVI. In Germany, the Protestant pastor, Süssmilch, showed in his work, The Divine Order, the regularity with which annually the phenomena relating to human life repeat themselves. He may rightly be considered one of the originators of demography. In our century a large number of facts have been gathered, and most of the sciences that are dependent on observations have been greatly advanced. Demography is one of those sciences whose creation this century claims for itself. A number of countries, following the example of Scandinavia and the United States, commenced taking censuses regularly; France and England were the first, in 1801, other countries followed.

Most of the countries established statistical bureaus. Levasseur shows the influence exercised by some scientists, principally Malthus (1803, 1st edition), and Quetelet (1834, 1st edition of the Psysique Sociale), and by one institution which existed twenty-three years and the last session of which was held in Budapest, namely, the International Statistical Congress. This congress called the most important statistical offices in Europe "laboratories," in which work exclusively on the foundation of the demographic sciences is done.

At present death and life are counted and analyzed; each nation knows its standard, and from these standards an average mean is taken. Thus, for each 1,000 souls in Europe for the years 1865 to 1883 we have the following:

Average births	38.5
Maximum: Russia	48
Minimum: France	25
Marriages	8.4
Maximum: Servia	12
Minimum: Ireland	4.8
Mortality	28
Maximum: Croatia	38.7
Minimum: Norway	17.2

The result of this would be, if there were no emigrations, that Europe would annually have an increase of one inhabitant to each hundred. The European population has more than doubled during this century (from 175,000,000 in 1800 to 366,000,000 in 1893). The conditions which differ in the several countries vary, also, within certain limits in the same State. In France, births have decreased considerably (33 in 1,000 during the years 1800 to 1805, against 22.6 from 1888 to 1892). A more recent research by the Royal Italian Bureau of Statistics shows that the birth rate has also decreased greatly in other States during the last fifteen years, especially in Great Britain.

Specialists in demography endeavor more and more to penetrate into the details and secrets of human life. The interesting work which Körösi has submitted to this congress serves as an example; it treats of the probabilities of conjugal births. Dem-

ographical specialists complain that the official statistics do not furnish all the necessary elements for their researches.

On the other hand, demography also presents skeptics who do not believe in the reliability of the sources. There exist, in fact, doubtful data; but Levasseur says that demography, by means of comparison and control, corrects errors. Whatever the deficiencies may be, demography is the most empirical of the social sciences. Demographical conclusions are generally not based upon the observation of certain facts, but upon a totality of self-reproducing facts confirmed by statistics. This alone gives demography great importance in relation to other social sciences. Demography diffuses light on a great many questions, and may be considered the best social barometer, if we understand rightly how to read its scale.

DEAFNESS.

In a discussion as to the deaf and dumb, the following are some of the remarks made:

Deafness is a grave and permanent social evil which, like blindness, idiocy, and insanity strikes with certainty a certain percentage of the population, making the individual more or less unfit for the work of daily life, so that he becomes more or less a public or private charge. Therefore it is the duty of the State to show, by means of statistics, the diffusion and distribution of deafness within the various districts, strata of population, classes of all ages and confessions, and designate the culture and occupation of the separate individuals. Such information, to be of use, should be collected at regular intervals, and could be most successfully obtained by the common census. Deafness, moreover, is an evil which can be prevented or limited to a certain extent; therefore it is the duty of the State, by special statistics, to investigate the causes of the evil. Endeavors should be made to obtain a strict separation of inherited, accidental, or uncertain deafness, and this separation should be carried through in the census. The census should at the same time furnish data on the distribution of the population according to place of birth and on the relation of the consanguineal to the nonconsanguineal marriages. Special data must be gathered according to similar methods (international, if possible) and be sent out by the Government in question, and should be elaborated by professional men (physicians, ear specialists, etc). Whenever practicable, one should examine the individuals, and especially the organs of hearing. The cretinous deafness must be eventually separated from the ordinary deafness. Cases of deaf and dumb idiocy (no conversation by gestures), of aphasia as well as those of ordinary hard hearing, must be distinguished. Prof. Dr. Julius Böke, of Budapest, in his analysis of the subject, said: Let the general censuses include the physically and mentally weak. I here lay special stress upon deafness. Statistics as a science should not only have reliable data on all conditions as far as can be obtained by human efforts, but its principal aim should be to employ such a method that the results of a census may furnish knowledge regarding the census of the phenomena so that these defects may be avoided or modified.

Dr. Sigmund Szenes (Budapest) cited results of investigations which he had made on 124 pupils of Waitzner Institute for Deaf-Mutes. He said that deafness is very rare where there is only one child in the family, but more frequent where there are many, and most frequent by the firstborn. As to the degree of hearing, he observed that vowels were less frequently heard than syllables and sentences.

Dr. Egmont Baumgarten (Budapest) said, in speaking of the cause of deafness, that, according to statistics of all European countries, Hungary, next Switzerland, produces the largest number of deaf-mutes. A number of deaf-mute children between 5 and 13 years of age were thoroughly examined. It was ascertained that most of them must have been born deaf, although it was generally asserted that the children apparently could hear up to the age of 1 to 2 years. In only a small number could it be ascertained that deaf-and-dumbness was acquired. Remnants of hearing could be found in isolated instances only; most cases showed total deafness. Several instances disclosed that the father was or had been a drunkard. This circumstance, which hitherto has been left out of consideration, should be given serious attention.

RESOLUTIONS OF THE DEMOGRAPHICAL CONGRESS.

Professor Ferraris moved that the following question be put on the order of the day for the next congress, viz, The influence of hygienic measures on the increase of population and on its quality, and the inferences to be drawn from it for population theories.

Dr. Zoltán Ráth moved that the permanent committee place the following question as the order of the day for the next congress, viz:

"What rules are to be enacted in order that the age of all persons registered during the taking of the census might be ascertained with the greatest possible accuracy?"

Max Wirth suggested that the congress express the desire that statistical offices of the various countries should agree upon a uniform plan of recording and a common method for the arranging of all statistical data for occupations to be used in the next census, in order that the number of independent and dependent persons should be more exactly kept separated, according to the spirit of rational demography. The members of a household which are employed in household work or are at school, etc., should be separated from the independent workers and from those members of the household which assist the head of the household in wages or income earning occupation, but who, by their position, are destined, in the course of time, to succeed the head of the household or become themselves independent. It is also desired that the thrifty workmen with some means of their own should be distinguished from the poor workmen without means. Under the former such workmen are to be understood who, although working for contractors or others, use their own workshops or machines. For instance, tailors or shoemakers who work for export establishments might use their own sewing machines. Women and grown-up children may assist at such work, but only the latter would have to be recorded as among the poor workmen. Savings should not be considered in this classification. In recording the rural population, landowners, farmers, and laborers who possess land should be recorded separately from the dependent laborer and from those servants who have been engaged for a longer term.

Dr. A. Neményi: It is desirable that the Government should erect cheap and healthy dwelling houses for the poorer classes of the population.

E. Cacheux: It is desirable that the influence of the conditions of dwellings upon the development of infectious diseases should be subjected to a searching inquiry.

Sent in by Section V (hygiene of children): Considering the desirability to have the statistics on infant mortality treated in a uniform manner, the section nominates the six members mentioned below to the committee specially charged with the consideration of this question, viz, Messrs. Bertillon, Böckh, Bodio, Silbergleit, Sedlaczek, and Körösi.

Dr. Paul Aubry: Considering the incorrectness of personal descriptions as contained in passports, military schedules, and similar documents; considering that the identification of persons is thereby rendered more difficult, and that criminals have no difficulty in procuring such documents; and, further, that the anthropometric method of description (introduced by Mr. Bertillon) has produced excellent results since its application, be it

Resolved, That this congress give expression to the desire to have the old method of personal description in all official documents replaced by the anthropometric method, and that such method be used exclusively.

This description of persons might also be sent to the parish authorities for the purpose of having the same registered on the certificates of birth, after which all documents relating to the person in question would have to be issued with that description inserted.

By the application of this method many judicial errors and mistakes by the police would be avoided, and likewise every citizen would be able easily to establish his identity beyond all doubt.

Prof. Dr. J. Böke presented the following resolutions for acceptance:

(1) In the taking of the census in any civilized State the data referring to the deaf ought to be recorded.

(2) The following questions should be answered in the schedules:

(*a*) The usual census questions.

(*b*) Is the dumbness accompanied by good hearing?

(*c*) Is there deafness and dumbness conjointly?

(*d*) Was the person born with this affliction?

(*e*) Has the same been caused later on by (*a*) cerebral injuries, (*b*) scarletina or any other disease, (*c*) in consequence of effluvium from the ear?

(*f*) Are the parents blood relations?

Miss Florence Nightingale: The tropical section of the congress having had under consideration a paper by Miss Nightingale on "Village sanitation in India," are of opinion that the subject is a very important one, affecting as it does the health and prosperity of so many millions of industrious and law-abiding people. They appreciate the efforts that have been made in the different provinces by the Government of India to promote this work; and looking to the special conditions of the village communities of India, they think that the best results will be obtained through the cooperation of the people themselves if they are instructed in the primary rules of health.

The most pressing needs appear to be a wholesome water supply and the removal of refuse and other insanitary matter from the neighborhood of dwelling houses.

Professor Than: (1) To express the composition of bodies, according to atomic and molecular quantities as units, is from the practical point of view much more rational than the composition by percentages, which latter possesses a purely empiric value.

By the former method the figures which represent the composition of homogeneous bodies can much easier be retained in the memory and are at the same time also available for the practical man.

(2) If this conception be applied to the analytical methods occurring in practice the following will be the result: It will be possible to carry out in the shortest possible way volumetric methods so as to obtain direct results of them without calculations and without errors.

(3) According to this conception the application to hygienic and physiologic questions of the laws by Gay-Lussac and Avogadro becomes very simple. For instance, it will be easy to find by simple mental arithmetic the quantity of sulphur to be burned in order to thoroughly disinfect a certain room. In the same simple manner it will be possible to determine the quantity of products resulting from the combustion of petroleum or gases, or from the respiratory process, as well as the energy, respectively, the caloric changes resulting therefrom, and also the manner in which the air in closed spaces is thereby altered.

(4) If the method of quantitative reasoning based upon these units has once been introduced and has become a settled rule in practice, there can be no doubt that in the near future the modern discoveries of theoretic chemistry, such as the important rules of thermochemistry, chemical mechanics, and electrochemistry, will, like the laws of stoechiometry, come to be applied in practice in the same simple manner.

Dr. Ant. Loew: (1) That all societies and bodies created for the salvage service, the sanitary service, and the assistance of the poor should be formed into one organization, for the purposes as stated below, without however sacrificing their autonomy in regard to their local work—

(*a*) To give more effect to the principles governing them and to extend their beneficial activity as samaritans to the widest circles of the population.

(*b*) To be able to carry out more efficient work by concentrating the means at their disposal.

(*c*) To be able to support morally and materially those members of the organization which require it in special cases.

(2) That this organization should be established in every country, so as to extend over the whole territory of it.

(3) It is not permissible to have gratuitous assistance rendered by charitable institutions, supported by public contributions, to persons who can pay for it.

(4) The impecunious is entitled to gratuitous help in every respect by organized voluntary charity, but for the sanitary services rendered to impecunious persons the State or the parish of his legal domicile is liable and should indemnify the organized voluntary assistance.

(5) The organized voluntary charity is always to be considered as supplementing the obligations of the State.

(6) The organized voluntary charity may covenant to take charge of some obligations of the State, and thus may become the organ of the State for those purposes.

Dr. E. Jurkiny: The section of the general samaritan affairs resolve to extend the operations of the samaritan societies to the care and nursing of such poor patients who, by the nature of their infirmities, or in consequence of family circumstances, do not absolutely require hospital treatment, but still require some treatment at home or otherwise.

Reginald Czermak: The Eighth International Congress of Hygiene and Demography recognizes the services rendered to humanity by the fire brigades, and gives expression to the desire that these organizations may continue the action of rendering assistance in cases of accidents and in doing sanitary service in general, and that they may further develop this activity.

Professor Singer: The Eighth International Congress of Hygiene and Demography, considering the beneficial results observed of the shortening of working hours, and considering the pernicious consequences of night work, in principle accept the eight-hour work day and the abolition of night work, and request that all civilized countries should, by legislation, gradually enact the eight-hour work day for all trades, and should prohibit night work, except where general public considerations require it.

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Csillag, Gyula (Budapest). Az iszákosság terjedése elleni intézkedések. (Mesures contre l'alcoolisme.)
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CHAPTER XVI.

SOME RECENT EDUCATIONAL BIBLIOGRAPHIES AND LISTS OF BOOKS DESIGNED MORE PARTICULARLY FOR THE USE OF EDUCATORS AND STUDENTS.

LIST OF SUBJECTS.

Aids to reading.
Anthropology.
Anthropometry.
Apperception.
Architecture (school).
Astronomy.
Child labor.
Civics.
Class and individual instruction.
Coeducation.
College settlements.
Colored race (education of).
Compulsory education.
Courses of study.
Defective classes (education of).
Drawing.
Educational law.
Educators:
  Alcuin.
  Comenius.
  Froebel.
  Herbart.
  Hopkins.
  Loyola.
  McCosh.
  Pestalozzi.
  Porter.
  Rousseau.
Endowments.
English language and literature.
Ethics and philosophy.
Examination and degrees.
Federal aid.
Female education.
Foreign languages:
  Ancient.
  Modern.
Gardening (school).
General bibliographies of education.
Geography.
Gymnasia (German).
Higher education.
History (study of).
History of education.
Home education.
Hygiene (school).
Indexes to sets of reports, etc.
Industrial education.
Jews (education of).
Kindergarten.
Labor question.
Libraries.
Management and discipline.
Manual training.
Mathematics.
Military education.
Mining.
Mnemonics.
Moral and religious education.
Music and singing.
Object lessons.
Overpressure.
Pedagogy, psychology, and child study.
Periodicals.
Physical training.
Poor (educational work among the).
Professional education.
Reading.
Realschulen.
Reformatory education.
Rhetoric and elocution.
Salvation army.
Sciences (natural and physical).
Secondary education.
Self-culture.
Sewing.
Shorthand.
Sociology and economics.
Spelling reform.
Statistics.
Student life.
Stuttering.
Supervision.
Teachers (training of).
Temperance.
University extension.
Volksschulen.
Woman question.
Writing.

General bibliographies, giving the literature of a number of special topics separately classified, are entered only once (under the most appropriate heading), their contents are given in detail, and reference made to them under the special topics in question, the reference giving in quotation marks the heading or class under which the bibliography is entered and the catchword of the title, generally the author's name. On some subjects, "Supervision" and "Compulsory education," for example, the only literature lists that came to the notice of the compiler, were such as were contained in comprehensive bibliographies.

AIDS TO READING AND THE SELECTION OF BOOKS.

ABBOTT (Lyman), ed. Hints for home reading: a series of chapters on books and their use, with which is included a new and revised edition of suggestions for libraries, by Geo. Palmer Putnam, together with priced lists of suggested selections of 500, 1,000, and 2,000 volumes of the most desirable books. N. Y., Putnam, 1892. 147 pp.

BURT (Mary E.). Literary landmarks: a guide to good reading for young people, and teachers' assistant. Boston, Houghton, Mifflin & Co., 1892. 152 pp.

List of books referred to, pp. 109–152.

CATALOGUE of the library of the Classical and High School, Salem, Mass.; containing also lists of books for collateral reading under each subject. Salem, 1892. 94 pp.

CHICAGO high schools. List of books for home reading, selected by A. F. Nightingale, superintendent of high schools. The "School review," 3: 491-495 (Oct., 1895).

Classified by grade, 40 books for each of the 4 years. Pupils are expected to read 10 of these books each year; reproductions and reviews are written upon perhaps five of these. Pupils also give oral descriptions of the books and state the lessons learned from them.

COGGSWELL (F.). Books for general reading. Revised Jan., 1886.

Prepared for the school committee of Cambridge, Mass.

COLORADO. State course of study for the public schools of Colorado. Approved and published by Mrs. Angenette J. Peaney, superintendent of public instruction, Denver, Colo., 1895. 52 pp. O. pap.

Contains (pp. 31-37) a list of books suitable for school libraries.

GREEN (S. S.), ed. Libraries and schools. N. Y., 1883.

Contains a plan of systematic training in reading at schools, by Wm. E. Foster.

GRISWOLD (W. M.). A descriptive list of books for the young. Cambridge, Mass., W. M. Griswold, 1895. 7+175 pp. O. pap. $1; cl. $1.25.

Classification: Amusements and occupations, anatomy and physiology, behavior and language, biography, exploration, geography and history, literature, natural science, natural history, poetry, animal stories, fairy stories, fanciful tales, impossible stories, American stories.

HALL (G. Stanley). School reading: how and what? Boston, 1887. 8°. 25 cts.

HARDY (G. E.), principal of grammar school No. 82, N. Y. City. Five hundred books for the young; a graded and annotated list. N. Y., Scribner, 1892. 5 + 94 pp. D. cl. net 50 cts.

Only books now in the market are included in the list. The titles are divided into grades, showing at a glance the books adapted to the different stages of intellectual development of young readers.

HARTFORD (Conn.). Boys' and girls' books in the Hartford public library, 1895. 2d ed., revised and enlarged. 104 pp. O.

"Miss Hewins's admirable reading list for young people, which has long been a library standard."—*Lit. Jour.*

JOURNAL of Education (London) for Sept., 1885, contains a selected list of "100 best children's books."

LADIES' Home Journal. Five thousand books; an easy guide to the best books in every department of reading; selected, classified, and briefly described by a corps of experienced editors under the direction of the Literary Bureau of the Ladies' Home Journal. Rev'd ed. One hundredth thousand. Phila., Curtis Publishing Co., 1895. 272 pp. D. pap. 10 cts.

LEYPOLDT (Augusta H.) and Geo. Iles, eds. List of books for girls and women and their clubs, with descriptive and critical notes and a list of periodicals, and hints for girls' and women's clubs. Boston, published for the American library association publishing section by the Library bureau, 1895. 161 pp. O. cl. $1; pap. 50 cts. Or in 5 parts, Tt. pap. each 10 cts.

"It is in most of its parts an annotated bibliography within modest compass, covering the general fields of fiction, literature, the arts, etc., specialized for women only in the later and smaller divisions of the work. In the first divisions it is, if anything, too general, and the limits of books for use in girls' clubs have not been always clearly kept in mind."—*Lib. Jour.*

Part I, Fiction, occupies a third of the work. The general divisions of History, Literature, and Art, constituting Parts II and III, make a second third. The division on History was prepared by Reuben G. Thwaites, of the Wis. Hist. Soc. "Within 32 pages Mr. Thwaites has given a wonderfully comprehensive, informing, and accurate bird's-eye view of the whole field of history, carefully classified and systematized," and embracing methods of historical study and general and special notes which refer to series, to historical societies, to reference books, etc. The remaining portion of the work, including Parts IV and V, cover Education and Science and miscellaneous subjects. In this portion are included books on the kindergarten by Miss Angeline Brooks. "Education as a science and an art, including books on drawing, penmanship, shorthand, linguistics, mathematics, bookkeeping, astronomy, and physics (chiefly electricity)," is covered by Prof. Edward R. Shaw, who gives "a limited but useful selection of books under each of these minor heads." Chemistry is covered more fully by Dr. H. Carrington Bolton. Geography has 3 titles only. Geology with mineralogy 11 titles. Botany and natural history follow; also psychology, economic science, philosophy, physical culture, hygiene, nursing, self-culture, etiquette; also a bibliography of livelihoods for women and domestic economy.

LIGUE française de l'enseignement. Catalogue. Paris, 1884.

MAYOR (Jos. B.). Guide to the choice of classic books. 2d ed. London, Bell, 1885. 8°.

MEAD (W. E.). Ten years' course in literature. The Academy (Syracuse), 2:49-68 (March, 1887).

NORTH DAKOTA school report, 1892, pp. 188-190. List of 70 supplementary reading books recommended to be used in the third and fourth grades.

PRATT INSTITUTE library, Brooklyn, N. Y., issued 1891 a catalogue of books suitable for children under 14 years.

QUINCY (Mass.). Thos. Crane public library. Classified list of books for young people. Boston, 1891. 80 pp. O.

Thirteen classes, with subclasses: (*c*) indicates books for readers under 10, (*b*) between 10 and 14, (*a*) over 14.

SAN FRANCISCO free public library. Classified English prose fiction, including translations and juvenile works, with notes and index to subject-references. San Francisco, 1891. 8 + 306 pp. O.

"Mr. Cheney has taken a most decided 'step toward bringing the library into closer relationship with the schools,' as well as toward making the innate childish love of 'a story' lead to more solid and enduring reading. The classification is very varied. Under each topic, as Animals, Astronomy, Aerial voyages, there are references to serious works in the same library, carefully selected. Countries, like Austria, England, or (most minutely) the United States, and famous towns, like Boston, have the appropriate novels arranged under them by periods, institutions (slavery), events (the civil war), etc. A single title, like Harriet Martineau's tales in illustration of political economy, often serves to introduce an important section, and it is surprising, in the sum, to see to how large a range of knowledge a clue is here afforded."—*The Nation*, Sept. 3, 1891.

SARGENT (John F.). Reading for the young; a classified and annotated catalogue, with an alphabetical author-index. Prepared for publication by Mary E. and Abbey L. Sargent, and issued by the American Library Association, publishing section. Boston, Library Bureau, 1890. O. pap. 75 cts, cl. $1.00.

SAWIN (James M.). Twelfth annual list of valuable and reliable books for young people, with brief annotations. Providence, R. I., J. M. Sawin, 1891. 21 pp. D.

SCHÖNBACH (A. E.). Über Lesen und Bildung. Umschau und Rathschläge. 3te Aufl. Graz, 1889. D.

Contains (pp. 185–210) list of books recommended.

SONNENSCHEIN. See General bibliographies.

THEDEN (Dietrich). Führer durch die Jugendliteratur; Grundzätze zur Beurtheilung der deutschen Jugendliteratur, Winke für Gründung, Einrichtung, und Fortführung einschlägiger Bibliotheken, und Verzeichniss empfehlenswerther Schriften, für Eltern, Erzieher, und Bibliothekare; mit einem Vorwort von Dr. J. Chr. Gottlob Schuman. Hamburg, B. S. Berendsohn, 1883. 8 + 78 pp. O.

TITCOMB (Mary L.), librarian, and Alfred Turner, superintendent of schools. Selected list of books in the Rutland (Vt.) free library for the use of teachers and pupils in the graded schools. Rutland, 1894. 24 pp. Tt.

UNIVERSITY of the State of New York. Regents' Bulletin, No. 6, Aug., 1891, pp. 181–257. Books and apparatus. Albany, 1891. O. 25 cts.

In three parts. Part 2 "is intended as a practical guide in the selection of books suitable for the libraries of academies," etc. No attempt is made to recommend text-books.

WOLFE (L. E.). "List of books recommended for Missouri [school] libraries." Mo. school report, 1892–93, pp. 51–58.

WISCONSIN State superintendent. Lists of books for the public school libraries. Madison, Wis., 1888. 42 pp. O.

Four lists are presented: (1) For pupils in the second reader; (2) for pupils in the third reader; (3) for pupils in the fourth reader; (4) for pupils in high schools and for readers in the community. Accompanying the name of each book is given a short description of the contents.

WORCESTER Co. (Mass.) teachers' ass'n. List of supplementary reading books recommended, classified by grades. Mass. school report for 1892–93, pp. 184–188.

Includes 60 "good professional books" for teachers.

See also reference under head of Libraries (Report of Library Congress) to lists of guides to the choice of books. Also under the same head the Catalogue of the A. L. A. library. See also under various branches of study (e. g., History). Also, for a general treatment, consult Carlyle, Frederick Harrison, and Prof. C. F. Richardson on the choice of books; Dr. Noah Porter's Books and Reading; James Baldwin's The Book Lover: A Guide to the Best Reading.

Mention may be made of the classed reading lists of books on various subjects—literary, historical, scientific, etc.—in addition to those specially mentioned above, issued at intervals by the Boston, Salem, and Springfield, Mass., and the Helena, Mont.; Peoria, Ill.; Cleveland, Ohio; Milwaukee, Wis., and Newark, N. J., public libraries, and others chiefly for the benefit of students, the public school pupils, or to supplement university extension lectures.

ALGEBRA.

See Mathematics.

ANTHROPOLOGY.

CHAMBERLAIN (A. F.). Brief bibliography of the recent history of anthropology. Pedagogical Seminary, 3: 59–60 (Oct., 1894).

ANTHROPOMETRY.

HARTWELL (Edward Mussey). A preliminary report on anthropometry in the United States. In the quarterly publications of the American Statistical Association, vol. iii, new series,

HARTWELL (Edward Mussey)—Cont'd. No. 24 (Dec., 1893), pp. 554–568. Boston, Am. Stat. Assn., 1893.

Contains a provisional list of works (articles, books, and tables) relating to anthropometry in the United States, arranged in 6 classes. Class 1, art (3 titles); class 2, anthropometry of children (30 titles); class 3, methods in anthropometry (18 titles); class 4, military and naval anthropometry (7 titles); class 5, miscellaneous topics in anthropometry (27 titles); class 6, anthropometry of students (32 titles).

APPERCEPTION.

See General bibliographies: Sonnenschein (Best books, V, 2).

ARCHITECTURE.

See Professional education.

ARCHITECTURE (SCHOOL).

See General bibliographies: Hall (LIII, *a*); Sonnenschein (Best books, VII, 3).

ARITHMETIC.

See Mathematics.

ASTRONOMY.

NEWCOMB (Simon). Popular astronomy. 6th ed. N. Y., Harper, 1892.

Contains list of astronomical works, pp. 555–561. Writings which have appeared in periodicals or in the transactions of learned societies are omitted, owing to their great number.

PRITCHETT (H. S.). A hand list for the student of astronomy. St. Louis public library reference lists, No. 1.

SALEM [Mass.]. Public library bulletin, Jan., 1894. Classed reading list on astronomy.

YOUNG (C. A.). List of books on astronomy, with brief notes. Paterson (N. J.) free public library. Feb., 1894.

See also General bibliographies: Hall (XXX, *d*).

BIOLOGY.

See Science.

BLIND (THE).

See Defective classes.

BOTANY.

See Science.

CHEMISTRY.

See Science.

CHILD LABOR.

See Labor. Also Sociology and economics: Tolman.

CHILD STUDY.

See Pedagogy.

CIVICS.

ANDREWS (E. B.). Brief institutes of our constitutional history, English and American. Providence, 1886.

With a bibliography for each lecture.

BAKER (Geo. H.), ed. Bibliography of political science. Pol. sci. quarterly, vol. 1, supplement (1886).

MASSACHUSETTS society for promoting good citizenship. Report of the committee upon courses of reading and study on works on civil government. Boston, 1888.

PHILADELPHIA. Proceedings of the national conference for good city government, held at Philadelphia, Jan. 25 and 26, 1894; with a bibliography of municipal government and reform. Phila. municipal league, 1894. 5+386 pp. O. cl. $1.50.

Bibliography covers 39 pages.

See also Sociology and economics: Tolman. Also General bibliographies: Hall (LIII, *c*), Sonnenschein (Best books, VI, 5), for reference to works on civil-service education.

CLASS AND INDIVIDUAL INSTRUCTION.

See General bibliographies: Sonnenschein (Best books, V, 2).

COEDUCATION.

REPORT of the Commissioner of Education, 1891–92, contains a bibliography of coeducation, pp. 860–862.

COLLEGE SETTLEMENTS.

JONES (M. Katharine). Bibliography of college, university, and social settlements. [Boston, 1894.] 19 pp. D.

See also Sociology and economics: Tolman.

COLORED RACE.

REPORT of the Commissioner of Education, 1893–94, contains a bibliography of the "Education of the colored race" (pp. 1038–1047). Also a bibliography of "Negroes in America" (pp. 1048–1056). Also a list of works by negroes, compiled by Bishop Benjamin W. Arnett (pp. 1056–1061).

See also General bibliographies: Boone (education in the South).

COMPULSORY EDUCATION.

See General bibliographies: Boone. Also Labor: Black. Also Sociology and economics: Tolman.

CORPORAL PUNISHMENT.

See Management.

COURSES OF STUDY.

See General bibliographies: Hall (XVII), Sonnenschein (Best books, VII, 1), Boone. Also Secondary education.

DEAF-MUTES.

See Defective classes.

DEFECTIVE CLASSES.

ARNOLD (T.). Education of deaf-mutes. London, 1888.

List of authors quoted or consulted, pp. 377–382.

JOHNSON (G. E.). Contribution to the psychology and pedagogy of feeble-minded children. In the Pedagogical Seminary, 3: 246–301 (Oct., 1895).

Closes with a 2-page "list of representative books, articles, and periodicals relating to feeble-mindedness, together with a few others on the psychology of childhood."

The author refers for other bibliographies upon this subject to the following:

The feeble-minded child and adult. London. 1893.

On Idiocy, by Edward Seguin. N. Y., 1870.

Index-catalogue of the library of the Surgeon-General's Office, Vol. VI, under "Idiots."

Gerhardt's Handbuch der Kinderkrankheiten. Nachtrag ii.

Mentally deficient children, by G. E. Shuttleworth. London. 1895.

See also General bibliographies: Hall (LIV, LV, LVII), Sonnenschein (Best books, VI, 6), Boone. Also Pedagogy: Rein.

DRAWING.

See General bibliographies: Hall (XXVI). Also Pedagogy: Rein.

EDUCATIONAL LAW.

See General bibliographies: Sonnenschein (Best books, III), Hall (L). Also Pedagogy: Rein.

EDUCATORS AND EDUCATIONAL WRITERS.

Alcuin.

WEST (Andrew Fleming). Alcuin, and the rise of the Christian schools. N. Y., Scribner, 1892. 205 pp. D.

Books and articles of interest on Alcuin, pp. 197–198.

Comenius.

LAURIE (S. S.). The life and educational works of Comenius. Syracuse (N. Y.), C. W. Bardeen, 1893.

Contains (pp. 227–260) "Bibliography of the educational works of Comenius," including works relating to Comenius.

Fröbel.

BOWEN (Henry Courthope). Fröbel, and education by self-activity. (The great educators series.) N. Y., Scribner, 1893. 8+209 pp. D. cl. $1.00.

Contains two bibliographies: a 5-page chronological list of Fröbel's writings and a 3-page list of "Some books on Fröbel," mostly in English.

Herbart.

See Pedagogy: De Garmo, Klemm, Rein, and Ufer.

Hopkins.

CARTER (Franklin). Bibliography of Mark Hopkins's writings. In "Mark Hopkins" (series of American religious leaders). Houghton, Mifflin & Co., Boston, 1892. D. cl. $1.25.

Loyola.

HUGHES (Rev. Thomas). Loyola, and the educational system of the Jesuits. N. Y., Scribner, 1892. (Great educators series.) 9+302 pp. D.

Contains a "bibliographical appendix, indicating some of the sources and other works more easy of access."

McCosh.

DULLES (Jos. H.), comp. McCosh bibliography: a list of the published writings of Rev. James McCosh, ex-president of Princeton College. Reprinted from the Princeton College bulletin, vol. 7, No. 1 (March, 1895). 10 pp. O.

Pestalozzi.

DE GUIMPS (Roger). Pestalozzi: his life and work. Translation from the French, by J. Russell. N. Y., Appleton, 1890. (International educational series.) 22+438 pp. D.

Contains "a list of Pestalozzi's works in chronological order" (pp. 433–434); "books to consult on Pestalozzi" (pp. 435–438). Titles, a few French, the rest English.

Porter.

MERRIAM (Geo. S.), ed. Noah Porter: a memorial by friends. N. Y., Scribner, 1893. 306 pp. O.

Contains (pp. 291–306) a bibliography of Dr. Porter, by J. Sumner Smith.

Rousseau.

BOSTON public library bulletin, April, 1891, contains a finding list of works by and relating to Jean Jacques Rousseau.

ELOCUTION.

See Rhetoric.

ENDOWMENTS.

See General bibliographies: Hall (XLVIII).

ENGLISH LANGUAGE AND LITERATURE.

BALDWIN (J.). Introduction to the study of English literature. 2 v. Phila., 1882–83.

References at the end of each chapter.

BEOWULF. Translated by J. M. Garnett. Boston, 1882.

The introduction contains a bibliography. One is also given in Morley's English writers, 1:355–358 (London, 1887).

BREWSTER (W. T.), ed. Specimens of narration. N. Y., Holt, 1895. 37+209 pp. S. (English readings.) bds. 50 cts.

Three-page bibliography given.

DEFOE (Dan.). Journal of the plague year; ed., with notes and introduction, by G. R. Carpenter. N. Y., Longmans, 1895. 24+253 pp. (Longmans's English classics.) cl. 75 cts.

Contains "suggestions for teachers and students," which includes some lists of books for further reading.

ELZE (C. F.) Grundriss der englischen Philologie. Halle, 1887.

With copious mention of authorities.

KÖRTING (G. C. O.). Grundriss der Geschichte der englischen Literatur. Münster i. W., 1887.

Largely bibliographical.

LEARNED (H. B.). A hand list for the student of Robert Browning. St. Louis public library reference lists, No. 9.

MARSH (Geo. P.). The origin and history of the English language. N. Y., Scribner, 1892. 15+574 pp. O.

Bibliographical list of works cited (9 pages).

MORLEY (H.). A first sketch of English literature. London, 1883.

Students' books, pp. 897–902.

PHYFE (W. H. P.). How should I pronounce? N. Y., 1885.

Bibliography, pp. 292–294.

SKEAT (W. W.). Principles of English etymology. Oxford, 1887.

List of books consulted, pp. ix–xii.

TUCKER (Gilbert M.). Our common speech. N. Y., Dodd, Mead & Co., 1895. 3+240 pp. D. cl. $1.25.

Contains bibliography of American English (9 pages).

UNIVERSITY of the State of New York. List of 26 volumes in English and American literature, covering regents' reading course 4 and courses for 1894–96. N. Y. State traveling library, subject No. 820. 1894. 8 pp.

———. List of 87 volumes in literature, covering regents' reading courses 1, 4, 6, and courses for 1894–96. N. Y. State traveling library, subject No. 800. 1894. 8 pp.

UNIVERSITY of the State of New York—Continued.

WYLIE (Laura Johnson). Studies in the evolution of English criticism. Boston, Ginn, 1894. 7+212 pp. D. cl. $1.10.

Contains a 4-page bibliography of the subject.

See also General bibliographies: Hall, Sonnenschein (Best books, VI, 4).

ETHICS AND PHILOSOPHY.

ARISTOTLE. Suggestions to those beginning the study of, with bibliography. Journal of speculative philosophy, 20:430–443 (1886).

BOSANQUET (Bernard). A companion to Plato's Republic for English readers. Being a commentary adapted to Davies and Vaughan's translation. N. Y., Macmillan, 1895. xii+430 pp.

"An excellent feature of the volume is a list of books suggested at the end of each essay for the student's reading, so that anybody with the diligent use of this apparatus ought to gain a very considerable acquaintance with the Republic and with the times in which it was produced."

HYSLOP (J. H.). Elements of ethics. N. Y., Scribner, 1895. 7+470 pp. O. cl. $2.50.

Brief bibliographies are appended to the more important chapters.

RYLAND (F.). Ethics: an introductory manual for the use of university students. London, Bell & Sons, 1893. 10+220 pp. O. cl.

Contains 12-page list of books recommended.

STERRETT (J. Macbride). The ethics of Hegel; translated selections from his Rechtsphilosophie, with introduction. Boston, Ginn, 1893. 11+216 pp. D. cl. $1.10.

Contains a brief bibliography of Hegel's ethical works, ethical treatises in the spirit of Hegel, and Hegel biographies.

See also Pedagogy: Rein.

EXAMINATIONS AND DEGREES

See General bibliographies: Hall (XLV), Sonnenschein (Best books).

FEEBLE-MINDED (THE).

See Defective classes.

FEDERAL AID.

KNIGHT (G. W.). Land grants for education in the Northwest Territory. American historical association, Papers, 1:3. N. Y., 1885.

List of authorities, pp. 173–175.

FEMALE EDUCATION.

BURSTALL (S. A.). The education of girls in the U. S. London, Sonnenschein, 1894. 12+204 pp. sm. 8°.

Contains an 8-page bibliography.

WOMEN (Education of). Providence public library Reference lists, 4:3 (March, 1884).

See also General bibliographies: Hall (XXXIX), Sonnenschein (Best books, VI, 5), University of N. Y., Boone. Also Industrial education: Krause. Also Coeducation.

FOREIGN LANGUAGES.

Ancient.

ANDREWS (E. A.) and S. Stoddard. A grammar of the Latin language. Revised by H. Preble, Boston, 1888.

List of some of the most useful recent works on subjects connected with Latin grammar, pp. viii–ix.

APPLETON (William Hyde). Greek poets in English verse, by various translators. Boston, Houghton, Mifflin & Co., 1893. 7+360 pp. D. cl. $1.50.

Includes a 3-page list of translations and books of reference.

EGBERT (Jas. C., jr.). Introduction to the study of Latin inscriptions. N. Y., Am. Book Co., 1896. 7+468 pp. D. ½ leath. $3.50.

A bibliography of epigraphy, covering books, periodical literature, collections, etc., is included.

GUDEMAN (Alfred), ed. Tacitus—Dialogues de oratoribus. With notes and bibliography. Boston, Ginn, 1894. 138 (1), 447 pp. sm. 4°.

HARPER (W. R.) and F. J. Miller. The Æneid (six books), and Bucolics of Virgil. N. Y., Am. Book Co., 1893. 10+564 pp. D. ½ leath. $1.50.

Contains a 10-page bibliography, giving material for the literary study of Virgil.

HARRINGTON (K. R.). Helps to the intelligent study of college preparatory Latin. Boston, 1888.

References to authorities on Cæsar, Cicero, and Virgil.

HOMER and Virgil. Selected list for the study of. Lit. World, 12:167 (May 7, 1881).

HÜBNER (E.). Bibliographie der klassischen Alterthumswissenschaft; Grundriss zu Vorlesungen über die Gesch. und Encyclopädie der klassischen Philologie. 2 verm. Aufl. Berlin, 1889. 13+434 pp. 8°. 15 m.

JEBB (R. C.). Homer. Glasgow, 1887.

List of books, pp. 198–202.

LANMAN (C. R.). Sanskrit reader. Boston, 1884.

Brief list of books for students, pp. xvii–xx.

MAYOR (J. E. B.). Bibliographical clue to Latin literature. Ed. after E. Hübner, with large additions. London, 1875.

MEADER (Clarence L.). The most essential books for a high school classical library. In the School Review, 4:149–157 (March, 1896). University of Chicago Press.

Contains references to "the volumes which should first be selected and purchased for the use of students and teachers." Embraces standard editions of Greek and Roman authors, grammars, reference books, works on the history, geography, literature, art, antiquities, mythology, and religion of Greece and Rome. A revised edition is announced to be issued in the fall of 1896 by Macmillan & Co.

MORGAN (Morris H.), ed. Eight orations of Lysias. Boston, Ginn, 1895. 53+223 pp. (College series of Greek authors.) cl. $1.50.

Appendix contains a list of books referred to; also a list of editions of Lysias.

NETTLESHIP (H.). Contributions to Latin lexicography. Oxford, 1889.

List of authors or books quoted, and edition generally referred to, pp. xiii–xvi.

PECK (H. T.) and Robert Arrowsmith. Roman life in Latin prose and verse. Illustrated readings from Latin literature. N. Y., Am. Book Co.

Contains an admirable bibliography and suggestions for collateral reading.—*School Review.*

SMYTH (H. W.). The sounds and inflections of the Greek dialects. i., Ionic. Oxford, Clarendon Press, 1894. 27+668 pp. 8°.

Contains a 15-page bibliography.

WHARTON (H. W.). Sappho. 3d ed. McClurg.

Contains a bibliography of Sapphic literature covering 19 pages.

Modern languages.

BEYER (Franz). Französische Phonetik für Lehrer und Studierende. Cöthen, 1888. 8°.

Literatur, pp. 174–176.

BREITINGER (H.). Das Studium des Italienischen; Bibliographie der Hülfsmittel des Studiums. Zürich, 1889. 8°. 3.20m.

BREUL (K.). Bibliographical guide to the study of the German language and literature. Paris, Hachette, 1895.

CLARKE (H. B.). Spanish literature: an elementary handbook. London, Sonnenschein, 1893. 12+288 pp. O. cl.

Contains a 10-page index of authors and list of authorities.

FONTAINE (C.). Athalie. By Jean Racine. With a biography, biblio-

FONTAINE (C.)—Continued.
graphical references, etc. N. Y., W. R. Jenkins, 1895. 111 pp. 12 mo. pap. 25 cts.

HARRASSOWITZ (Otto), the Leipsic bookseller, has issued a catalogue of "Grammatiken, Lexica, und Chrestomathien von fast allen Sprachen der Erde," which although a sales list, may almost rank among bibliographies. It gives a list of over 3,000 dictionaries and grammars, as the title indicates, in "almost all the languages of the world," and is the most important list of the kind since the issue of Trübner's catalogue of dictionaries in 1882.—*Lib. Jour.*

PRIMER (Sylvester). Lessing's Nathan der Weise. Boston, Heath, 1894. 38+300 pp. D. $1.10.

Contains a 2-page bibliography of works relating to Nathan der Weise.

SAINTE-BEUVE (C. Augustin). Selected essays from Sainte-Beuve, with bibliography by J. R. Effinger, jr. Boston, Ginn, 1895. 12+118 pp. D. pap. 40 cts.

SCHERER (W.). A history of German literature. Translated from the 3d German ed. by Mrs. F. C. Conybeare. Edited by F. Max Müller. N. Y., Scribner, 1890. 2 vols.

Vol. II contains a bibliographical appendix, pp. 353–416.

See also General bibliographies: Hall, Sonnenschein (Best books, VI, 4), University of N. Y.

GARDENING (SCHOOL).

See General bibliographies: Hall (XXIX, XXXIV), Sonnenschein (Best books, VII, 3).

GENERAL BIBLIOGRAPHIES OF EDUCATION.

BOONE (Richard G.). Education in the United States: its history from the earliest settlements. N. Y., Appleton, 1890. (International educational series.) 16+402 pp. D.

Each chapter concludes with a brief bibliography, to wit: Early colonial schools, colonial colleges, colonial school systems, college curricula, compulsory education, education for women, education in the South, education of dependent classes, elective courses, elementary and secondary instruction, learned societies and libraries, national education, normal schools and institutes, professional education (law, etc.), Revolutionary period, school funds, supervision, supplementary agencies, technological training, university pedagogy, and educational literature.

CATALOGUE (American annual), 1894; being the full titles, with descriptive notes of all books recorded in the Publishers' Weekly, 1894, with author, title, subject, index, etc. [5th supplement to the American Catalogue, 1884–90.] N. Y., Office of the Publishers' Weekly, 1895. 17+211+142 pp. O. ½ leath. $3.50.

Includes the educational publications of each year.

DICTIONNAIRE de pédagogie et d' instruction primaire, publié sous la direction de F. Buisson. Paris, 1878: Hachette. 2 vols. O.

Contains (pp. 194–231) bibliography.

ENSLIN (T. C.). Bibliotheca pædagogica, oder Verzeichniss aller brauchbaren, in älterer und neuerer Zeit bis zur Mitte des Jahres 1823 in Deutschland erschienen Bücher über die Erziehungskunst und den Unterricht in Bürger- und Volksschulen. Berlin, 1823. O.

FLETCHER (W. I.). Poole's index to periodical literature: the second supplement (from Jan. 1, 1887, to Jan. 1, 1892), by W. I. F., with the cooperation of the American library association. Boston, Houghton, Mifflin, & Co., 1893. 13+476 pp. O. cl. net $8.00.

Contains reference to periodical educational literature, classified by subjects.

———. and R. R. Bowker. The annual literary index, including periodicals (American and English), essays, book chapters, etc.; with author-index, bibliographies, and necrology; ed. with the cooperation of members of the American library association and of the library journal staff. N. Y., Office of the Publishers' Weekly. O. cl. $3.50.

Succeeds to and includes the annual Poole index to periodicals; includes also the annual Fletcher (A. L. A.) index to essays, monograph chapters, and similar writings in composite books. Indexes periodical and other educational literature.

FÜHRER durch die pädagogische Literatur. Eine Auswahl der gediegensten Werke aus dem Gebiete der Erziehungs- und Unterrichts-Literatur. Vienna, 1879: Pichler. O. 60 pf.

HALL (G. Stanley) and J. M. Mansfield. Hints toward a select and descriptive bibliography of education. Arranged by topics and indexed by authors. Boston, Heath, 1886. 15+309 pp. D. $1.00.

The editors "have admitted no title merely to give it the benefit of a doubt, but have gone on the principle of requiring some positive reason for admitting every book with which the editors were not already acquainted at first hand." Works in the English, French, German, and other languages are included. The classification is as follows, the figures in parentheses giving the number of titles under each heading:

I. Pedagogical encyclopedias (13).
II. General or universal histories of pedagogy (18).

HALL (G. Stanley) and J. M. Mansfield—Continued.

III. History of education among the ancient Hebrews (12).
IV. History of education in China (4).
V. History of education in Greece and Rome (15).
VI. History of education among the Arabs (5).
VII. History of education in Christian countries (52).
VIII. Standard writers in the history of education (78).
IX. Histories of special educational institutions (78).
X. General surveys and special reports on the present state of educational institutions (152).
XI. Works on systematic pedagogy (23).
XII. Works in the field of general pedagogy (43).
XIII. Works on the psychology of pedagogy, or on special parts of it (24).
XIV. Psychological and ethical works without immediate reference to education, but recommended to teachers (30).
XV. The study and observation of children (59).
XVI. Kindergarten (39).
XVII. Plans and courses of study in lower and intermediate schools (18).
XVIII. Primary classes, especially reading and language lessons (45).
XIX. Object lessons (19).
XX. Writing (6).
XXI. Number and elementary mathematics (36).
XXII. Reading (how and what) in higher classes, i cluding vernacular language study and composition writing (26).
XXIII. Rhetoric and elocution (13).
XXIV. Music and singing (32).
XXV. Religious education (63).
XXVI. Drawing (38).
XXVII. Geography (34).
XXVIII. History and political science (68).
XXIX. Modern languages and literature (32).
XXX. Natural and physical science: General (23); chemistry (8); physics (7); mineralogy (3); astronomy (1); biological sciences (18).
XXXI. Real school (14).
XXXII. Technical and industrial education (60).
XXXIII. German gymnasia (7).
XXXIV. Ancient languages and literature (25).
XXXV. Student life and character (34).
XXXVI. The school and the family (15).
XXXVII. Moral education (46).
XXXVIII. School discipline (18).
XXXIX. Female education (55).
XL. The education of teachers (54).
XLI. University education (75).
XLII. Theological education (11).
XLIII. Medical education (16).
XLIV. Legal education (12).
XLV. Examinations and degrees (14).
XLVI. Hygiene in educational bearings (41).
XLVII. School and college gymnastics (31 and a supplementary list).
XLVIII. Endowments (5).
XLIX. Academies and learned societies (18).
L. Educational legislation (79).
LI. School control (20).
LII. Miscellaneous papers on educational topics by eminent contemporaries (61).
LIII. Miscellaneous topics: School architecture and furniture (10); garden work in schools (8); civil-service education (4); general æsthetics (9); miscellaneous educational establishments (18); general miscellany and addenda (11).
LIV. The education of the blind (59).
LV. The education of deaf-mutes (27).

HALL (G. Stanley) and J. M. Mansfield—Continued.

LVI. Criminals and reformatory institutions (23).
LVII. The training of the feeble-minded and of idiots (24).
LVIII. Neurasthenia and the insane (7).
LIX. Educational work and influences among the poor (64).
LX. Educational periodicals: In English (4); in German (18); in French (8).

HUNTER (Sir Wm. Wilson), E. M. Hance, and others. State education for the people in America, Europe, India, and Australia, with papers on the education of women, technical instruction, and payment by results. Syracuse, N. Y., C. W. Bardeen, 1895. 2+176 pp. O. cl. $1.25.

"Contains a full bibliography of education (8 pages)."—*Lib. Jour.*

INVERARDI (Rico). Bibliografia dell' educazione e dell' istruzione. Parte 1. Milan, U. Hoepli, 1893. 20+132 pp. 8°. 3 lire.

LINDNER (G. A.). Encyclopädisches Handbuch der Erziehungskunde. Vienna, 1884. 8°. 13m. 20.

"With special reference to the Volksschule; contains good bibliographies."—*Sonnenschein.*

MACALISTER (James). Catalogue of the pedagogical library and the books of reference in the office of the superintendent of public schools, board of education, Philadelphia, with bibliographical notes. Phila., 1887. 12+184 pp. D.

Thirty-two classes, with 50 subdivisions. Supplement (47 pp.) issued in 1890.

MONROE (Will S.), superintendent of schools, Pasadena, Cal. A pedagogical library. Reprinted from the Pacific Educational Journal. Oakland, Philip M. Fisher, 1892. 12 pp. Pap. O.

A catalogue of the author's own pedagogical books.

MUSÉE pédagogique et bibliothèque centrale de l'enseignement primaire. Catalogue des ouvrages et documents. Paris, 1886. Gov't print. O.

POOLE (Wm. F.). The 3d edition of Poole's index to periodical literature (Boston, 1882) was brought down to Jan. 1, 1882. The 1st supplement (Boston, 1888) extends from Jan. 1, 1882, to Jan. 1, 1887. See Fletcher, W. I.

REVIEW OF REVIEWS (The). Each issue contains, classified under "Education," the titles of the most important educational articles in the English language that have appeared in the leading periodicals during the month.

SCHOOL BULLETIN (The). Syracuse (N. Y.), C. W. Bardeen.

A bibliography of books on teaching is given in installments, beginning with the issue of May, 1892.

SCHULZE (C.). Systematische Uebersicht der in Zeitschriften, Programmen, und Einzelschriften, veröffentlichten wertvollen Aufsätze über Pädagogik 1880–1886. Hannover, C. Meyer, 1887. 8+276 pp. gr. 8°. 3.60m.

SONNENSCHEIN & Co., Pubs. Cyclopedia of education, ed. A. E. Fletcher, London, 1889. 8°. 7s. 6d.

Contains (pp. 529–562) a bibliography of pedagogy, by W. S. Sonnenschein, which has been greatly extended, and reprinted in Sonnenschein's "The best books."

SONNENSCHEIN (Wm. Swan). The best books; a reader's guide to the choice of the best available books (about 50,000) in every department of science, art, and literature, with the dates of the first and last editions, and the price, size, and publisher's name of each book. 2d ed. With complete indexes. N. Y., Putnam, 1891. 109+1,009 pp. Q.

The section on Education (XIV of class D, pp. 270–303) includes the titles of foreign works, and is "practically an extended reprint of the Bibliography of pedagogy by the writer, which is appended to Sonnenschein's Cyclopedia of Education." Classification:

I. Comprehensive works on pedagogy: Bibliography, cyclopedias, periodicals. (pp. 270–271.)

II. History and biography of pedagogy: (1) Historical, biographical, and comprehensive methodical works (universal, middle ages, contemporary, miscellaneous, philosophy of pedagogics); (2) History and biography of pedagogics according to countries, including the bibliographies of many American and foreign colleges and universities (Arabs, Belgium, China, Denmark, Egypt, France, Germany and Austria, Great Britain, Greece and Rome, Hungary, India, Italy, Japan, Jews, Netherlands, Russia, Spain, Sweden, Switzerland, United States); (3) Student life, school and university. (pp. 271–281.)

III. Educational law; codes, qualifications of teachers, etc., (generally, Great Britain, France, Germany and Austria, Italy, United States). (pp. 281–282.)

IV. Systematic pedagogy: (1) Ancient Greek and Roman; (2) Modern, with recent criticism theron. (pp. 282–286.)

V. Pedagogical psychology and ethics: (1) General works (generally, children generally); (2) Special works (æsthetics, apperception, attention, character, class teaching and private study, emotions, habit, imagination, intellectual powers, intercourse, interest, memory, order of studies, the scholar, sex, stimulus, temperament, untruthfulness, will). (pp. 286–288.)

VI. Methods of instruction: (1) Home education; (2) The kindergarten; (3) Primary education; (4) Special subjects of instruction (agriculture, art, composition, drawing, elocution, English language and literature, essay writing, French, geography, geometry, German, gymnastics, history, ancient languages, modern languages, mathematics, moral education, music, number and arithmetic, object lessons, political economy, reading, religious education, natural sciences, self-culture, sermons for schoolboys, shorthand, spelling reform, Sunday school, technical education); (5) Courses and systems of education (civil service, legal, medical, military, and university education, education of women and girls, writing); (6) Corrective and remedial education (the blind, deaf-mutes, idiots, and feeble-minded, reformatory education, educational work among the poor, stuttering). (pp. 288–301.)

VII. School management, discipline, hygiene, architecture: (1) The teacher (teachers' guides-general), corporal punishment, curriculum, discipline, examinations, inspection, marking, teaching as a career, training of teachers); (2) School hygiene (generally, eyesight, overpressure); (3) School architecture, furniture, appliances, gardening in schools, school libraries, and museums. (pp. 301–303.)

———. A reader's guide to contemporary literature; being the first supplement to "The best books." N. Y., Putnam, 1895. 15+124+775 pp. Q.

Brings the record of educational and other books down through 1893 and into 1894. It is not so much a critical selection as "a mere record of practically all new publications in book form which seem to have any lasting value at all."

SOUTH KENSINGTON museum. Catalogue of the education library in the. London, H. M. printers, 1893. 234 pp. Q. cl. 2s. 6d.

UNIVERSITY of California. Catalogue of books in the pedagogical section of the university library. Berkeley [Cal.], 1894. 66 pp. O. pap.

UNIVERSITY of the State of New York. The regents' bulletin, No. 22 (Sept., 1893), contains (pp. 280–293) a list of "references to books and articles on the world's recent progress in education," arranged by countries and recording 227 titles.

The references under head of "United States" are classified as follows: Language study (English and foreign), technical education, ethical and religious instruction, higher education of women, university extension, and professional training of teachers.

VOGEL (Dr. August). Systematische Encyclopädie der Pädagogik. Eisenach, 1881. 8°. 4m.

"With copious but not wholly trustworthy literary references, limited to German books."—*Sonnenschein.*

The standard encyclopedias give generally references to authorities and literature under the more important headings.

GEOGRAPHY.

ADAMS (Emma L.), librarian of Plainfield (N. J.) public library. Select list of travel: geographical reading. Plainfield, 1895. 12 pp. D.

"A list of books that may be used in connection with geography, to give additional information and interest." Books starred "are especially good; those marked 'T' are particularly for teachers' use."

FRYE (Alex. E.). The child and nature, or geography with sand modeling. Boston, Ginn, 1892. (American pedagogical series.) 7+210 pp. D.

Gives (pp. 206–209) a teacher's library of geography (titles nearly all in English); pp. 209–210, supplementary readers for children.

HART (Albert Bushnell). Bibliography of the methods of teaching geography. In "Studies in American education," pp. 118–120.

KLEMM (L. R.). Recent developments in the teaching of geography in central Europe. Report of Comr. of Education, 1892–93, pp. 279–321.

Concludes with a 2-page bibliography: (*a*) Methods of teaching geography; (*b*) knowledge of home surroundings; (*c*) mathematical geography; (*d*) map projection and surveying; (*e*) physical geography; (*f*) ethnology; (*g*) text-books, political geography; (*h*) geographical pictures and poetry; (*i*) geography of particular German States; (*k*) periodicals. All the titles are German.

PARKER (Francis W.). How to study geography. N. Y., Appleton, 1890. (International educational series.) 16+400 pp. D.

Contains (pp. 359–375) a classified list of books for teachers and pupils.

TARR (Ralph S.). Elementary physical geography. N. Y., Macmillan, 1896. 488 pp. $1.50.

"One of the best features is the bibliography. Each chapter is followed by a guide to the best and latest literature of what in large part we may call the new geography. Titles, price, publisher, and notes of description are given, with suggestions for securing Government publications."—*A. P. Brigham.*

See also General bibliographies: Hall (XXVII), Sonnenschein (Best books, VI, 4). Also Pedagogy: Rein.

GEOMETRY.

See Mathematics.

GYMNASIA (GERMAN).

RAPPOLD (J.). Gymnasial pädagogischer Wegweiser. Vienna, 1883. 30 pp.

Designed for beginners (or candidates) in gymnasial instruction. Contains a list of books and articles of value, arranged topically.

See also General bibliographies: Hall (XXXIII). Sonnenschein's "Best books" also gives (p. 274) 12 titles. See also Pedagogy: Rein.

HIGHER EDUCATION.

COMPAYRÉ (Gabriel). Abelard and the origin and early history of universities. N. Y., Scribner, 1893. 11+315 pp. D. (The great educators series.) cl. net $1.

Contains a 3-page bibliography of works relating to the general history of universities.

DIE DEUTSCHEN UNIVERSITÄTEN, für die Universitäts-Ausstellung in Chicago 1893, unter Mitwirkung zahlreicher Universitätslehrer, herausgegeben von W. Lexis. Berlin, A. Asher & Co., 1893. 2 vols. Q.

Vol. 1, part 1, by F. Paulsen, is a statement of the character and historical development of German universities, containing (pp. 112–114) "Litteratur über die deutschen Universitäten;" reprinted in the Rep. Comr. Education, 1891–92, pp. 326–328. A translation of vol. 1, part 1, is also published by Macmillan (N. Y., 1895).

DREYFUS-BRISAC (E.). L'Université de Bonn, et l'enseignement supérieur en Allemagne. Paris, 1879. 291 pp.

With bibliography appended.

See also General bibliographies: Hall, Sonnenschein (Best books), for reference to comprehensive bibliographies of higher education.

HISTORY.

ADAMS (C. K.). Manual of historical literature. 3d ed. N. Y., 1889.

"This is a useful and convenient guide to historical authorities. It contains not only classified lists of titles, arranged by periods and countries, but also brief descriptions of the character and contents of the most important historical works in English, French, and German, with practical suggestions as to methods and courses of historical study."—*G. Stanley Hall.*

Universal histories, pp. 31–74; histories of antiquity, pp. 75–93; Greece, pp. 94–121; Rome, pp. 121–161; middle ages, pp. 162–202; modern times, pp. 203–237; Italy, pp. 238–265; Germany, pp. 266–322; France, pp. 323–406; Russia and Poland, pp. 407–429; the smaller nationalities of Europe, pp. 430–464; England, pp. 465–565; United States, 566–672.

ALLEN (Prof. W. F.), Wisconsin University. Gradation and the topical method of historical study. Part I: Historical literature and authorities; Part II: Books for collateral reading; Part III: School text-books, supplement history topics. In Methods of teaching history, G. Stanley Hall, ed. Boston, 1885. pp. 385.

ALLEN (W. F.). Reader's guide to English history.

"This is a convenient pamphlet, containing classified lists of the best authorities and also of historical fiction and other literature illustrating English history."—*Hall.*

BOSTON public library. Catalogue of history, biography, and travel.

This "is one of the best practical guides to historical authorities upon special subjects, whether countries, periods, persons, or events. Not only are books and magazine articles classified by subjects, but there are also frequent notes, indicating the point of view from which the authors have written."—*Hall.*

BROOKLYN library catalogue. Authors, titles, subjects, and classes.

"Under the heads of 'Countries' and 'Biography' in this useful catalogue, the student will find valuable bibliographies of historical works, with oftentimes analyses of the contents of serial volumes. For example, an analysis of the extensive collections of the Massachusetts historical society, pp. 743–746."—*Hall.*

DURUY (Victor). History of modern times from the fall of Constantinople to the French revolution, tr. and rev., with notes, by Edwin A. Grosvenor. N. Y., Holt, 1894. 16+540 pp. D. $1.60.

Contains a 2-page list of references.

EMERTON (Ephraim). Mediæval Europe (814–1300). Boston, Ginn, 1894. 25+607 pp. D. $1.65.

Contains a 4-page list of books on the period.

FISHER (Rev. John Alonzo). Johns Hopkins University. Bibliography of church history, with special index. In Methods of teaching history, G. Stanley Hall, ed. Boston, 1885. pp. 385.

FISKE (John). History of the United States for schools, with topical analysis, suggestive questions, and directions for teachers, by Frank Alpine Hill. Boston, Houghton, Mifflin & Co., 1894. D. cl. net $1.

A list of topics for collateral reading is appended to each chapter. Also contains, among other appendixes, one giving the origin of the names of the States and Territories, with mention of books on the history of the States; another naming books treating of successive epochs; another indicating novels relating to American history; also a "minimum library of reference" to be used in connection with the school study of the subject.

GODARD (Harlow). An outline study of United States history. Syracuse, N. Y., C. W. Bardeen, 1895. 3+146 pp. S. leatherette 50 cts.

The plan of this book has four distinct points: (1) An outline of leading events; (2) directions for studying each topic; (3) a list of books for reference; (4) a review at the close of each study.

GORDY (W. F.) and W. I. Twitchell. A pathfinder in American history. Boston, Lee & Shepard, 1893. xii+102+xxxvi+262 pp. D. cl. $1.20.

Part 1 contains a list of reference books (pp. 91–97), a glimpse of the literature bearing upon American history (pp. 97-100), and a list of books to buy first. Part 2 contains an additional list of fiction bearing upon American history (pp. 219–221) and list of books referred to in the text (pp. 235–250).

HINSDALE (B. A.). How to teach and study history, with particular reference to the history of the United States. N. Y., Appleton, 1894. (International educational series.) 15+346 pp. D.

Each of the 23 chapters is preceded by an excellent list of references.

HISTORICAL (library method) textbook series. American history, by Albert E. Bacheler, 55 cts.; English history, by Mary E. Wilder, 45 cts.; Roman history, by Caroline B. Trask, 45 cts.; Topics for the study of Greek mythology. Boston, Lee & Shepard.

"These books contain admirably arranged outlines, with copious references to standard authors."—*Education*, Sept., 1895.

MACE (Wm. H.). A working manual of American history for teachers and students. Syracuse, N. Y., C. W. Bardeen, 1895. 297 pp.

Gives a reference list under each topic.

MALLET (C. E.). The French revolution. N. Y., Scribner, 1893. 9+307 pp. D. (University extension manuals.) cl. net $1.

Contains a 3-page list of important works on the subject.

MEAD (Edwin D.), ed. Old South leaflets. Pub. by the Directors of the Old South studies in history, Old South meetinghouse, Boston.

The directors of the Old South studies in history, in calling the attention of schools and students to these leaflets, state that they are reprints of important original papers, accompanied by useful historical and bibliographical notes. They are edited by Mr. Edwin D. Mead. They consist, on an average, of sixteen pages, and are sold at 5 cents a copy or $4 per hundred, simply enough to cover the cost of publication. "The Old South Work, founded by Mrs. Mary Hemenway and still sustained by provision of her will, is a work for the education of the people, and especially the education of our young people, in American history and politics; and its promoters believe that few things can contribute better to this end than the wide circulation of such leaflets as these. The aim is to bring valuable historical documents, often not easily accessible, within easy reach of everybody. It is hoped that professors in our colleges and teachers everywhere will welcome them for use in their classes, and that they may meet the needs of the societies of young men and women now being organized in so many places for historical and political studies." There are at present sixty-four leaflets in the series, and others will rapidly follow. The following are the titles of those now ready:

No. 1. The Constitution of the United States. 2. The Articles of Confederation. 3. The Declaration of Independence. 4. Washington's Farewell Address. 5. Magna Charta. 6. Vane's "Healing Question." 7. Charter of Massachusetts Bay, 1629. 8. Fundamental Orders of Connecticut, 1638. 9. Franklin's Plan of Union, 1754. 10. Washington's Inaugurals. 11. Lincoln's Inaugurals and Emancipation Proclamation. 12. The Federalist, Nos. 1 and 2. 13. The Ordinance of 1787. 14. The Constitution of Ohio. 15. Washington's Circular Letter to the Governors of the States, 1873. 16. Washington's Letter to Benjamin Harrison, 1784. 17. Verrazzano's Voyage. 18. The Swiss Constitution. 19. The Bill of Rights, 1689. 20. Coronado's Letter to Mendoza, 1540. 21. Eliot's Narrative, 1670. 22. Wheelock's Narrative, 1762. 23. The Petition of Rights, 1628. 24. The Grand Remonstrance, 1641. 25. The Scottish National Covenant, 1638. 26. The Agreement of the People, 1648–49. 27. The Instrument of Government, 1653. 28. Cromwell's First Speech, 1653. 29. The Discovery of America, from the Life of Columbus by his Son, Ferdinand Columbus. 30. Strabo's Introduction to Geography. 31. The Voy-

MEAD (Edwin D.)--Continued.
ages to Vinland, from the Saga of Eric the Red. 32. Marco Polo's Account of Japan and Java. 33. Columbus's Letter to Gabriel Sanchez, describing the First Voyage and Discovery. 34. Amerigo Vespucci's Account of his Voyage. 35. Cortes's Account of the City of Mexico. 36. The Death of De Soto, from the "Narrative of a Gentleman of Elvas." 37. Early Notices of the Voyages of the Cabots. 38. Henry Lee's Funeral Oration on Washington. 39. De Vaca's Account of his Journey to New Mexico, 1535. 40. Manasseh Cutler's Description of Ohio, 1787. 41. Washington's Journal of his Tour to the Ohio, 1770. 42. Garfield's Address on the Northwest Territory and the Western Reserve. 43. George Rogers Clark's Account of the Capture of Vincennes, 1779. 44. Jefferson's Life of Captain Meriwether Lewis. 45. Fremont's Account of his Ascent of Fremont's Peak. 46. Father Marquette at Chicago, 1673. 47. Washington's Account of the Army at Cambridge, 1775. 48. Bradford's Memoir of Elder Brewster. 49. Bradford's First Dialogue. 50. Winthrop's "Conclusions for the Plantation in New England." 51. "New England's First Fruits," 1643. 52. John Eliot's "Indian Grammar Begun." 53. John Cotton's "God's Promise to his Plantation." 54. Letters of Rodger Williams to Winthrop. 55. Thomas Hooker's "Way of the Churches of New England." 56. The Monroe Doctrine. 57. The English Bible, Selections from the Various Versions. 58. Hooper's Letters to Bullinger. 59. Sir John Eliot's "Apology for Socrates." 60. Shipmoney Papers. 61. Pym's Speech Against Strafford. 62. Cromwell's Second Speech. 63. Milton's "Free Commonwealth." 64. Sir Henry Vane's Defence.

The leaflets are also furnished in bound volumes, each volume containing twenty-five leaflets: Vol. I., Nos. 1–25; Vol. II., 26–50. Price per volume, $1.50.

MONTGOMERY (D. H.). The leading facts of American history. Boston, Ginn, 1893. 12+360+68 pp. D.

Contains a "short list of books on American history," pp. xxxii–xxxv of the appendix.

MYERS (Philip Van Ness). A history of Greece, for high schools and colleges. Boston, Ginn, 1895. 577 pp. 12mo. cl. $1.40.

"Besides a full bibliography at the end of the book, each chapter is followed by references to parallel readings, while numerous footnotes direct the student to the original authorities."

TRAILL (H. D.), ed. Social England: a record of the progress of the people in religion, laws, learning, arts, industry, commerce, science, literature, and manners, from the earliest times to the present day, by various writers. In 6 vols. N. Y., Putnam, 1895.

Each chapter is followed by a list of authorities covering from 1½ to 2 pages.

UNIVERSITY of the State of New York. List of 46 of the best volumes on U. S. history. N. Y. state traveling library, subject No. 973. 1894. 8 pp.

———. List of 45 of the best volumes on French history. N. Y. State traveling library, subject No. 944. 1894. 12 pp.

UNIVERSITY of the State of New York—Continued.

———. Regents' bulletin No. 31 (July, 1895) contains (pp. 679–693) a list of books especially designed to interest pupils in the study of history.

UNIVERSITY RECORD (The), 3:43–49 (June, 1893). Classified bibliography illustrating a course of lectures on methods of studying and teaching history, with particular reference to the history of the U. S. Ann Arbor, Univ. of Michigan.

VON HOLST (H.). The constitutional and political history of the United States. Chicago, Callaghan & Co., 1892. 8 vols. O.

Vol. 8 (index volume) contains (pp. iii–xxiii) a list of authorities, by Ira H. Brainerd.

WALKER (Francis A.). The making of the nation, 1783–1817; with maps and appendixes. N. Y., Scribner, 1895. 15+314 pp. D. (Am. history series.) $1.25.

Contains a 6-page bibliography.

WHITE (Francis H.). Pupils' outline studies in the history of the United States. N. Y., American Book Co., 1895. 111 pp. sq. D. pap. 30c.

Contains lists of supplementary reading—histories, poems, and novels (3 pages).

See also General bibliographies: Hall (XXVII), Sonnenschein (Best books, VI, 4), for reference to works more particularly on the study of and methods of instruction in history. See also Pedagogy: Rein.

HISTORY OF EDUCATION.

ADAMS (Herbert B.). Thomas Jefferson and the University of Virginia, etc. Circular of information No. 1, 1888, of the U. S. Bureau of Education. Washington, 1888.

Contains (pp. 203–216) "A bibliography of the history of the University of Virginia;" (pp. 301–305) "Bibliography of Washington and Lee University."

———. The College of William and Mary. Circular of information No. 1, 1887, of the U. S. Bureau of Education. Washington, 1887.

Contains (pp. 84–88) "A bibliography of the history of William and Mary College."

BISBEE (Marvin D.) and J. T. Gerould. Bibliography of Dartmouth College and Hanover, N. H. Concord, E. N. Pearson, public printer, 1894. 70 pp. O.

Reprinted from State librarian's report.

BOWES (Robert). A catalogue of books printed at, or relating to, the university, town, and county of Cambridge [Eng.], from 1521 to 1893. N. Y., Macmillan, 1894. 32+516 pp. O. cl. $3.00.

Records over 3,500 titles.

BUSH (George Gary). History of higher education in Massachusetts. Circular of information No. 6, 1891, of the U. S. Bureau of Education. Washington, 1891.

Contains (pp. 221–223) "Bibliography of Harvard University."

COMPAYRÉ (Gabriel). Abelard and the origin and early history of universities. (The great educators series.) N. Y., Scribner, 1893. D. cl.

Contains a 3-page bibliography of works relating to the general history of universities.

DAVIDSON (Thos.). Aristotle, and ancient educational ideals. N.Y., Scribner, 1892. (Great educators series.) 14+256 pp. D.

Brief bibliography (pp. 249–251), giving chief sources of information, ancient and modern.

DEXTER (F. B.). Sketch of the history of Yale University. N. Y., 1887.

Bibliography of more important sources of information, pp. 102–104.

HARVARD UNIVERSITY. List of the publications of Harvard University and its officers, with the chief publications on the university, 1870–88. Harvard Bibliographical contributions.

1870–80, by J. Winsor; 1880–85, by W. C. Lane and W. H. Tillinghast; 1885–88, by W. H. Tillinghast.

KLEMM (L. R.). Bibliography of German books on the history of education. Report of the Commissioner of Education for 1893–94, pp. 306–308.

McLAUGHLIN (Andrew C.). History of higher education in Michigan. Circular of information No. 4, 1891, of U. S. Bureau of Education. Washington, 1891.

Contains (pp. 96–97) "Bibliography."

MERIWETHER (Colyer). History of higher education in South Carolina. Circular of information No. 3, 1888, U. S. Bureau of Education. Washington, 1889.

Contains (pp. 193–198) a bibliography.

MORGAN (B. S.) and J. F. Cork. History of education in West Virginia. Charleston, State printer, 1893. 204 pp. O.

Contains (pp. 195–204) "Bibliography of the history of education in West Virginia, including a list of Virginia statutes relating thereto."

PAULSEN (F.). Geschichte des geleheten Unterrichts auf den deutschen Schulen und Universitäten. Leipzig, 1885.

List of books, pp. 797–803.

PERNWERTH VON BÄRNSTEIN (A.). Beiträge zur Geschichte und Literatur des deutschen Studententhumes von Gründung der ältesten deutschen Universitäten bis auf die unmittelbare Gegenwart. Würzburg, 1882: A. Stuber. O.

PERNWORTH VON BÄRNSTEIN (A.)—Continued.

RASHDALL (Hastings). The universities of Europe in the Middle Ages. 2 vols. Oxford, Clarendon Press, 1895.

Contains bibliographies of the different medieval universities.

SMITH (Charles Lee). The history of education in North Carolina. Circular of information No. 2, 1888, of the U. S. Bureau of Education. Washington, 1888.

Contains (p. 180) "List of the principal works consulted."

TOLMAN (Wm. Howe). History of higher education in Rhode Island. Circular of information No. 1, 1894, of the U. S. Bureau of Education. Wash., 1894.

Contains a 2-page list of works consulted.

See also General bibliographies: Hall, Sonnenschein (Best books, II), for references to extended bibliographies of the history of pedagogy, education, and particular educational institutions (i. e., universities, etc.), as well as the history of education in various countries; also Boone, under same heading, for bibliographies of the history of education in the United States.

HOME EDUCATION.

See General bibliographies: Sonnenschein (Best books, VI, 1), Hall (XXXVI).

HYGIENE (SCHOOL).

BAGINSKY (A.). Handbuch der Schulhygiene. Stuttgart, 1883. 8°. 14m.

Contains elaborate bibliographies.

BURNHAM (Wm. H.). Bibliography to article on "School hygiene," containing a "small part of the most important literature" on the subject. Pedagogical Seminary, 2: 68–71 (June, 1892).

CHRISMAN (Oscar). Literature relating to the hearing of children. Pedagogical Seminary, 2: 439–441 (December, 1893).

See also General bibliographies: Hall (XLVI), Sonnenschein (Best books, VII, 2). For a full bibliography see index-catalogue of the library of the Surgeon-General's Office.

INDEXES TO SETS OF REPORTS, ETC.

BUREAU OF EDUCATION. Publications of the U. S. Bureau of Education, from 1867 to 1890, with subject-index. Reprint of Chap. XXXV of the report of the Commissioner of Education for 1888–89, pp. 1453–1551. Washington, 1891.

BARNARD'S journal. Analytical index to Barnard's American journal of education (thirty-one volumes, 1855 to 1881). Washington, U. S. Bureau of Education, 1892. 128 pp. O.

LUNT (E. C.). Key to the publications of the U. S. Census, 1790–1887, with occasional references to other statistical works. In the Publications of the American Statistical Association, new series, Nos. 2, 3 (June, Sept., 1888), pp. 98–125. Boston, 1888.

Forms an index to the statistical and other matter in the publications of the U. S. Census, preceded by a bibliography of the U. S. Census publications.

NATIONAL Educational Association. Catalogue of papers and addresses since its first organization, subject and author classification. Report of the Commissioner of Education, 1892–93, pp. 1195–1850. Wash., Govt. Printing Office, 1895.

Subject classification under 41 heads.

MASSACHUSETTS school reports. The 50th annual report (1885–86) contains a general index (of 67 pages) to vols. 1–50.

MICHIGAN school reports. The 56th annual report (1892) contains (pp. 317–367) a personal and a subject index to the reports from 1836 to 1891.

ST. LOUIS (Mo.) school reports, 1867–79. W. T. Harris, supt. G. Stanley Hall's Bibliography of education contains (pp. 242–243) a conspectus of the contents of these reports.

INDUSTRIAL AND TECHNICAL EDUCATION.

COMMISSIONER of Labor, Eighth annual report of. Industrial education. Washington, Govt. Printing Office, 1893. 708 pp. O.

A bibliography (pp. 665–686), classified by countries, "includes the more important works, American and foreign, relating to the subject of technical education."

HICKS (Mary Dana.) Contribution to the bibliography of manual training and industrial training. Appendix O of the report of the (Mass.) commission appointed to investigate the existing systems (pp. 314–320). Boston, State printers, 1893. O.

KRAUSE (F. W. D.). Die Geschichte des Unterrichtes in den weiblichen Handarbeiten. In C. Kehr's Geschichte der Methodik (pp. 89–136). 3. Bd. Gotha, 1881.

"With valuable literary references."—*Hall.*

REPORT of the commission on industrial education, made to the legislature of the State of Pennsylvania. Harrisburg, State printer, 1889. 592 pp. O.

Gives (pp. 586–588) a list of "the most formal and important of the publications consulted." English and French titles.

SCHÖNBERG (D. G.). Handbuch der politische Ökonomie. pp. 890–904. Tübingen, 1882.

"Rich in information and literature in industrial education."—*Hall.*

See also General bibliographies: Hall (XXXII), Sonnenschein (Best books, VI, 4), University of N. Y. Also Labor: Black, West. Also Pedagogy: Rein. Also Sociology and economics: Tolman.

JEWS (EDUCATION AMONG THE).

STRASSBURGER (B.). Geschichte der Erziehung und des Unterrichts bei den Israeliten. Mit einem Anhang: Bibliographie der jüdischen Pädagogie. Stuttgart, 1885. Levy & Müller. O.

KINDERGARTEN.

BROOKS (Angeline). A selection from kindergarten literature. Open shelf, Sept., 1894. Cleveland (O.) public library.

LIBRARY Newsletter. List of books on the kindergarten and the education of the young. Osterhout (Wilkesbarre) free library. Sept., 1894.

WALTER (L.). Die Fröbelliteratur. Zusammenstellung, Inhaltsangabe, und Kritik derselben. Dresden, Adler, 1881. 197 pp. O.

"Attempts to give titles and a very brief digest of the contents of every important work pertaining to the kindergarten since 1838. Variously classified, not only by date, but by the standpoint of the writer, including those offered in the official reports on kindergartens by French, Belgian, and German commissions."—*G. Stanley Hall.*

See also General bibliographies: Hall (XVI), Sonnenschein (Best books, V, 1, and VI, 2).

LABOR QUESTION.

BLACK (J. Wm.). References on the history of labor and some contemporary labor problems. Oberlin College library bulletin, Vol. I, No. 2. Oberlin (O.), May, 1893.

Contains, among others, references to the literature in the English language on compulsory education, industrial training, cultivation of thrift, women and children in industry, recent progress of the working classes.

WEST (Theresa). Bibliographical list. Labor and the laboring classes, and industrial education. Milwaukee public library. Quarterly index, vol. 1, No. 8 (Oct.–Dec., 1887).

LAW.

See Professional education.

LIBRARIES.

CATALOG of "A. L. A." library. 5,000 volumes for a popular library, selected by the American library association and shown at the World's Columbian Exposition. Washington, U. S. Bureau of Education, 1893. xx + 592 pp. O.

Contains directions for purchase and arrangement of A. L. A. library; abbreviations; separate lists of "biography" and "fiction;" subject catalog according to the decimal classification (Dewey system); subject catalog according to the expansive classification (Cutter system); author index (sample page); subject index (sample page); dictionary catalog.

The Catalog is designed to be of practical service to librarians (1) in the selection of books, and (2) in classification and cataloging. The original library is now permanently deposited with the Bureau of Education in Washington.

CUTTER (Charles A.). Rules for a dictionary catalogue. Third edition. Washington, U. S. Bureau of Education, 1891.

Contains (pp. 128–133) "Bibliographical aids in cataloguing."

REPORT of the Commissioner of Education, 1892–93, pp. 691–1014. Papers prepared for the World's library congress, held in connection with the Columbian Exposition at Chicago. Washington, Govt. Printing Office, 1894.

The following bibliographies or reference lists are contained among these papers:

Fires, protection, insurance (8 references), p. 733.

Executive department—supervision, management, etc. (½ page), p. 809.

Accession department, pp. 822–826, under the following heads: Selection of books; buying duplicates; specialization of libraries; buying; disposal of duplicates; gifts; collation; accession book; marks of ownership, etc.

Pamphlets (1 page), pp. 834–835.

Museums, art galleries, and lectures in connection with public libraries (½ page), pp. 860–861.

Classification, pp. 893–897, subdivided as follows: (I) Classification of knowledge. (II) Classification of books: History, outlines of older systems, criticism; systems of classification; uniformity of practice; classification by subjects; logical or scientific classification; classification of particular subjects; loose or close classification; fixed or movable location; subordinate arrangement; notation.

Loan systems (8 references), p. 906.

Fiction, pp. 937–939, classed as follows: Aids to reading and the selection of books for libraries; annotated and selected lists of novels; books, articles, papers, etc., relating to fiction.

On reading for the young (1 page), pp. 948–949.

Reference books, pp. 980–981.

Indexes and indexing, p. 1014.

MANAGEMENT AND DISCIPLINE.

See General bibliographies: Hall (XXXVIII), Sonnenschein (Best books, VII, 1).

MANUAL TRAINING.

See Industrial education: Hicks. Also Pedagogy: Rein.

MATHEMATICS.

BEMAN (W. W.). List for the use of secondary teachers. Academy (Syracuse), 3:174 (Apr., 1888).

CAJORI (Florian). The teachings and history of mathematics in the United States. Circular of information No. 3, 1890, of the U. S. Bureau of Education. Washington, 1890.

Contains (pp. 395–400) "Bibliography of fluxions and the calculus. Text-books printed in the United States."

———. A history of mathematics. N. Y., Macmillan, 1894. 422 pp. 8°. cl. net $3.50.

A list of 100 works on the history of mathematics is given.

CONANT (Levi L.). Text-books in arithmetic. Pedagogical seminary, 2:152–163 (June, 1892).

A list of some contemporary German, French, and American arithmetics, with critical remarks thereon.

HARDY (A. S.). Courses of reading in mathematics. The Critic, 3:321, 334 (July 28, Aug. 11, 1883).

STERNER (Matthaeus). Bibliography of the history and methods of arithmetic. Reprinted from the author's Geschichte der Rechenkunst, in the report of the commissioner of education, 1893–94, pp. 314–000.

231 titles, all German.

TURIN. Catalogo della biblioteca speciale di matematica della R. Università di Torino. Torino, 1891. 39 pp. O.

See also General bibliographies: Hall (XXI), Sonnenschein (Best books, VI, 4), for reference to works, more particularly on the methods of instruction. Also Pedagogy: Rein.

MEDICINE.

See Professional education.

MILITARY EDUCATION.

See General bibliographies: Sonnenschein (Best books, VI, 5).

MINING.

MUNROE (H. S.). List of books on mining. School of mines quarterly, 10: 176–184 (Jan., 1889).

MNEMONICS.

ERSCH and Gruber's encyclopedia, article Gedächtnisskunst, gives list of books on mnemonics.

FELLOWS (G. S.). "Loisette" exposed. Appended a bibliography of mnemonics, 1325–1888. N. Y., 1888.

MIDDLETON (A. E.). Memory systems new and old, with bibliography of mnemonics, 1325–1888, by G. S. Fellows. N. Y., 1888.

See also General bibliographies: Sonnenschein (Best books, V, 2).

MORAL AND RELIGIOUS TRAINING—SUNDAY SCHOOLS.

CHURCH library association, Cambridge, Mass. List of books recommended for Sunday school and parish libraries. Cambridge, 1886–89.

COX (R.). Literature of the Sabbath question. Edinb., 1865. 2 v.

JULLIEN (A.). Essai général d'éducation physique, morale et intellectuelle. Paris, 1835. O.

Closes with a "Bibliographie pédagogique ou choix d'ouvrages publiés sur la philosophie morale et sur l'éducation."

PEDAGOGICAL SEMINARY, 2:245–265 (March, 1893). Digests of recent works bearing on "moral education," "religious education," and "the new ethico-religious movement in France."

SUNDAY-SCHOOL books, Ladies' commission on, 1892. Annual list. Boston, Am. Unitarian Assn., 1892. 13 pp. D.

"244 volumes examined, 72 approved, and 5 placed in a minority list. Special attention is called to the books on ethics."—*Lit. Jour.*

TRUMBULL (H. C.). Yale lectures on the Sunday school. Phila., 1888.

Bibliographical index, pp. 381–392.

See also General bibliographies: Hall (XXV, XXXVII). Sonnenschein (Best books), University of N. Y. Also Pedagogy: Rein.

MUSIC AND SINGING.

EASTMAN (Edith V.). Musical education and musical art. Boston, Damrell & Upham, 1893. 4–171 pp. D. cl. $1.25.

Contains list of references.

See also General bibliographies: Hall (XXIV). Sonnenschein (Best books, VI, 4). Also Pedagogy: Rein.

OBJECT LESSONS.

See General bibliographies: Hall (XIX), Sonnenschein (Best books, VI, 4).

OVERPRESSURE.

See General bibliographies: Sonnenschein (Best books, VII, 2).

PEDAGOGY, PSYCHOLOGY, AND CHILD STUDY.

BEAUNAIS (H.) and others. L'année psychologique. I^re^ année, 1894. Paris, Félix Alcan, 1895. vii, 619 pp.

"Part III, a bibliography of the year 1894, tabulates 1,217 titles under 26 coordinate rubrics. It is primarily intended for French readers, all titles being translated. This will surely impair its general value."—*E. B. Titchener.*

CHAMBERLAIN (Alex. Francis). The child and childhood in folk-thought. N. Y., Macmillan, 1896. 8°. net $3.

Pp. 403 to 434 are devoted to a bibliography of the subject. There are 549 titles, arranged under three headings: A, Mother, Father, Family, Society; B, Children, Childhood, Childlife, etc.; C, General.

CHILDREN. Selected list of books on their faculties and management. St. Louis public library reference lists.

COURSES of professional reading for teachers, and catalogue of pedagogical and reference books. Published by Cleveland (Ohio) Board of Education.

DE GARMO (Charles). Herbart and the Herbartians. N. Y., Scribner, 1895. 268 pp. D. $1.00 net.

Contains a bibliography (American, English, and German works), reprinted from Rein. See below.

FARRAND (Livingston) and Howard C. Warren. The psychological index, No. 2: a bibliography of the literature of psychology and cognate subjects for 1895. 4 + 90 pp. 75 cts.

This index is sent without charge to the subscribers of the Psychological Review (Macmillan).

FRÖHLICH (G.). Die wissenschaftliche Pädagogik in ihren Grundlehren. Vienna and Leipsic, 1883.

Contains a list of educational or psychological books and journals.

HANCOCK (Jno. A.). A selection of some of the best literature bearing on the motor ability of children. Pedagogical seminary, 3:11–12 (Oct., 1894); further bibliography on p. 29.

HARTFORD (Conn.) public library bulletin, Jan., 1894. List of books on psychology, education, etc.

HERGANG (K. G.). Handbuch der pädagogischen Literatur. Ein literarischer Wegweiser für Lehrer an Volks- und Bürgerschulen. Leipzig, 1840: Breitkopf und Härtel. O.

IOWA. Circular of information No. 2. Child study. Issued April 15, 1895, by the Department of public instruction, Des Moines, Iowa. 16 pp. D. pap.

Contains a bibliography of 75 titles, restricted to books (22) and magazine articles (53) treating specifically of the subject.

KLEMM (L. R.). Bibliography of Herbartianism, including German and American works. Report of the commissioner of education, 1893-94, pp. 393-396.

LUKENS (Herman T.) The connection between thought and memory: a contribution to pedagogical psychology on the basis of F. W. Darpfeld's monograph. Denken und Gedächtniss. With an introduction by Pres. G. Stanley Hall. Boston, Heath, 1895. 169 pp. $1.

Contains bibliographies.

NEW YORK school report, 1893, p. 878, gives a list of "valuable books for instructors and members of training classes."

PSYCHOLOGICAL REVIEW, Vol. II, No. 2, March, 1895, contains a list (with reviews) of books on psychology. See p. 174.

PUTNAM (Daniel). A manual of pedagogics. With an introduction by Richard G. Boone. Boston, Silver, Burdett & Co., 1895.

Each chapter closes with a brief bibliography.

REIN (W.). Outlines of pedagogics. Translated by C. C. and Ida J. Van Liew. Syracuse, N. Y., C. W. Bardeen, 1893. 12+200 pp. D.

Gives (pp. 185-199) a list of literary references, the "literature that belongs properly to the Herbartian school" being indicated by asterisks. The author's titles are all German, but a page of references to English literature on the Herbartian system has been added by the translators. (The Herbartian titles, both of the author and translators, are reprinted as an appendix in De Garmo's Herbart and the Herbartians.)

Classification: General pedagogics; special educational institutions (education of the deaf and dumb, blind, etc.); volksschulen; bürger=und realschulen; the gymnasium (German); girls' schools; school legislation; supervision; preparation of teachers; ethics; psychology; physiology; general didactics; aims, means of instruction; special didactics (religion, history, drawing, singing, language, geography, sciences, mathematics, manual training, gymnastics); training and government of children.

REPORT of the commissioner of education (1892-93, pp. 385-391) contains a bibliography of child study. The succeeding report (1893-94) contains (pp. 465-467) a list of the year's publications in psychology and child study.

SCHOTT (G. E.). Handbuch der pädagogischen Literatur der Gegenwart. Ein nach den Haupt-Lehrfächern übersichtlich geordnete Verzeichniss der namhaftesten literarischen Erscheinungen auf dem Gebiete der Pädagogik. Leipzig, Julius Klinkhardt, 1869-1873. 3 vols. O. 6m.

SULLY (James). Studies of childhood. N. Y., Appleton, 1896. 8+527 pp. D. cl. $2.50.

Contains a 3-page bibliography.

TRACY (Frederick). The psychology of childhood. 2d ed. Boston, Heath, 1894. (Pedagogical lib.), 13+170 pp. D. cl. 90 cts.

Contains a 7-page bibliography.

———. The language of childhood. In the Am. journal of psychology, 6: 107-138 (Oct., 1893).

Gives 4-page bibliography.

UFER (Chr.). Vorschule der Pädagogik Herbarts. Contains a list of German books and periodicals (p. 113) on education according to Herbart's principles.

WILLIAMS (Henry G.). Outlines of psychology. Syracuse, N. Y., C. W. Bardeen, 1895. 152 pp.

Gives "the literature of psychology," pp. 114-122. Titles all in English.

See also General bibliographies: Hall, Sonnenschein (Best books). Also Defective classes: Johnson.

PERIODICALS.

ARNDT (OTTO). Verzeichniss der pädagogischen Zeitschriften, Jahrbücher, und Lehrerkalender Deutschlands. Im Auftrage des Königl. Ministeriums der Unterrichts-Angelegenheiten. Berlin, 1893. 71 pp. O.

ROWELL'S American newspaper directory (N. Y., G. P. Rowell & Co.) gives each year a list of educational periodicals, classified by States; also a list of college and secondary school periodicals.

PHYSICAL TRAINING.

ADAMS (W. F.). Catalogue of books on gymnastics, physical education, athletics, health, etc. [Springfield, Mass., 1890.]

GALBRAITH (Anna M.). Hygiene and physical culture for women. N. Y., Dodd, Mead & Co., 1895. 29+294 pp. il. D. $1.

Contains a 6-page bibliography of the subject.

JOHNSON (G. E.). Bibliography to article: "Education by plays and games." Pedagogical seminary, 3: 132-133 (Oct., 1894).

LENZ (G. F.). Zusammenstellung von Schriften über Leibesübungen. 3te Aufl. Berlin, 1865.

PEDAGOGICAL SEMINARY, 2: 282-298 (March, 1893). "Some recent German literature on physical education."

WERNER (J. A. L.). Das Ganze der Gymnastik, oder ausführliches Lehrbuch der Leibesübungen. Meissen, 1834: Goedsche. O.

Contains (pp. 20-28) "Literatur der Gymnastik."

See also General bibliographies: Hall (XLVII), Sonnenschein (Best books, VI, 4). Also Pedagogy: Rein. For full bibliography see index-catalogue of the library of the Surgeon-General's Office.

PHYSICS.

See Science.

POOR (EDUCATIONAL WORK AMONG THE).

DIRECTORY of the charitable and beneficent organizations of Boston. Boston, 1886. 196 pp.

Contains bibliography.

See also General bibliographies: Hall (LIX), Sonnenschein (Best books, VI, 6). Also Sociology and economics: Mac Donald, Tolman.

PROFESSIONAL EDUCATION.

ADDIS (W.). Bibliography of legal education. In Report of the Commissioner of Education for 1890-91, pp. 565-578. Washington, Bureau of Education, 1894.

"This excellent bibliography is chiefly devoted to American and English works on the subject, although 4 pages are given up to German and Latin, French, Spanish, and Italian publications."—*Lib. Jour.*

BRIGGS (C. A.). Catalogue of books of reference. Pages 429-488 of his "Biblical study." N. Y., 1883. 315+566 pp. O.

BUILDER (The), Nov. 21, 28, 1885, pp. 707-709, 741-742. Books for architectural students.

Notes on the character of the principal books recommended by the Royal Institute of Architects to students preparing to pass the examination for the associateship of the institute.

GODMAN (W. D.). Post-graduate course of study for ministers of the gospel. Cleveland, 1874.

HURST (Jno. F.). Literature of theology: classified bibliography of theological and general religious literature. N. Y., Hunt & Eaton, 1895. 16+757 pp. O. cl. $4.

JACKSON (Samuel Macauley). Dr. Jackson, secretary of the American Society of Church History, contributes to the annual volumes of "Papers" of the Society valuable bibliographies of "Works of interest to the student of church history."

"These bibliographies appeared in the 'Papers' for 1891, 1892, and 1894. In the 1894 volume are given the bibliographies for 1893 and 1894, covering 248 pages. They form a most useful guide to the literature of the subject issued during the period. The yearly volumes are published by Putnam, N. Y., at $3 each."—*Lib. Jour.*

KENT (Chas. Foster). A history of the Hebrew people from the settlement in Canaan to the division of the kingdom. N. Y., Scribner, 1896. 21+220 pp. D. cl. $1.25.

Appendix contains "The authorities upon Hebrew history" (4 p.), "Books of reference" (1 p.), and "References" to sources of study (6 p.).

THAYER (Jos. H.). Books and their use: to which is appended a list of books (48 pp.) for students of the New Testament. Boston, Houghton, Mifflin & Co., 1893. 3+94 pp. D. cl., 75c.

VINCENT (Marvin R.). Student's New Testament handbook. N. Y., Scribner, 1893. 8+160 pp. O. cl. net $1.50.

Contains many references to books useful in New Testament study.

See also General bibliographies: Hall (XLII-XLIV), Sonnenschein (Best books), Boone, for reference to lists of works on medical, legal, and theological education.

PSYCHOLOGY.

See Pedagogy.

READING.

See General bibliographies: Hall (XVIII, XXII), Sonnenschein (Best books, VI, 4).

REALSCHULEN.

See General bibliographies: Hall (XXXI), Sonnenschein (Best books); latter also gives (p. 274) 6 German and 1 English title. See also Pedagogy: Rein.

REFORMATORY EDUCATION.

See General bibliographies: Hall (LVI), Sonnenschein (Best books, VI, 6).

RHETORIC AND ELOCUTION.

ELOCUTION and oratory. Bibliographer and reference list, June, 1888.

HUNT (T. W.). The principles of written discourse. N. Y., 1884.

With bibliography.

See also General bibliographies: Hall (XXIII) Sonnenschein (Best books, VI, 4).

SALVATION ARMY.

See Sociology and economics: Tolman.

SCIENCE.

BENJAMIN (Park). The intellectual rise in electricity: a history. N. Y., Appleton, 1895. 611 pp. O. cl. $4.

At the bottom of the page the original sources of information are noted, providing a useful bibliography.

BOLTON (H. Carrington). A short list of books on chemistry, selected and annotated. Reprint from Scientific American Supplement, Oct. 9, 1895. 20 pp. T.

Includes about 160 titles.

CLARKE (F. W.). Text-books relating to chemistry and physics. Circular of information No. 6, 1880, of the U. S. Bureau of Education, pp. 157–166.

DANIELL (A.). A text-book of the principles of physics. 2d ed. London, Macmillan, 1885.

Representative list for further reading, pp. 668–671.
A 3d edition was issued in 1895.

DODGE (Charles Wright). Introduction to elementary practical biology: a laboratory guide for high school and college students. N. Y., Harper & Bros., 1894. 23+422 pp. D. $1.80.

A classified list (15 pp.) of books of reference is appended.

PACKARD (A. S.). Zoology for high schools and colleges. 7th ed., revised. N.Y., 1889. 8°. viii, 722 pp.

Bibliography, pp. 685–688.

PRESCOTT (A. B.). Chemistry. Bibliography. Remarks on a working library. The Academy (Syracuse), 3: 306–310 (June, 1888).

SADTLER (Samuel P.). Handbook of industrial organic chemistry. 2d ed. Phila., Lippincott, 1896. $5.

In the present edition the bibliography has been rewritten and brought down to date.

SPALDING (V. M.). List of works on botany for the use of secondary schools. Academy (Syracuse), 3: 178 (Apr., 1888).

See also General bibliographies: Hall (XXX), Sonnenschein (Best books, VI, 4), for reference to works more particularly on the study of and methods of instruction in chemistry, physics, mineralogy, botany, and zoology. See also Pedagogy: Rein.

SECONDARY EDUCATION.

COMMITTEE OF TEN on secondary school studies, etc. (Report of the). Report of the Comr. of Education, 1892–93, pp. 1415–1494. Wash., Govt. Printing Office, 1895.

Concludes with a 4-page bibliography of the discussion evoked by the Report of the Committee of Ten.

SELF-CULTURE.

See General bibliographies: Sonnenschein (Best books, VI, 4).

SEWING.

DREXEL Institute Library Reference list, No. 1, Nov., 1894. Classed reading list in needlework, textiles, etc.

SHORTHAND.

PEETZ (P.). Wegweiser durch die stenographische Literatur der bekannteren Systeme, nebst Verzeichniss einer Anzahl verwandter Werke über Schriftkunde, etc. Nach den Systemen geordnet. Leipzig, O. Gracklauer, 1890. 122 pp. 8°. 1.50m.

ROCKWELL (Julius Ensign). The teaching, practice, and literature of shorthand. Second edition. Circular of information No. 2, 1884, of the U. S. Bureau of Education. Washington, 1885.

Contains (pp. 61–182) "Bibliography of English and American authors."

WESTBY-GIBSON (J.). The bibliography of shorthand. Bath [Eng.] Phonetic Institute, 1887. 244 pp. 8°. 5s.

See also General bibliographies: Sonnenschein (Best books, VI, 4).

SOCIOLOGY AND ECONOMICS.

ANDREWS (E. B.). Institutes of economics. Boston, 1889.

With frequent mention of authorities.

ANNALS OF AM. ACADEMY of Political and Social Science. Vol. 5, No. 6, contains, on pp. 184–188, a list of books on sociology.

BOWKER (R. R.) and Geo. Iles. The reader's guide in economic, social, and political science; being a classified bibliography, American, English, French, and German, with descriptive notes, author, title, and subject index, courses of reading, college courses, etc. N. Y., The Society for political education, G. P. Putnam's Sons, Pub. agents, 1891. 169 pp. D. bds. 50 cts.

CLASS list of social science and political economy. St. Louis public library, Feb., 1889.

COMMONS (J. R.). A popular bibliography of sociology. Oberlin College Library bulletin, vol. 1, No. 1 (Jan., 1892). Oberlin, O., 1892. 15 pp. D.

ELY (R. T.). Outlines of economics. N. Y., Hunt & Eaton, 1893. 10+432 pp. D. ½ leath. net $1.25.

Contains bibliography.

LAUGHLIN (J. L.). The study of political economy. N. Y., 1885.

A teacher's library, pp. 9–12. Also, in his Elements of political economy, 1887, pp. xxii–xxiv.

MAC DONALD (Arthur). Abnormal man, being essays on education and crime and related subjects, with digests of literature and a bibliography. Circular of information No. 4, 1893, of the U. S. Bureau of Education. Washington, 1893.

Classification of bibliography (pp. 267–434): I. Education in relation to abnormal conditions: (1) Preventive and reformatory education of children and youth; (2) publications by the Bureau of Education. II. Genius. III. Insanity, idiocy, imbecility, cretinism, feeble-mindedness, etc.: (1) Morphinism, opium habit, chloralism, ether, hashish, or cocaine mania; (2) association of medical officers of American institutions for idiotic and feeble-minded persons, 1876–1886. IV. Social pathology: (1) Suicide; (2) alcoholism, drunkenness, inebriacy, intemperance, moderate drinking, prohibition, etc.; (3) pauperism, poverty, mendicity, charity, philanthropy, etc.; (4) criminology: (*a*) physical criminology, (*b*) capital punishment, (*c*) crime and insanity, (*d*) proceedings of the National prison association of the United States, (*e*) congresses in criminology, (5) recent literature in social pathology.

RAND (Benj.), Harvard university. A bibliography of economics. Cambridge, John Wilson & Son, University press, 1895. 88 pp. O. cl.

"This select bibliography of economics embraces the more important English, French, German, and Italian authorities in general economic literature."

SUMNER (W. G.). Priced and classified list of books on political economy, compiled by W. G. Sumner, D. A. Wells, W. E. Foster, R. L. Dugdale, and G. H. Putnam. Economic tracts. N. Y., 1892.

TOLMAN (Wm. Howe) and Wm. I. Hull. Bibliography of select sociological references, prepared for the City vigilance league, N. Y. City (30 W. 61st st.). N. Y., 1893. 71 pp. O. cl.

"From the very latest writers. Each reference contains a sufficient amount of data to enable a busy man to tell at a glance if the book in question is the one which he wants."—*Introduction.*

Classification: General sociology; the state; civil-service reform; education (compulsory, industrial, university extension); government; immigration; laissez faire and state activity; the church; Salvation Army; the family; labor (arbitration, cooperative schemes, child labor, eight-hour day, unemployed, wages, women wage earners, etc.); charity and pauperism; child problem; criminology and penology; economics; temperance and narcotics; womanhood; university settlements, etc. Titles all in the English langnage.

WRIGHT (Carroll D.). Contributions of the U. S. Government to social science. In the American journal of sociology, vol. i, No. 3 (University of Chicago press).

"Furnishes a complete index to all the publications and contributions of the Government relating to sociology."

SPELLING REFORM.

MARCH (F. A.). The spelling reform. Circular of information No. 7, 1880, of the U. S. Bureau of Education.

Bibliography, pp. 32–36.

See also General bibliographies: Sonnenschein (Best books, VI, 4).

STATISTICS.

HAZEN (Charles D.). French statistical publications. In the Quarterly publications of the American Statistical Association, vol. iii, new series, No. 20 (Dec., 1892), pp. 220–231. Boston, Am. Stat. Assn., 1892.

A classified descriptive list of the statistical publications of the French Government and the city of Paris.

MAYR (G. von). Statistik und Gesellschaftslehre. Vol. I. Theoretical statistics. Freiburg and Leipsic, Mohr, 1895.

"This volume is divided into five sections, beginning with a general introduction, followed by a discussion of the basis of statistical science, the methods, technics, administration, and history of statistics. To each section is added an excellent bibliography of the special subject considered."—*The Nation*, Sept. 5, 1895.

STATESMAN'S YEARBOOK (The). Edited by J. Scott Keltie. London and New York, Macmillan.

The volume for 1894 contains 72 lists of statistical and other books of reference, each list relating to a particular country.

STUDENT LIFE AND CHARACTER.

VON BÄRNSTEIN (A. P.). Beiträge zur Geschichte und Literatur des deutschen Studententhums. Würzburg, 1882, pp. 156. 8°.

Contains a systematic bibliography.

See also General bibliographies: Hall (XXXV), Sonnenschein (Best books, II, 3).

STUTTERING.

See General bibliographies: Sonnenschein (Best books, VI, 6).

SUNDAY SCHOOL.

See Moral and religious education.

SUPERVISION AND INSPECTION.

See General bibliographies: Hall (LI), Sonnenschein (Best books, VII, 1). Also Pedagogy: Rein.

TEACHERS (TRAINING OF).

See General bibliographies: Hall (XL), Sonnenschein (Best books, III and VII, 1), University of N. Y., Boone. Also Pedagogy: Rein.

TECHNICAL EDUCATION.

See Industrial education.

TEMPERANCE.

FRENCH (R. V.). Nineteen centuries of drink in England. London, 1884.

Bibliography, pp. xi–xxiv.

GUSTAFSON (Axel). Foundation of death. London, 1884.

Bibliography of temperance and the drink question, pp. 499–562.

See also Sociology and economics: MacDonald, Tolman.

THEOLOGY.

See Professional education.

UNIVERSITY EXTENSION.

UNIVERSITY of the State of New York. University extension bulletin No. 1 (Nov., 1891) contains (pp. 49–50) a "list of references to books and articles on univ. ext." An additional list (2 pages) is given in bulletin No. 2.

See also Sociology and economics: Tolman. General bibliographies: University of New York.

VOLKSSCHULEN.

SONNENSCHEIN'S Best books (see General bibliographies) contains (p. 273) a bibliography of Volksschulen, history and methods; 25 titles.

See also Pedagogy: Rein. Also General bibliographies: Lindner.

WOMAN QUESTION.

CAMPBELL (Mrs. Helen). Women wage earners; their past, their present, and their future; with an introduction by R. T. Ely. Boston, Roberts Bros., 1893. 5+313 pp. D. cl. $1.

Contains a 10-page "bibliography of women's labor and of the woman question."

PLOSS (H. H.). Das Weib in der Natur und Völkerkunde. Leipsic, 1887. 2 v.

Verzeichniss der benutzten Schriftsteller, ii, 643–687.

See also Coeducation, Female education, and a number of references under Sociology and economics. Also Physical training: Galbraith.

WRITING.

JACKSON (John). The theory and practice of handwriting: a practical manual for the guidance of school boards, teachers, and students of the art. N. Y., W. B. Harison, 1894. 6+160 pp. D. cl. $1.25.

Contains a 4-page bibliography of penmanship and handwriting.

SONNENSCHEIN (W. S.). Abbreviated longhand (6 titles). In the Best books (see General bibliographies), p. 797.

See also General bibliographies: Hall (XX), Sonnenschein (Best books, VI, 4).

ZOOLOGY.

See Science.

CHAPTER XVII.

INTERNATIONAL EXPOSITION OF 1894 IN MILAN.

By C. Wellman Parks.

Of all the expositions of 1894 this is most deserving of the name "Educational Exposition," as will be seen by what follows. Located in and about the castle, it was less than a mile from the cathedral and within easy walking distance of the homes of the people. It was contained in an inclosed area of about 50 acres, of which 11½ acres were covered with buildings. By an inspection of the following list of titles of groups it will be seen that the exposition was partly national and partly international:

I. A national exposition of fine arts.
II. An international exposition of industries.
III. A national exposition of wine and oil.
IV. An international exposition of wine and oil machinery.
V. An international exposition of photography.
VI. A national exposition of graphic and allied arts.
VII. An international exposition of publications.
VIII. A national exposition of horticulture.
IX. A national exposition of theatrical arts.
X. A national exposition of geography.
XI. An international exposition of postage stamps.
XII. An international exposition of sports.

Group I.—Fine Arts.

This was the triennial exhibition of the Academy of Fine Arts of Milan. It comprised pictures in oil, water color, and pastel; sculpture in marble, gypsum, terra cotta, bronze, wood, and ivory, and medals. About 1,800 works were shown in a space of about 80,000 square feet. The large space devoted to the exhibit, together with the excellent quality of the works shown, made this by far the most attractive part of the exposition.

Group II—Industrial Arts.

This contained 2,600 exhibits arranged in a space of about 100,000 square feet. Of these exhibits about 1,500 were Italian and the others were from America, Belgium, England, Germany, and Switzerland. This group was divided into the three departments of labor, social economy, instruction.

The department of labor was again subdivided into: (1) Products of individual labor; (2) products of collective labor; (3) products of skilled labor in factories and fields.

The department of social economy comprised the following sections: (1) Societies for corrections; (2) workshops; (3) workmen's cooperative societies; (4) institutions and methods intended to prevent accidents and to succor unfortunate workmen; (5) descriptions, models, designs, and materials showing the housing, feeding, and clothing of laborers in cities and in the country; (6) bibliography.

The department of instruction comprised the following sections: (1) Workmen's schools; (2) trade schools; (3) educational institutions—(*a*) asylums, (*b*) workmen's educational clubs, (*c*) libraries, (*d*) supplementary school instruction; (4) bibliography.

The department of labor contained two very attractive exhibits, one being an exhibit of the small industries in operation—in all 91 industries—the other was a large exhibit made by the Cooperative Society of Italian Furniture Manufacturers. Among the many attractive examples of furniture was a bedroom set made of American Southern pine, and it was a very fine piece of work which showed the beautiful grain and figures of the wood.

In the department of social economy the Society of Peace (Lombard Union) exhibited two large paintings called Horrors of War and Benefits of Peace. In the same department were shown exhibits made by three of the reformatories of the province of Milan. The exhibits consisted of specimens of printing, bookbinding, furniture making, wood carving, carpentry, floor designing and making, tailoring, shoemaking, forging, and musical instrument making.

Statistical exhibits were made by the insurance associations of Milan and by the National Accident Assurance Association. Up to the end of 1893 the latter institution had assisted 35,513 unfortunates. The following table shows the popularity of the institution:

Date.	Number of insured.	Date.	Number of insured.
1884	443	1889	86,645
1885	13,019	1890	101,372
1886	31,830	1891	107,432
1887	46,522	1892	112,485
1888	65,418	1893	119,447

The association exhibited some safety devices which may be applied to tools and machines which are rather dangerous. It also distributed a pamphlet in which many such contrivances are described.

The "Night hospital," "Piece of bread," and "Bread for all," of Paris, made exhibits to illustrate the work done by each.

The "Kitchen for the sick poor," of Milan, made an extensive exhibit which showed the good work done by the institution. The receipts for the past winter were about $2,215. Between November 15 and March 31 this money was expended for the following articles, which were distributed among the sick poor in the crowded parts of Milan:

Liters of broth	30,869
Rations of meat	7,934
Rations of wine	5,737
Rations of milk	5,882
Rations of eggs	4,200
Kilograms of bread	5,788

Another section of this department contained an international exhibit of asylums, dormitories, refectories, lavatories, etc. One collection showed the habits and customs of British India. Another, prepared at the school for girls conducted by the Israelitic Alliance in Salonica, was of characteristic objects, methods, and costumes of Macedonian workmen.

In the department of instruction the first exhibit was that made by the Milanese Society for the establishing of schools for adults and to teach the small trades of the country. The exhibit consisted of drawings, lace, machine, and furniture designs, and some examples of manual work in wood and iron.

BERGAMO.

The Royal Technical Institute, Victor Emanuel II, exhibited many exercises in composition prepared by the students, also machine drawings, models, and patterns.

The Industrial and Commercial School which is annexed to the above-named institution made a very interesting exhibit of work by pupils, courses of study, statistics, etc. The institution is divided into seven sections as follows: (1) Preparatory to professional section of the Technical Institute; (2) preparatory to mechanic arts—wood, metal, foundry; (3) preparatory to textile arts—spinning and weaving; (4) preparatory to graphic arts—typography, lithography, and chromolithography; (5) preparatory to plastic arts—modeling, sculpture, intaglio; (6) preparatory to masonry construction; (7) preparatory to smaller trades and the lower grades of superintendence.

In the first section the instruction is for general culture. In all other sections it is purely technical. For the first and second sections the length of course is three years and for all other sections it is five years, of which three are spent in the school. During the last two of the five years' course the pupils work during the

day in factories and attend school in the evening to follow courses in drawing and in foreign languages. The scholastic day is divided into two sessions—one from 8 in the morning until noon, the other from 2 to 6 o'clock in the afternoon. The morning session is used for theory and the afternoon session is used for drawing and practice.

There are workshops for forging, carpentry, model making, turning, joining, foundry, machine work, electricity, spinning and weaving, typography, lithography, and modeling. The following subjects are taught to all students: Mathematics, physics, chemistry, Italian, French, history, geography, caligraphy, free-hand drawing, clay modeling, and machine-shop practice. Accounts, trade, and natural history are taught to the commercial pupils. Mechanics, machine design, fabric design, weaving, topography, building design, graphics, and modeling are taught to the appropriate special classes.

BRESCIA.

The School of Design, of Brescia, made an exhibit similar to that last mentioned; that is, of drawings, woodwork, carving, modeling, and ironwork.

LECCO.

The Lecco School of Applied Arts exhibited a collection of free-hand and mechanical drawings.

MONZA.

The trade school of Monza exhibited machines, fabrics, designs for machines, patterns for fabrics, and color schemes for fabrics.

NAPLES.

The Alexander Volta Industrial School, of Naples, showed a very extensive exhibit of machinery, tools, models of mechanics and electrical apparatus, a steam engine in operation, and drawings.

PONTEDERA.

The Royal School of Arts and Measures, of Pontedera, exhibited furniture, wood carving, plaster models, and designs.

VARESE.

The Professional School of Measures, of Varese, exhibited work similar to that last mentioned.

BARI.

Prof. G. Pezzarossa, of Bari, exhibited some well-constructed school furniture.

MILAN.

The Galileo Galilei School of Horology, the School of Mechanic Arts, and the Textile School exhibited models, drawings, designs, plans, and examples of manual work. The School of Horology was further represented by the watchmaking class, which was at work in the exposition. The institution for the blind had pupils at work in the exposition making baskets, mats, chair bottoms, and scroll-saw work.

The Educational League of Milan exhibited furniture used in the schools, kindergarten work, written exercises, and other work done by the pupils.

The School and Family, a protective institution for the poor scholars in Milan, made an extensive exhibit, by means of charts and objects, of the purpose and work of the institution. Its scope is: (1) To render the elementary communal schools more educative, to guard poor pupils from fear on account of unblamable transgressions of school discipline, and to keep them more attentive to the instruction given in the schools. (2) To help poor families to conform to the obligatory law to educate their children in the public schools. (3) To keep neglected children from idleness and vagabondage after school hours, and to initiate them into easy and agreeable manual work in order to make them acquire the habits and love of work. The work is confined to children from 6 to 10 years of age. November 4, 1886, the first place, which was for boys, was opened, with 50 pupils. November 7, 1887, a place for girls was opened, with 50 pupils. Since that time 2 more places have been opened for boys, one on November 5, 1889, the other on April 14, 1894. The capacity of each place is for 100 children, but 2 of the places are overcrowded, one having 120 and the

other 105 children. The following tables show the financial side of the work. The values are in lires, which may be estimated at 19.7 cents.

	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	1891 (6 months).	1892.	1893.
RECEIPTS.								
Society:								
Founders	8,200.00	3,732.00	600.00					
Life members		1,200.00	900.00	775.00	600.00	800.00	100.00	400.00
Active members	2,980.00	2,375.00	2,765.00	1,690.00	920.00	270.00	1,080.00	1,225.00
Miscellaneous subscriptions	2,541.35	806.40	898.50	2,604.62	3,638.40	1,170.81	4,215.60	2,846.00
Minister of public instruction		300.00	600.00	500.00	300.00			
Minister of the interior								200.00
Province of Milan		500.00		500.00	500.00		500.00	500.00
City of Milan		800.00	800.00	1,500.00	1,600.00		1,600.00	1,600.00
Cooperative Association		1,500.00	1,500.00	1,500.00	1,600.00		1,600.00	2,100.00
Bank of the Nation		100.00	100.00	100.00	100.00		100.00	100.00
Bank of Naples				200.00	200.00		200.00	200.00
Bank of the People		200.00	300.00	200.00	250.00		350.00	350.00
Bank of Milan, cooperative				101.08	100.00			
Bank of Tuscany, national							100.00	100.00
Monte de Pieta		100.00	100.00	100.00	100.00			
Miscellaneous contributions					991.90	783.55	2,177.85	2,827.23
Parents	118.00	489.20	640.15	737.80	817.40	483.39	1,174.79	1,220.60
Legacies					1,870.00	5,000.00	500.00	1,021.70
Total	13,839.35	12,102.60	9,203.65	10,508.50	13,587.70	8,507.73	13,698.24	14,690.53
EXPENDITURES.								
Rent	493.00	1,400.00	1,600.00	2,350.00	2,400.00	1,200.00	2,456.25	2,475.00
Salaries	656.00	1,617.00	2,254.00	2,248.00	3,098.00	2,037.00	3,734.33	4,194.00
Heat and light	228.08	336.70	374.16	407.31	564.45	271.19	508.09	655.54
Bread	347.63	979.46	995.50	1,390.39	1,566.12	851.99	1,945.03	1,870.03
Clothing	38.00	92.00	95.00	122.55	132.00	60.00	141.65	154.05
Cleaning, etc	164.75	101.66	274.80	176.85	700.65	123.55	487.08	351.00
Awards to pupils	57.60	91.85	56.70	73.45	126.35	42.35	156.80	116.15
Sundry expenses					552.10	127.50	447.83	330.86
General administration	639.33	586.67	778.59	897.95	370.15	628.17	645.95	464.29
Extraordinary administration					750.20	50.00	929.34	1,022.75
Furniture	330.83	514.21	499.34	732.55	586.02	234.40	210.90	190.00
Taxes and duties					4.80	2.40	144.72	144.72
Sundry repairs					208.90	402.15	541.85	276.65
Expositions					1,212.47	145.80		
Total	2,955.22	5,719.55	6,928.09	8,399.05	12,272.21	6,176.50	12,349.82	12,245.04

S. ZENONE AL PO.

Suigi Ponti exhibited some school furniture in which the chair seats are made of canvas hung as in a well-known class of steamer chairs.

TURIN.

Pastore Ferdinando exhibited a very good collection of mechanical models.

Zambellie & Co. exhibited a chemical laboratory fitted with apparatus made by the company. This exhibit was shown at Chicago, where it received an award.

VERONA.

The Teachers' Club, of Verona, exhibited an interesting collection of scientific, didactic, and professional materials.

ASYLUMS.

The Notturno Lorenzo and Teresa Sonzogno, at Milan, and the Raffaele Sonzogno, at Rome, were exhibited by means of large wooden models of the buildings, by sections, showing the interior arrangement, and by statistical charts showing the operations. Specimens of the furniture used and of work done by the inmates were shown.

WORKMEN'S CLUB.

The Workmen's Club, of Milan, which was organized to instruct by classes, lectures and debates on economical questions, to furnish library privileges, and to develop the members physically by means of gymnastics, fencing, target shooting, and swimming, made an extensive exhibit to illustrate the methods used. This work is being conducted at very small expense, the fees received from members being the principal source of income. These are about 40 cents entrance fee and about 10 cents a month.

SUPPLEMENTARY INSTRUCTION.

The Union of Furniture Manufacturers encourages evening classes of drawing in all of the principal cities for the purpose of securing new furniture designs. In the gallery where the furniture was exhibited the walls were covered with drawings made by pupils of these evening classes. The superintendent of the exhibit stated that the manufacturers believe that the cost of these classes is trifling when the results are considered, for many designs are secured from those who would likely not become professional furniture designers. The drawings were not at all confined to furniture designs, but covered all classes of work usually done in the best art schools.

GROUP III.—WINE AND OIL.

This was, for the Italians, one of the most important exhibits from a commercial standpoint. The exhibit was confined to Italian wines and oils and covered a great deal of space, with a monotonous array of bottles, which made it rather uninteresting to the ordinary visitor.

GROUP IV.—OIL AND WINE MACHINERY.

This was an international exhibit, and was interesting as showing the eagerness of the Italians to improve their national products by the adoption of any machinery or methods, whether Italian or foreign, which will do this.

GROUP V.—PHOTOGRAPHY.

This was one of the most interesting and instructive groups of the whole Exposition. Promoted by the Lombard Photographic Society of Milan for the purpose of showing the great strides which have been made within the six years since the Florence Exhibition of 1888, it must be called a great success, for, in a space covering 20,000 square feet, there are shown the great advances which have been made in astronomical, topographical, mechanical, physiological, pathological, and criminal anthropological studies that are due to obscure and important facts that have been shown by the camera.

The group is subdivided as follows:

I. Professional photography.

II. Amateur photography.

III. Technical and industrial photography: (*a*) Productions; (*b*) applications; (*c*) reproductions; (*d*) science.

Among the works shown were sheets of the map of the heavens—a work in the production of which all nations are cooperating; topographical relief maps of the sierra in Argentina and of about 450 square kilometers of the Alps. Lippman's color productions, studies of motion of animals, birds, and projectiles, and Dr. Paul Jeserick's criminal photographs. Among the institutions represented were the observatories of Catania and Prague, the Museum of Venice, the Military Geographical Institute of Florence, and the Photographic Studio of Salpêtrière of Paris. One of the most important parts of the exhibit was a laboratory equipped to show all of the latest apparatus and methods.

GROUPS VI AND VII.—GRAPHIC AND ALLIED ARTS AND PUBLICATIONS.

These exhibits occupied about the same amount of space as the photographic group. The exhibits, which were classed in 40 elementary sections, were prepared and installed with the assistance of the Italian Society of Authors, the Association of Italian Publishers, the Milanese Typographical Union, and the Lombard Association of Journalists. The exhibits were as interesting and instructive as they were varied and extensive, showing, as they did, all of the current methods of type and plate making, composition, presswork, binding, and finishing. The collections of finished books and of journals was very large. In this exhibit especial attention was given to all of the methods of illustrating books.

Group VIII.—Horticulture.

This occupied about 30,000 square feet of ground inside of the Exposition inclosure. Just outside the inclosure there were about 50 acres of permanent public garden.

Group IX.—Theatrical Art.

This was installed in a building of classic lines and lively coloring, called the Pompeian Theater. Believing that much of national industry and much of international artistic fame is due to the theater, a space of 50,000 square feet was provided for this group. The group was subdivided as follows:

I. Industrial: (*a*) Construction of theaters; (*b*) preparation of scenery; (*c*) stage accessories; (*d*) marionettes and puppets; (*e*) instruments; (*f*) musical and dramatic publications.

II. Illustrative part: (*a*) Musical and dramatic literature; (*b*) records of teachers, authors, singers, and of ancient and modern actors.

III. Executive part, which was shown in concerts, congresses, musical and dancing exhibitions, dramatic representations, reunions of bands, choral clubs, mandolin clubs, guitar clubs, etc.

Group X.—Geography.

This was prepared with the assistance of the Italian Geographical Society of Rome, the Milan Society for Commercial Exploration in Africa, and the African Society of Florence and Naples. It was divided into two sections, of which one was intended to show the work done by Italians in Africa and the other to show the Italian technical products which are of importance in international commerce and regions in which such articles are or could be used. This exhibit, which occupied a space of 15,000 square feet, consisted of objects, charts, and geological, mineralogical, botanical, and commercial maps.

Group XI.—Postage Stamps.

This was divided into sections as follows:

I. Postal history and legislation.

II. Postage-stamp literature and bibliography.

III. Manufacture and sale of postage stamps.

IV. Postage-stamp collections.

About 15,000 square feet of space was devoted to this very interesting exhibit.

Group XII.—Sports.

There were two general divisions: One of sporting industry, apparatus, and games; the other, of sports in operation.

The former division was again divided into: (*a*) Horse sports; (*b*) hunting; (*c*) target shooting; (*d*) bicycling; (*e*) skating; (*f*) canoeing; (*g*) gymnastics; (*h*) fencing; (*i*) mountain climbing; (*j*) pigeons; (*k*) aëronautics; (*l*) fishing.

The latter division consisted of horse and bicycle racing; football and tennis matches; pigeon flying; fencing, swimming, gymnastic, rowing, and skating contests.

CHAPTER XVIII.

THE LYONS UNIVERSAL EXPOSITION OF 1894.

By C. Wellman Parks.

The Exposition in General.

The Lyons Exposition of 1894, like the Chicago Exposition of 1893, was located in a large and beautiful park. This park, however, is unlike the Chicago park, for the latter was beautifully made from a great swamp, while the Golden Head Park, of Lyons, is on ground which is a park by nature. This park is on the left bank of the Rhone, about a mile north of the center of the city, so its lake, hills, and woods can be easily reached by all the inhabitants of the city. The lake, which lies within 500 feet of the river, has an area of about 40 acres. Its shores are covered with a succession of woods and lawns, so arranged that the combination of islands and shore makes every view beautiful.

No finer setting could be desired and no people is better fitted than the French to use this setting; so one is prepared to learn that the buildings of the exposition were artistically designed and located.

To those who are familiar with the great circus tents it may seem impossible that the main building of the Lyons Exposition could be artistic, for it was a great conical building nearly 800 feet in diameter and 200 feet high; but it is a fact that it was so successfully treated as to make one believe that nothing more appropriate could have been designed for the location. Its circular floor plan and conical roof furnished certain desirable qualities in an exposition building. The circular floor plan made it convenient to have a series of circular paths and a series of radial paths. Along the radial paths could be arranged the different steps in the manufacture of any article, so that a visitor beginning at the wall of the building could follow the process from the beginning to the end and find the finished product at the center of the building. The circular paths make it convenient to compare the steps in similar manufacturing processes, for the exhibits can be so arranged that when in the same stage of progress they will be on the same circular path. The conical roof acted as a great reflector for lights placed high above the ground in the middle of the building, so that the illumination was very good. It also made the building easy to ventilate, for the structure was like a great chimney. The air entered through the doors and openings in the floor and passed out through the cupola.

Probably no visitor was impressed by the magnitude of the building, for the interior was so divided that one never seemed to be in a large room, but always in small rooms, which did not dwarf the exhibits. This seems to be the first principle of museum installation; that is, to so adjust the size of hall to the character of the exhibit that a visitor may never think of the hall, but always of the articles exhibited.

The largest of the other buildings were those for fine arts, religious arts, education, agriculture, Tunis, Algeria, and Anam and Tonquin. The Algerian building was an exact reproduction of the palace of Mustaph of Algiers. The Tunis building was a reproduction of the mosque of Souk-el-Bey at Tunis, and the building for Anam and Tonquin, which was built and decorated by native workmen, resembled a large pagoda near Hanoi.

This exposition was practically one of France and the French Colonies, although there were some exhibits from other nations, notably the silk exhibit from Japan. As far as France and the colonies were concerned, it can be said that the exposition was good—that there were many fine buildings filled with instructive exhibits.

Educational Exhibits.

These may be classed as national, departmental, and municipal. The national exhibits were French, the departmental exhibits were of the Rhone, and the municipal exhibits were from Lyons, Paris, Grenoble, St. Etienne, St. Fons, and Odessa.

National Exhibits.

The minister of public instruction made the following statistical exhibit of the work done for elementary instruction:

Buildings:	
Built from 1878 to 1892	27,000
Repaired, enlarged, and furnished, 1878–1892	10,000
Cost—State, departmental, and communal	$120,000,000
Teachers (public and private):	
1872	110,238
1892	142,660
Pupils:	
1872	4,722,751
1892	5,623,401
Annual budget:	
1872	$13,000,000
1892	33,000,000

PEDAGOGIC MUSEUM.

The National Pedagogic Museum at Paris made an interesting exhibit of articles of clothing, arranged to show the steps in the process of cutting and making clothing. There were also text-books used in the public schools, and samples of approved furniture, maps, charts, globes, models, and apparatus. The collection of reports and works on elementary and secondary education was very large.

NATIONAL SCHOOL OF FINE ARTS.

This institution exhibited well-arranged collections to show the work done in the classes of principles, perspective, archæology, architecture, flower work, decoration, industrial application, painting, and modeling.

NATIONAL VETERINARY SCHOOL.

This institution, which is located in Lyons, made a very good exhibit by means of models, books, and photographs. There were many models of domestic animals and of insects that injure such animals. The methods of culture of microbes were extensively shown.

Departmental Exhibits.

NORMAL SCHOOLS.

The normal schools for men and for women made usual exhibits of drawings and apparatus, but did not show anything unusual.

SCHOOL OF AGRICULTURE.

The Practical School of Agriculture of the Rhone, which is located in the city of Lyons, exhibited charts to show the courses of theoretical instruction and of professional instruction, and also the time schedule. There were maps of the grounds of the institution, models to show the methods of training and pruning vines and fruit trees, specimens of grafting, an extensive collection of plants and insects, and an agricultural map of each commune of the department of the Rhone.

Municipal Exhibits.

ODESSA.

The exhibit from Odessa consisted of a single volume, of which the title is Administration Municipale de la ville d'Odessa, Etablissements Municipaux d'Instruction Publique. It is a large volume, well illustrated with plans and views of all of the school buildings of Odessa.

GRENOBLE.

The Vaucanson School made an exhibit of iron and bronze work which had been done in the manual training classes.

ST. ETIENNE.

The school for deaf mutes, which is conducted by the Christian Brothers, exhibited by means of photographs and diagrams the vocal method used in the institution. Its exhibit contained specimens of printing, clothing, boots, and ironwork, which were the results of students' work.

The local school of industrial art made a very large exhibit of drawings, models, engraved steel and copper plates, gilded and enameled work, and of gold and silver inlaid work.

ST. FONS.

A private school at St. Fons made an exhibit of architectural and mechanical drawings.

PARIS.

The school exhibits made by the city of Paris were almost exactly like those made at the same time in Antwerp, and as the exhibits in Antwerp have already been described, it is unnecessary to repeat the description in this place.

A. Féret made an exhibit of his adjustable school tables, which, being wholly of wood, might be found excellent in countries where iron is hard to get or too expensive to be used as freely as it is used in American school furniture.

Gustave Guérin & Co. exhibited text-books, of which a few were French grammars, but most were histories, geographies, and maps.

LYONS.

Chamber of commerce.—In Lyons the chamber of commerce has been much interested in all institutions designed to increase the commercial importance of the city. Among the institutions in which it has been most interested are the Historical Museum of Cloths, the School of Commerce, the Weaving School, the Industrial Chemical School, the Central School, and the Society of Professional Instruction of the Rhone.

The following table shows the amounts of money which the chamber of commerce has contributed for the organization and support of these institutions:

1872.

Assistance in founding the School of Commerce	$20,000.00

1877.

Assistance in founding a cloth department	10,000.00
For a weaving course	1,400.00
	31,400.00
For support of students	14,460.00
Total	45,860.00

1884.

For the founding of an Industrial Chemical School in the faculty of sciences:	
Materials	8,400.00
Salaries	4,000.00
Purses	6,130.00
	18,530.00
School of Commerce for Women—one-half of the salaries (the city of Lyons paid the other half)	24,565.00
Municipal Weaving School subscriptions	8,665.00

Historical Museum of Cloths:	
Arranging the second story of the building of the chamber of commerce	$20,000.00
Arranging new galleries	45,495.00
Increasing collections	126,921.75
Administration and salaries	77,053.65
Total	269,470.40
This museum has received by bequest	4,000.00
From the city	6,000.00
Society of Professional Instruction of the Rhone:	
Subscriptions	24,400.00
Prizes for teaching of industrial arts	23,639.00
Miscellaneous subscriptions	17,225.00

The exhibit of the chamber of commerce contained large maps made to show the places where silk is produced, where it is manufactured, and where it is used. The maps showed the relative importance of the different manufacturing centers and markets and the part taken by each nation in supplying silk to other nations. They were especially well designed and executed.

Another part of the exhibit was made up of specimens of dyeing which had been done in the Industrial Chemical School.

The principal part of the exhibit made by the chamber of commerce was that of the Historical Museum of Cloths. This museum has been and is of the greatest value to Lyons in keeping its cloth designs in the front rank. On January 24, 1856, the chamber of commerce decided to open an industrial museum in the building of the chamber of commerce. On March 6, 1864, a general museum was opened to the public. Later the chamber decided to confine the museum to the cloth industries, especially to those relating to silk. At present the eight exhibition halls are used as follows:

I. Cloths from the first to the end of eighteenth century.
II. Embroidery and cloths to the end of eighteenth century.
III. Laces to the end of eighteenth century.
IV. Embroidery and laces of nineteenth century.
V. Chefs d'œuvres of the textile industries, Persian tapestries, and embroideries of the fourteenth, fifteenth, and sixteenth centuries.
VI. Machinery and appliances.
VII. Lyons cloths of the nineteenth century.
VIII. Western stuffs of which the designs were inspired by those of the East and the Far East.

One of the most important parts of this museum is the library of decorative arts, which is open to the public daily from 11 to 4, and in winter from 7 to 9.30 in the evening.

By decades the visitors to the exhibition halls and the different readers have been as follows:

Years.	Visitors.	Different readers.
1864–1873	15,000	400
1874–1883	20,000	550
1884–1893	30,000	800

The value of these small special collections seems to be fully understood in the industrial centres of Europe; but in America, where the supply of manufactured goods has been less than the demand for such goods, the communities have not learned their value. Now that competition has become more serious, communities should work together to improve the quality of all products of their manufacturing establishments, and the industrial museum and library are well-tried measures for this work.

School of Commerce.—This institution, which is under the patronage of the chamber of commerce, made an exhibit of work which had been done in the departments of weaving, dyeing, and accounts.

Central School.—This institution, which is also under the patronage of the chamber of commerce, made an exhibit of work which had been done in the departments of architecture, stonecutting, and mechanics.

Superior Commercial School for Women.—This institution, in which one-half of the salaries are paid by the chamber of commerce, made an exhibit of maps, books, and plans of courses of instruction.

Society of Professional Instruction of the Rhone.—This society is one which has done a great deal for the spread of education among the laboring classes of Lyons. It was founded in 1864 to organize courses of instruction for adults, and especially trade courses for workmen and apprentices. The intention was to enable this class of people to profitably use their leisure hours and to supplement the elementary school work with the special knowledge required for the intelligent performance of their trade duties. The society carries on its work by means of classes, lectures, and libraries. Beginning with the winter of 1864–65 these lectures were given every Sunday morning in winter before audiences of from 1,000 to 1,200 people. The year of the Franco-German war caused the lectures to be suspended for the winter of 1870–71, but they were resumed the next winter and continued through the winter of 1872–73, after which they were given up. The lecturers were professors, savants, and men of letters of Paris, Lyons, Montpelier, Geneva, etc. For several years there has been a new lecture course which takes the place of the older course. It is a Sunday morning course given to the scholars who attend the classes of the society and to the members of the society by members of the faculties of law and of letters of the Academy of Lyons. The library work is carried on in a central library and in seven branch libraries. The classes meet in the evenings from 8 to 10 o'clock, and on Sunday mornings.

The courses last from October to April and there are from 50 to 75 lessons in each course. If the students desire it a course may be continued for three months of the spring and summer. The courses are organized when at least 20 agree to follow the course. If at any time the number falls below 20 the society may discontinue the course. There are some courses of especial importance, which are given when the number of participants is much less than 20. As will be seen by an inspection of of the above list of classes there are a large number of similar classes so located that they are conveniently near the homes of the participants. Some special courses are given in only a few central localities, to which all who wish to follow these courses must go. Nearly all classes have been organized at the request of the participants themselves.

The following will show the development of the system:

First year, 1864–65, 25 classes; 1,359 pupils. Fourth year, 1867–68, 28 classes; 1,187 pupils. This year courses were first opened for women. Fifth year, 1868–69, 35 classes; 1,214 pupils. Seventh year, 1870–71, Franco-German war. During war, 13 classes for women; after war, 8 classes for men; 749 pupils. Tenth year, 1873–74, 71 classes; 3,384 pupils. Fifteenth year, 1878–79, 110 classes; 5,738 pupils. Twentieth year, 1883–84, 148 classes; 8,012 pupils. Twenty-fifth year, 1888–89, 150 classes; 5,429 pupils. Thirtieth year, 1893–94, 161 classes.

The numbers given are of different individuals who have attended at least 10 exercises each. The number of pupils for the later years is much less than ten years ago, because there are less illiterate people in the city, so less elementary classes have been needed. The number of elementary classes has decreased steadily since 1881, while the professional courses have increased both in number and in attendance. Another reason for the decreased attendance is that the city now gives similar courses of instruction. Since 1874 honorable mention has been made of those pupils who attended every exercise in their courses. In 1874 there were 84 honorable mentions, in 1879 there were 743, and in 1884 there were 1,354.

The financial resources of the society consist of (1) Subsidies from the minister of commerce and industry and the minister of public instruction. (2) Subsidies from the municipal council of Lyons, the general council of the Rhone, and the chamber of commerce of Lyons. (3) Fees paid by members of the society. (4) Subscriptions by people who agree to give a certain sum annually for five years. (5) Fees from students. (6) Interest from invested funds.

The society has an invested surplus of about $7,000, which is required when a year's expenditures are greater than the receipts for that year, and also when the expenditures have to be made before the subscriptions are due.

The financial exhibit is as follows:

Year.	Receipts.	Expenditures.	Year.	Receipts.	Expenditures.
1864–65	$8,300	$5,450	1878–79	$14,400	$14,175
1868–69	6,000	5,300	1883–84	17,100	17,150
1873–74	9,800	9,600	1888–89		16,200

The exhibit contained charts giving the above information and specimens of work done in the various manual-training classes.

Municipal schools.—Photographs and plaster models of buildings and examples of desks, seats, charts, maps, and apparatus, used in the schools of the city of Lyons were shown.

The elementary schools, the secondary schools, and the supplementary courses were represented by charts, diagrams, plans, models, apparatus, and pupils' work in wood and iron working, sewing, embroidery, designing, map drawing, and composition.

Municipal schools of weaving and of embroidery.—These institutions were represented by charts and plans and by exhibits of work done in the schools.

Municipal schools of design.—These institutions were represented by collections of drawings arranged to show the work done in the classes of descriptive geometry, linear perspective, geometrical design, machine design, cloth design, carpet design, and jewelry design.

Municipal course in botany.—The Golden Head Park is to a great extent managed as a botanical garden, especially of trees and shrubs. Those in charge of the work in the park give a course of practical instruction in botany to all who wish to follow the course, which consists of weekly exercises, beginning April 27. This work was represented by models, apparatus, seeds, plants, and photographs.

Society for the Care of the Blind and Deaf Mutes of Lyons.—This society made an exhibit of books, maps, written exercises, knitting, basket work, rope and brush making, and clothing which had been made by the pupils.

"La Martinière."—This school, which is the result of a legacy of about $140,000 left by General Martin, who died in Lucknow in 1800, is located in the old Augustinian monastery. The legacy when it was received in 1826 amounted to about $340,000. This fund has been added to by other legacies, so that the income for 1894 amounted to about $38,400. The school is managed by a board of 8 commissioners, of whom the mayor of Lyons is ex officio president. The other members are appointed by the municipal council of Lyons, with the consent of the minister of commerce. The purpose of the institution is to teach the sciences and arts as applied to industry and commerce, but not to train for any special trade.

A considerable value is given to the class-room method used, which is the invention of Mr. Tabareau, dean of the faculty of sciences of Lyons. The results are the obtaining of simultaneous work from all the class and the immediate correction, under the eyes of the pupils, of their work and the assurance of constant attention. Each pupil has a slate and chalk at his desk. At a given signal all the pupils rest their slates on the desks and write the answer to the question which has been given. At a second signal all stop writing. At a third signal all slates are held on the desks in such a position as to be easily read from the teacher's desk. Corrections are then made. The subjects which are taught in the school are as follows:

First year: Mathematics, drawing, grammar and composition, physics, chemistry, natural history, history, geography, writing, and shop work.

Second year: The same subjects as the first year, excepting writing, which is dropped. English, accounts, and weaving are added.

Third year: Mathematics, machine and ornamental design, grammar, composition, French literature, physics, chemistry, commercial geography, history, political economy, English, accounts, shop visits, and shop work.

All subjects are obligatory.

Academy of Lyons.—The architecture was represented by large plaster casts of the observatory, the medical school, the school of law and letters, and the school of sciences.

The school of sciences was represented by a collection of photographs, instruments, and specimens from the natural history collections.

The schools of law and of letters were represented by a collection of books which are either used in the schools or have been written by those who have been connected with the schools.

The school of medicine was represented by a very extensive exhibit of organic chemistry, criminal and physiological charts, surgical and physiological apparatus, specimens of minerals prepared for lantern and microscope, and books.

CHAPTER XIX.

GENERAL PROGRAMME OF THE WORLD'S CONGRESSES AT THE COLUMBIAN EXPOSITION.

[Part II of the report of the Commissioner of Education for 1892–93 contained the programme and reports of the general "International[1] Congress of Education," which was held in Chicago, July 25–28, 1893, under the auspices of the National Educational Association. Preceding that congress, which, as the name implies, was international in character, were the special congresses of the Department of Education of the World's Congress Auxiliary occupying the eight days beginning with July 17. These, also international in character, were under the direct conduct of the World's Congress Auxiliary, a committee composed chiefly of ladies and gentlemen resident in Chicago and who devoted nearly their whole time for upwards of a year to the work of the congress.

In the report for 1892–93 in question the general programme of the World's Congresses of the Columbian Exposition and the programme of the preliminary special educational congresses referred to were omitted by mistake and they are accordingly presented here as important supplementay matter to what had already been printed. The success of these international congresses was due to the efforts of the local committees of education in Chicago, which bodies arranged the details of the various congresses most satisfactorily.

A summary of the World's Congress work and a bibliography of the published proceedings of the different congresses are also given.

President Charles C. Bonney, of the World's Congress Auxiliary, states in regard to these congresses that "they have more than realized the expectations entertained in regard to them." "We have enjoyed a series of gratifying surprises in the attendance, interest manifested, and the high character of the proceedings." "Most noteworthy has been the spirit of peace and progress which has reigned supreme."]

I. The World's Columbian Exposition is a corporation organized under the laws of the State of Illinois for the actual management of the Exposition of 1893. This corporation has also been recognized by act of the Congress of the United States.

II. The World's Congress Auxiliary of the World's Columbian Exposition is an organization authorized and supported by the Exposition corporation for the purpose of bringing about a series of world's conventions of the leaders in the various departments of human progress during the Exposition season of 1893. The Auxiliary has also been recognized and approved by the Government of the United States. Its general announcement has been sent to foreign governments by the Department of State, and an appropriation on account of its expenses has been made by act of Congress.

III. The Woman's Branch of the World's Congress Auxiliary consists of the general and special committees of women appointed by the Auxiliary.

The leading idea of the World's Congresses of 1893 is to bring the leaders of human progress from the various countries of the world together at Chicago during the season of the World's Columbian Exposition for the purposes of mutual acquaintance and the establishment of fraternal relations.

The chief work of the World's Congresses of 1893 will be to review the achievements which have already been made in the various departments of enlightened life,

[1] The "Addresses and Proceedings of the International Congress of Education, Chicago, 1893," published by the National Educational Association, may be obtained (at $2.50) of Z. Richards, 1301 Corcoran street, Washington, D. C. The proceedings of the congresses held under the auspices of the local committee have not yet been published.

and sum up in each congress the progress of the world in the department involved, to the date of the Congress; to make a clear statement of the living questions of the day which still demand attention, and to receive from eminent representatives of all interests, classes, and people suggestions of the practical means by which further progress may be made and the prosperity and peace of the world advanced.

The programme for each congress will be arranged in subordination to this leading idea and plan of work.

WHERE THE CONGRESSES WILL BE HELD.

The following list of the several congresses and the dates on which they will be held can not be well understood without a clear idea of the places of meeting provided. To each week of the World's Congress season a group of congresses has been assigned, to be held in concurrent or alternate sessions. This course is practicable because the places of meeting provided are adequate; and it is necessary because the number of congresses to be held is so great.

These congresses will not be held in the Exposition grounds at Jackson Park. They will all be held in the permanent Memorial Art Palace of the Art Institute of Chicago, which is located on the site of the former Interstate Exposition Building on the Lake Front Park of Chicago, at the intersection of Adams street and Michigan avenue. This building, sometimes called the World's Congress Art Palace, has been erected on the park named, with the consent of the State of Illinois and the city of Chicago, by the Art Institute of Chicago, with the aid of the World's Columbian Exposition.

The Art Institute authorities provided for this purpose the sum of $400,000, and the directory of the Exposition added thereto the sum of $200,000, upon the condition that the building be completed and furnished to the World's Congress Auxiliary ready for use before the 1st of May, 1893, and be exclusively used for World's Congress purposes until the close of the Exposition season. The building is now practically complete and will be delivered according to the contract.

This World's Congress Art Palace contains within the building proper 33 halls, besides 6 committee rooms, all of which will be used for the offices of the World's Congress Auxiliary and for what are termed the special or sectional sessions and the informal conferences of the congresses to be held.

Between the wings of the Art Institute building proper have been erected two large audience rooms, each of which will seat about 3,000 persons. These large halls will be used for what are termed the general public sessions of the various congresses. It will thus be possible to hold 36 large meetings and more than 300 special or sectional meetings or conferences during a single week. Each of a group of 6 congresses in a given department, such as engineering or government or literature, assigned to a single week, will thus be enabled to hold any convenient number of large meetings, not exceeding 6, and any desired number of sectional sessions, not exceeding 50, without interference with each other or with the rooms reserved for the permanent offices, reception rooms, and other uses of the World's Congress Auxiliary.

WHEN THE CONGRESSES WILL BE HELD.

I. Commencing Monday, May 15, 1893.—The congresses of the department of woman's progress, including more than 25 division congresses, to set forth the progress of woman in: (1) Education, (2) industry, (3) literature and art, (4) moral and social reform, (5) philanthropy and charity, (6) civil law and government, (7) religion.

II. Commencing Monday, May 22, 1893.—The congresses of the department of the public press. In this department the following special congresses have been organized: (1) The general congress of the public press, (2) the congress of the religious press, (3) the congress of trade journals.

III. Commencing Monday, May 29, 1893.—The congresses of the department of medicine. The congresses to be held during this week include the following, besides those transferred to the general department, as therein mentioned: (1) The congress of homeopathic medicine and surgery, (2) the congress of eclectic medicine and surgery, (3) the congress of medico-climatology.

IV. Commencing Monday, June 5, 1893.—The congresses of the department of temperance. These include, among other participants, the following: (1) The National Temperance Society of America, (2) the Independent Order of Good Templars, (3) the Sons of Temperance, (4) the Royal Templars of Temperance, (5) the Catholic temperance societies, (6) the Woman's Christian Temperance Union, (7) the Nonpartisan Woman's Christian Temperance Union, (8) the American Medical Temperance Association, (9) vegetarian societies, (10) social purity organizations.

NOTE.—This congress has been transferred to June 2.

V. Commencing Monday, June 12, 1893.—The congresses of the department of moral and social reform, including (1) the international conference and national confer-

ences of charities, correction, and philanthropy, (2) instructors of the feeble-minded, (3) humane societies, (4) the King's Daughters, (5) Society of St. Vincent de Paul, and kindred organizations, (6) the Salvation Army.

NOTES.—A conference on charities, correction, and philanthropy will begin in one of the smaller halls of the Art Institute on June 8. This will be preliminary to the general congress.
In this connection a similar meeting of the National Prison Association will be held.
The Sons of the American Revolution will meet in one of the smaller halls on Friday, June 16.

VI. Commencing Monday, June 19, 1893.—The congresses of the department of commerce and finance. In this department the following congresses have been organized: (1) A congress of bankers and financiers, (2) a congress of boards of trade, (3) a congress on railway commerce, (4) a congress on water commerce, (5) a congress of merchants, June 23, (6) a congress of building associations, June 27, (7) insurance congresses, including (*a*) a fire insurance congress, (*b*) a marine insurance congress, (*c*) a life and accident insurance congress, (*d*) a mutual benefit and assessment congress, (*e*) a fidelity and casualty congress, (*f*) a conference on insurance specialties.

NOTE.—The congress on water commerce has been transferred to July 31, to be held in connection with the congresses of the department of engineering.
For special reasons provision has been made for a conference of army chaplains in one of the small halls, on June 29-30, and this conference accordingly transferred from the department of religion to this place.

VII. Commencing Monday, July 3, 1893.—The congresses of the department of music, including (1) the congress on musical art and (2) the congress on musical education.

NOTE.—This congress has been transferred to this department from the department of education.

VIII. Commencing Monday, July 10, 1893.—The congresses of the department of literature. For this department the following congresses have been organized: (1) A congress of authors, (2) a congress of historians and historical students, (3) a congress of librarians, (4) a congress of philologists, (5) a congress on folklore.

IX. Commencing Monday, July 17, 1893.—The congresses of the department of education, as follows: (1) A congress of college and university faculties, including university extension, (2) a congress of college and university students, (3) a congress of college fraternities, (4) a congress of public-school authorities, (5) a congress of representative youth of public-schools, (6) a congress on kindergarten education, (7) a congress on manual and art training, (8) a congress on physical culture,* (9) a congress of business and commercial colleges, (10) a congress of stenographers, (11) a congress of educators of the deaf, (12) a congress of educators of the blind, (13) a congress on Chautauqua education, (14) a congress on social settlements, (15) a general educational congress on higher education, secondary education, elementary education, kindergarten instruction, school supervision, professional training of teachers, art instruction, instruction in vocal music, technological instruction, industrial and manual instruction, business education, physical education, educational publications, rational psychology in education, and experimental psychology in education.

NOTES.—The special educational congresses, so called in contradistinction to the general educational congress, will close on Tuesday, July 25. The general educational congress will open on the evening of this day and occupy the remainder of the week.
One of the smaller halls of the art palace will be assigned for alumni headquarters during the week of July 17.

X. Commencing Monday, July 31, 1893.—The congresses of the department of engineering. The congresses of this department will be as follows: (1) A congress on civil engineering, (2) a congress on mechanical engineering, (3) a congress on mining and metallurgical engineering, (4) a congress on engineering education, (5) a congress on military engineering, (6) a congress on marine engineering and naval architecture, (7) a conference on aerial navigation.

NOTE.—The congress on water commerce, transferred from the department of commerce and finance, will commence on the same date. Electrical engineering has been transferred to the general division of electricity in the department of science and philosophy.

XI. Commencing also on Monday, July 31, 1893.—The congresses of the department of art. The congresses of this department will include the following: (1) A congress on architecture, (2) a congress on painting and sculpture, (3) a congress on decorative art, (4) a congress on photographic art, (5) a conference on art museums and schools.

XII. Commencing Monday, August 7, 1893.—The congresses of the department of government, including the following: (1) A congress on jurisprudence and law reform, (2) a congress on civil service reform, (3) a congress on suffrage in republic, kingdom, and empire, (4) a congress on the government of cities, (5) a congress on patents

* This subject has been transferred to the general educational congress.

and trade-marks, (6) a congress on social and economic science (see note), (7) a congress on weights, measures, coinage, and postage (see note).

NOTES.—The congress on social and economic science, embracing the subjects of economics, statistics, taxation, and profit-sharing, and the congress on weights, measures, coinage, and postage have been transferred to the week of Monday, August 28, to be held in connection with the labor congress.

Executive administration and legislative reform are under consideration, but not ready for announcement.

XIII. Commencing Monday, August 14, 1893.—The congresses of the general department. These congresses embrace those which, for special reasons, could not well be held in their appropriate places, including the following: (1) A congress on arbitration and peace, (2) a congress on Africa, the continent and the people, (3) a congress on medical jurisprudence, (4) a dental congress, (5) a congress on horticulture, August 16, (6) a chess congress.

XIV. Commencing Monday, August 21, 1893.—The congresses of the department of science and philosophy, including the following: (1) A congress on astronomy, (2) a congress on anthropology (see note), (3) a congress on chemistry, (4) a congress on electricity, (5) a congress on geology, (6) a congress on Indian ethnology, (7) a congress on meteorology, (8) a congress on pharmacy, (9) a congress on philosophy, (10) a congress on psychical research, (11) a congress on zoology.

NOTES.—The congress on anthropology has been transferred to the following week, to be held in connection with those of social and economic science.

Arrangements for other congresses and conferences of a scientific nature are in progress, but not ready for announcement.

The subject of geography has been transferred to the department of education.

XV. Commencing Monday, August 28, 1893.—The congresses of the department of labor; the congresses of the general division of social and economic science, transferred from the department of government, and the congress on anthropology, transferred from the department of science and philosophy. The labor congress will be organized with appropriate sections for the consideration of the various branches of what is called the labor question, including the following: (1) The condition of labor, (2) work and wages of women and children, (3) statistics of labor, (4) literature and philosophy of the labor movement, (5) labor legislation, (6) living questions and means of progress, (7) arbitration and other remedies.

The congresses of social and economic science, including the following: (1) A congress on economic science, (2) a congress on the science of statistics, (3) a congress on taxation and revenues, (4) a separate congress on what is called "the single tax," (5) a congress on profit-sharing, (6) a congress on weights, measures, coinage, and postage.

Also the congress on anthropology,

XVI. Commencing Monday, September 4, 1893.—The congresses of the department of religion. This department has been organized in the following order: (1) A series of union meetings in which representatives of various religious organizations will meet for consideration of subjects of common interest and sympathy, (2) denominational presentations to the religious world, as represented in the parliament of religions, of the faith and distinguishing characteristics of each denomination, and the special service it has rendered to mankind, (3) informal conferences in which the leaders of a particular denomination will be present to answer inquiries for further information, (4) denominational congresses in which the work of the denominations will be more fully set forth and the proper business of the body be transacted, (the art building will be so occupied that these denominational congresses can not be held in it; they will for that reason be held in Chicago churches, which will be placed at the disposal of the denominations for that purpose), (5) congresses of missionary societies, September 28, (6) congresses of religious societies, including (*a*) the Young Men's and Women's Christian Associations, October 6, (*b*) the Evangelical Alliance, October 8, (*c*) the Society of Christian Endeavor, October 9, (*d*) ethical organizations, (*e*) other associations of appropriate character (see notes).

The denominational congresses for which arrangements are in progress include the following: (1) Adventist, (2) Baptist, (3) Catholic, (4) Congregational, (5) Christian Disciples, (6) Evangelical Association of North America, (7) Evangelical Synod, (8) Friends, (9) Greek Church, (10) Jews, (11) Lutheran Council, (12) Lutheran Synod, (13) Lutheran Conference, (14) Methodist, (15) New Jerusalem, (16) Oriental religions (see note), (17) Presbyterian, (18) Protestant Episcopal, (19) Reformed Episcopal, (20) Reformed Church of North America, (21) reformed Church of United States, (22) Swedish Covenant, (23) United Brethren, (24) Unitarian, (25) Universalist.

NOTES.—The denominations above named are represented by committees of organization residing in or near Chicago. Arrangements have also been made for the presentation in the religious congresses of the Oriental religions by their representatives who are expected to be present and participate in the proceedings. Eminent Buddhists, Theosophists, and others have accepted invitations. Applications for other religious congresses are pending.

The Army chaplains will meet June 29-30.

XVII. Commencing Thursday, September 28, 1893.—The congress of the department of Sunday rest. This congress will be organized in appropriate sections for the consideration of the weekly rest day, (1) on physiological grounds, (2) on economical grounds, (3) on governmental grounds, (4) on social and moral grounds, (5) on religious grounds.

XVIII. Commencing Tuesday, October 10, 1893.—The congress on public health. This congress will be organized with sections for the consideration of (1) sanitary legislation, (2) the jurisdiction and work of public health authorities, (3) the prevention, control, and mitigation of epidemics and contagious diseases, (4) food inspection and other subjects.

XIX. Commencing Monday, October 16, 1893.—The congresses of the department of agriculture. In this department arrangements have been made for the following congresses: (1) A congress on general farm culture, (2) a congress on animal industry, (3) a congress on fisheries, (4) a congress on forestry, (5) a congress on veterinary surgery, (6) a congress on good roads, (7) a congress on household economics, (8) a congress on food problems, (9) a congress on agricultural legislation, etc., (10) a congress on agricultural education and experiment, including agricultural chemistry, practical geology, economic climatology, economic entomology and practical botany, and other scientific subjects.

NOTES OF INFORMATION AND EXPLANATION.

1. The final arrangements for the various congresses and the exact dates for the different sessions will be announced in the special programmes which are now in course of formation.

2. The general aim will be to secure matter in the highest degree worthy of a world-wide publication. It is therefore desired that copies of all papers for a given congress be in the hands of the committees of organization as long as possible before the date of its opening, in order that abstracts may be prepared, and, so far as may be practicable, advance copies printed.

3. The name "World's Congress" necessarily implies that the time at disposal will, so far as possible, be allotted to the world's leaders of the different participating countries. The number of eminent persons in every department is, however, so great that all can not be heard, even in a series of World's Congresses extending through a season of six months. It has therefore been thought best to invite papers or discourses limited to ten, twenty, or thirty minutes, in order that the largest obtainable variety of views may be procured. The attending audiences will prefer that an hour at disposal shall be divided between two or three speakers rather than given to one.

4. Discussions will, so far as possible, be by selected participants, and on previous notice to secure the most valuable remarks in a form best suited for the proposed publication.

5. Three somewhat different kinds of meetings are to be held: (*a*) General public meetings for the presentation of subjects of a popular interest. (*b*) Special or sectional sessions for the consideration of subjects of a more limited interest, and in which the leaders in a given department will be more especially concerned. (*c*) Informal conferences in which questions may be asked and answered and views freely exchanged. The first and second kinds of meetings will be strictly regulated by programmes. The informal conference will be governed by the presiding officer without a formal programme.

In all the meetings a card taken to the presiding officer by a page will take the place of a call on the presiding officer for recognition.

6. The mode in which existing organizations will participate in the various congresses may be briefly stated. Organizations of a given kind will merge their usual annual proceedings in the appropriate World's Congress, in which representatives of all are expected to participate. A series of separate and independent conventions, treating the same subjects in substantially the same way, would be wholly impracticable for want of time and place to accommodate them, and would also manifestly not be in harmony with the World's Congress plan, which aims to bring the representative men of different countries together, not to keep them apart.

But to enable participating organizations to transact the strictly necessary business of an annual meeting, such as receiving reports and changing officers, brief meetings may be arranged for that purpose.

7. The membership of the various congresses is manifold, and consists of the following classes: (*a*) The members of the committees of organization, the members of the advisory councils, the committees of cooperation, and the honorary members of the World's Congress Auxiliary. (*b*) Delegates appointed by participating Governments, societies, or institutions. (*c*) Persons interested and invited to be present as attending members. (*d*) The general public so far as the places of meeting will permit.

Participation in the proceedings of a given congress will be regulated by the programme for that congress. The proceedings will not be submitted to vote of the persons who may happen to be present at a given session, but will be published for submission to the deliberate judgment of the enlightened world. Hence, no confusion or other difficulty can arise from bringing together in the same congress, even in large numbers, the various classes above designated.

8. The object of the congresses is not to attempt the impossibility of settling anything by debate during the Exposition season, but to elicit from the leaders of progress in all countries, convened in fraternal assembly, the wisest and best thought of the age on the living questions of our time, and the means by which further progress may be made. Controversy is excluded from the World's Congresses of 1893. Advocates will present their own views, not attack the views of others.

9. *Participants from foreign countries.*—In forming the programmes, places will be reserved as long as practicable for eminent persons of other countries who may honor America with their attendance and participation. The difficulty of attendance from foreign countries has always been fully appreciated, and the authorities would have been glad to do much more than they have found possible to lighten the expense of such attendance. If but a few congresses had been planned, it would have been easy to make provision for the entertainment of delegates; but with considerably more than 100 congresses already arranged, and applications for others pending, it is manifestly impossible to make such provision.

As it has come to the knowledge of the auxiliary that fears have been entertained that the expense of transportation to, and of living in Chicago during the exposition season would be greatly increased, it is deemed proper to state, that from all the information obtained in relation to that subject, it is confidently believed that such expenses will not be excessive, but that persons of moderate means will readily be able to find suitable accommodations. It is also expected that the railroad fares will be reduced, and is regarded as practically certain that they will not be increased.

10. The meetings of the congresses are designated not by days, but by sessions. Within a single day there may be three meetings of different congresses in each of the art palace halls. For example, a congress of astronomers may meet in a given room in the morning, a congress of chemists in the same room in the afternoon, and a congress of geologists in the same room in the evening. The general hours of meeting will be 10 o'clock in the forenoon, 2 o'clock in the afternoon, and 8 o'clock in the evening.

11. The official language of the congress will be English, according to the international rule that the proper language for a congress is that of the country in which the congress is held. It is desired that as far as shall be practicable papers in any other language be translated into English under the supervision of the author. Where this course is not practicable the auxiliary will endeavor to have translation made. It is expected that remarks in other languages will be interpreted when delivered.

12. It is also expected that the proceedings of the various congresses will be published by the Government of the United States as the worthiest and most enduring memorial of the Exposition of 1893.

13. Each congress will have its own special officers and organization in addition to the general officers and organization of the World's Congress Auxiliary. This special organization will generally include a president—administrator who will have charge of the details of the business of the congress, and who will be assisted by one or more honorary presidents and vice-presidents. Honorary officers may be appointed either for an entire congress or for any general or special session. The honorary officers will thus be relieved of the burden of administering the business of the congress. The arrangements for the congresses of the department of moral and social reform, for example, are in charge of a committee of organization. This committee, in organizing the congress of charities, correction, and philanthrophy, which is one of the congresses of this department, has provided for the congress a president, several vice-presidents, several secretaries, and a chairman for each of the seven sections into which the congress is divided. To avoid the confusion and loss of time which elections would involve, such officers are appointed on the recommendation of the proper committee.

14. Requests for further information, or for the publications of the World's Congress Auxiliary, may be addressed to the secretary.

Communications for any committee of the auxiliary may be sent to the headquarters named below.

CHARLES C. BONNEY,
General President World's Congresses of 1893.

CLARENCE E. YOUNG, *Secretary.*

WORLD'S CONGRESS HEADQUARTERS,
Chicago, April, 1893.

OFFICIAL PROGRAMME OF THE DEPARTMENT OF EDUCATION, COMMENCING JULY 17, 1893, IN THE MEMORIAL ART PALACE.

COMMITTEES OF ORGANIZATION.

General committee on educational congresses, the Right Rev. Bishop Samuel Fallows, chairman.

General committee of the woman's branch, Mrs. H. M. Wilmarth, chairman, in charge of the congress on general education.

Committee on congress of higher education, Dr. Henry Wade Rogers, chairman. Woman's committee, Mrs. Harriet C. Brainard, chairman.

Committee on a congress of university extension, Prof. George Henderson, chairman; Prof. Nathaniel Butler, jr., vice-chairman, acting chairman.

Committee on a congress of college and university students, Mr. James B. Reynolds, chairman.

Committee on a congress of college fraternities, Mr. Richard Lee Fearn, chairman. Woman's committee, Miss Ethel Baker, chairman.

Committee on a congress of representative youth, Rev. F. Frederick Bliss, chairman.

Committee of a congress of kindergarten education, Mrs. E. W. Blatchford, chairman.

Committee of a congress of manual and art education, Dr. H. H. Belfield, chairman. Woman's committee, Miss Josephine C. Locke, chairman.

Committee on a congress of social settlements, Charles Zeublin, chairman. Woman's committee, Miss Jane Addams, chairman.

Committee on Chautauquan education, George E. Vincent, chairman.

Congress of stenographers, Mr. J. L. Bennett, chairman. Woman's committee, Miss Elizabeth C. Merrill, chairman.

Committee on a congress of instructors of the deaf, Dr. Phillip G. Gillette, chairman.

Committee on a congress of educators of the blind, Dr. F. H. Hall, chairman.

BULLETIN FOR THE WEEK.

Monday, July 17.—Hall of Columbus, formal opening, 10 a. m. Hall 26, congress of college and university students, 11 a. m. Hall 3, congress of manual and art education, 11 a. m. Hall 8, congress of instructors of the deaf, 8 a. m. Hall 7, congress on kindergarten education, 11 a. m. Hall of Columbus, congress on general education, 2.30 p. m. Hall of Washington, congress of representative youth, 2 p. m. Hall 26, congress of college and university students, 8 p. m. Hall 3, congress on manual and art education, 8 p. m. Hall 7, congress of kindergarten education, 8 p. m. Hall of Washington, choir practice, 8 p. m.

Tuesday, July 18.—Hall 4, congress on university extension, 10 a. m. Hall 33, Business Educators' Association, 9 a. m. Hall 26, congress of college and university students, 9.30 a. m. Hall 3, congress of manual and art education, 10 a. m. Hall 7, congress on kindergarten education, 10 a. m. Hall 27, congress of educators of the blind, 9.30 a. m. Hall 8, congress of deaf mutes, 8 a. m. Hall 6, congress on Chautauquan education, 10 a. m. Hall of Columbus, congress on general education, 2 p. m. Hall of Washington, congress of representative youth, 2 p. m. Hall 4, congress on university extension, 2.30 p. m. Hall 6, congress on Chautauquan education, 2.30 p. m. Hall 26, congress of college and university students, 8 p. m. Hall 3, congress on manual and art education, 8 p. m. Hall 7, congress on kindergarten education, 8 p. m. Hall 22, reception by the Stenographers' Club of Chicago, 8 p. m. Hall of Washington, congress on Chautauquan education, 8 p. m.

Wednesday, July 19.—Hall 4, congress on university extension, 10.30 a. m. Hall 33, Business Educators' Association, 9 a. m. Hall of Columbus, congress of college fraternities, 9 a. m. Hall of Washington, joint session of kindergarten congress and congress on manual and art education, 10.30 a. m. Hall 29, congress of instructors of the deaf, 8 a. m. Hall 27, congress of educators of the blind, 9.30 a. m. Hall 20, congress on social settlements, 10 a. m. Hall of Columbus, Emma Willard Memorial Association, 2.30 p. m. Hall 4, congress on university extension, 2.30 p. m. Hall 24, congress on college fraternities, 2 p. m. Hall 27, congress of educators of the blind, 3 p. m. Hall 20, congress on social settlements, 3 p. m. Hall of Washington, joint session of kindergarten congress and congress on manual and art education, 8 p. m. Hall 22, reception to visiting stenographers, 8 p. m. Hall 20, congress on social settlements, 8 p. m.

Thursday, July 20.—Hall of Washington, congress on university extension, 10 a. m. Hall 3, congress of manual and art education, 10 a. m. Hall 33, Business Educators' Association, 9 a. m. Hall 24, congress of college fraternities (woman's session), 10 a. m. Hall 22, congress of stenographers, 9 a. m. Hall 8, congress of deaf mutes, 8 a. m. Hall 27, congress of educators of the blind, 9 a. m. Hall 20, congress on

social settlements, 10 a. m. Hall 22, congress of stenographers, 2 p. m. Hall 27, congress of educators of the blind, 3 p. m. Hall 20, congress on social settlements, 3 p. m. Hall of Columbus, congress on general education, 2.30 p. m. Hall 22, congress of women stenographers, 8 p. m. Hall 3, congress on manual and art education, 8 p. m. Hall of Columbus, congress on social settlements, 8 p. m. Hall 7, congress on kindergarten education, 8 p. m. Hall of Washington, congress on higher education, 8 p. m. Hall 8, national associations of the deaf, 8 p. m. Hall 4, association of collegiate alumnæ, 8 p. m.

Friday, July 21.—Hall 4, congress on manual and art education, 10 a. m. Hall 22, congress of stenographers, 9 a. m. Hall 33, Business Educators' Association, 9 a. m. Hall 27, congress of educators of the blind, 9 a. m. Hall 20, congress on social settlements, 10 a. m. Hall 29, congress of educators of the deaf, 8 a. m. Hall 7, congress on kindergarten education, 10 a. m. Hall 3, congress on higher education, 10 a. m. Hall of Columbus, congress on general education, 2 p. m. Hall 7, congress on kindergarten education, 2.30 p. m. Hall of Washington, joint session of kindergarten congress and congress of manual and art education, 8 p. m.

Saturday, July 22.—Hall 4, congress on manual and art education, 10 a. m. Hall 7, congress on kindergarten education, 10 a. m. Hall 3, congress on higher education, 10 a. m. Hall 33, Business Educators' Association, 9 a. m. Hall of Columbus, congress on general education, 2.30 p. m. Hall 3, special meeting, 2.30 p. m. Hall of Columbus, congress on higher education, 8 p. m.

Sunday, July 23.—Hall of Columbus, Sunday service for college and university students, 3 p. m. Hall of Washington, Sunday service for the congress on kindergarten education, 3 p. m.

Monday, July 24.—Hall of Columbus, congress on general education, 10 a. m. Hall of Washington, congress on manual and art education, 10 a. m. Hall 29, congress of educators of the deaf, 8 a. m. Hall 3, congress on higher education, 10 a. m. Hall of Columbus, congress on general education, 8 p. m. Hall of Washington, congress on higher education, 8 p. m.

Tuesday, July 25.—Hall of Columbus, congress on general education, 10 a. m.

Monday, July 17.—Hall of Columbus, 10 a. m.: Formal opening of the congresses in this department.

Hall 26, 11 a. m., Congress of College and University Students: Addresses by the president and foreign delegates to the congress. Address, Student Life in the Southern Colleges of America, Prof. F. C. Woodward, South Carolina College, Columbia. Address, Influence of the Resident System, Frank P. Divelbiss, Richmond, Mo.

Hall 3, 11 a. m., Congress on Manual and Art Education: Opening addresses, Mr. William M. R. French, Rev. Dr. Frank W. Gunsaulus, Dr. H. H. Belfield. Origin, Development, Achievements, and Outlook of Manual Training in General, both public and Private, Dr. C. M. Woodward, Washington University, St. Louis, Mo. The Function of Drawing and Manual Training in Education, Prof. C. R. Richards, Pratt Institute, Brooklyn, N. Y. Discussion, Prof. John M. Ordway, Tulane University, New Orleans, La.; Prof. Gabriel Bamberger, Hebrew Manual Training School, Chicago, Ill., and others.

Hall 7, 11 a. m., Congress on Kindergarten Education: Froebel and his work, Prof. William N. Hailmann, superintendent of schools, Laporte, Ind.

Hall 8, 8 a. m., Congress of Instructors of the Deaf: Opening address, Phillip G. Gillette, LL. D., ex-superintendent of the Illinois Institution for the Deaf and Dumb, Jacksonville. A General View of the Education of the Deaf in the United States, Job Williams, L. H. D., principal of the American Asylum for the Deaf and Dumb, Hartford, Conn. Discussion, by N. F. Walker, superintendent of the South Carolina Institution for the Deaf and Dumb, Cedar Springs. Statistics of the Deaf, Edward Allen Fay, Ph. D., editor of The Annals and professor in the National Deaf-Mute College, Washington, D. C. Discussion, Alexander Graham Bell. American and European Schools, Warring Wilkinson, L. H. D., principal of the California Institution for the Education of the Deaf and Dumb and the Blind, Berkeley. The Influence of Party Politics on Institutions of Learning, Hon. Judge R. A. Mott, member and secretary of the board of directors of the Minnesota School for the Deaf, Faribault. Discussion, by Hon. L. A. Proctor, editor and former director of the Wisconsin School for the Deaf, Milwaukee, and Dr. J. L. Cleary, director of the Wisconsin School, Kenosha. Conventions, Conferences, and Summer Schools for Instructors of the Deaf, J. L. Noyes, L. H. D., superintendent of the Minnesota School for the Deaf, Faribault. Discussion, by J. A. Gillespie, M. A., principal of the Nebraska Institute for the Deaf and Dumb, Omaha. Deafness and Retarded Hearing: What is It? Its Cause and Probability of Cure, Samuel Sexton, M. D., New York City. Discussion, by C. J. Blake, M. D., Boston, Mass., and A. L. Adams, M. D., Jacksonville, Ill.

Hall of Columbus, 2.30 p. m., General Education: Address, Reforms Now Practicable in Secondary Education, Miss Mary A. Jordan, Smith College, Northampton, Mass.

Hall of Washington, 2 p. m., Congress of Representative Youth: Prayer, Right

Rev. Bishop Samuel Fallows, D. D., LL. D. Song, Prof. Tomlin's children's chorus. Addresses of welcome on behalf of the World's Congress Auxiliary, Hon. C. C. Bonney, president World's Congress Auxiliary; Mrs. Potter Palmer, president Woman's Branch Auxiliary; Mrs. Charles Henrotin, vice president Woman's Branch; Hon. A. G. Lane, superintendent Chicago city schools; Prof. A. F. Nightingale, superintendent Chicago high schools and chairman committee on Youth's Congress; Bishop Samuel Fallows, D. D., LL. D., chairman general committee on educational congresses, and others. Poem, Hezekiah Butterworth, editor Youth's Companion. Song, Prof. Tomlin's children's chorus. Address, Mrs. Mary Lowe Dickinson. Address, Mrs. Emily Huntington Miller. Messages to the world's youth, by governors of States, and magazines. Announcement, Watchword and Motto for World's Youth. Song, Prof. Tomlin's children's chorus.

Hall 26, 8 p. m., Congress of College and University Students: Address, Coeducation as a Factor in the Social Life of Students, Prof. Martha Foote Crow, University of Chicago. Discussion.

Hall 3, 8 p. m., Congress of Manual and Art Education: Manual Training in the American School System, President Walter Hervey, College for the Training of Teachers, New York. Paper on Sloyd, written by Prof. Otto Salomon, Nääs, Sweden; read by Mr. Arthur Lefler. The Ethical Value of Manual Training, Dr. Emil Hirsch, Chicago, Ill. The Practice and History of the Tool, Prof. Gustaf Sellergren, Technological High School, Stockholm, Sweden. Addresses, Col. Augustus Jacobson; Miss Meri Topelius, Illinois; Mr. John T. Morris, Baltimore, Md.

Hall 7, 8 p. m., Congress on Kindergarten Education: Address, Every Mother a Kindergartner, Mrs. S. B. Cooper, California. Address, Relation of Play and Work, Miss Angeline Brooks, New York.

Tuesday, July 18.—Hall 4, 10 a. m., University Extension Congress: Reception and registration, 10 a. m.; formal opening of the congress, 11 a. m. Honorary president, Dr. R. D. Roberts, London, England. Acting chairman of the congress, Nathaniel Butler, jr. Prayer, the Right Rev. Bishop Samuel Fallows. Addresses of welcome, Charles C. Bonney, president of the World's Congresses; Henry Wade Rogers, LL. D., president Northwestern University. Sketch of the Movement in England, Prof. James Stuart, M. P., London, England; read by Mr. Charles Zeublin.

Hall 26, 9.30 a. m., Congress of College and University Students: Inter-university Student Fellowship, reports from Naples, Upsala, Christiania, Cornell, Harvard, Johns Hopkins. Discussion. International University Magazine. Discussion.

Hall 3, 10 a. m., Congress of Manual and Art Education: How Shall we Acquire a Better Appreciation for True Art? Prof. Walter Perry, Pratt Institute, Brooklyn, N. Y. A Study of Children's Spontaneous Drawings, Prof. Earl Barnes, Leland Stanford (jr.) University, Palo Alto, Cal. The Art Idea in Public Education, Mr. John S. Clarke, Boston, Mass. Discussion: Judge Andrew Draper, Cleveland, Ohio; Supt. Thomas Balliet, Springfield, Mass.; Mr. William Ordway Partridge, Massachusetts. Volunteer discussions.

Hall 7, 10 a. m., Congress on Kindergarten Education: Addresses on Professional Training of the Kindergartner, Mrs. Eudora L. Hailmann, Laporte, Ind.; Mrs. J. N. Hughes, Toronto, Canada; Miss Caroline Hart, Milwaukee, Wis. Discussion. Music a Factor in Early Education, Prof. William L. Tomlins, Chicago; Prof. Daniel Batchellor, Philadelphia.

Hall 8, 8 a. m., Congress of the Deaf: 8 a. m. to 1 p. m., Congress of the Deaf. Photographs of the congress and of the National Association of the Deaf will be taken after adjournment. 8 p. m., reception and banquet.

Hall 27, 9.30 a. m., Congress of Educators of the Blind: Addresses of welcome, Hon. C. C. Bonney, president World's Congress Auxiliary, Chicago; Hon. Right Rev. Samuel Fallows, D. D., LL. D., chairman committee on educational congresses, Chicago; Frank H. Hall, chairman committee of organization, Jacksonville, Ill.; Rev. W. H. Milburn, president World's Congress of Instructors and Friends of the Blind. Responses to addresses of welcome, William B. Wait, superintendent New York Institution for the Blind, New York City; Dr. Frank Rainey, superintendent Texas Institution for the Blind, Austin; Dr. K. Wulff, superintendent Royal Institution for the Blind, Steglitz, Germany; H. L. Hall (blind), superintendent Pennsylvania Working Home for Blind Men, and general agent of the Society for Providing Evangelical Religious Literature for the Blind, Philadelphia; Warring Wilkinson, superintendent California Institution for the Deaf and Dumb and the Blind, Berkeley; M. Anagnos, superintendent Perkins Institution and Massachusetts School for the Blind, South Boston; F. J. Campbell, LL. D., superintendent Royal Normal Institute for the Blind, Upper Norwood, London, England. Paper, The Blind Receive their Sight, by A. H. Dymond, principal Ontario School for the Blind, Brantford.

Hall 6, 10 a. m., Congress on Chautauquan Education: Addresses, Chautauqua, Bishop John H. Vincent. Chautauqua and the Sunday School, President Lewis Miller. Chautauqua and the Churches, Rev. R. S. Holmes. Chautauqua and the Schools, School Inspector James L. Hughes. Chautauqua and the Prisons, Mr. T. H.

Leavitt. Chautauqua and University Extension, Prof. W. D. McClintock. Chautauqua Correspondence Teaching, Dr. John H. Daniels. Chautauqua in Foreign Lands, South Africa, Miss Landfear; India, Mrs. Messmore; Hawaii, Mrs. McCully; Japan, Mrs. Drennan.

Hall of Columbus, 2.30 p. m., General Education: Address, Methods of Teaching Ethics in Schools, Mrs. Kate Tupper Galpin, Pasadena, Cal. Address, The Rhythmical Changes in the Minds of Children, Miss Kirstine Fredriksen, Copenhagen, Denmark. Address, The Education of Girls, Mrs. H. Thane Miller, Mount Auburn, Cincinnati, Ohio.

Hall of Washington, 2 p. m., Congress of Representative Youth: Prayer, Rev. Herrick Johnson, D. D. Song, Professor Tomlins's children's chorus. Words of cheer from the ends of the earth: Envoys extraordinary and ministers plenipotentiary of the United States to foreign courts: Hon. W. W. Phelps, Germany; Hon. T. Jefferson Coolidge, France; Hon. Fred D. Grant, Austria; Hon. William Potter, Italy; Hon. Charles Denby, China; Hon. S. R. Thayer, Netherlands; W. W. Thomas, Sweden; Hon. W. L. Scruggs, Venezuela; Hon. John Hicks, Peru; Hon. E. H. Conger, Brazil; imperial royal minister of education for Austria; imperial royal minister of state for China. Address, Clara Doty Bates. Address, George W. Cable. Song, Professor Tomlins's children's chorus. Address, Mrs. Mary A. Hunt. Messages to the world's youth, Hon. Speaker Charles F. Crisp, Dr. Edward Everett Hale, Right Rev. Bishop J. H. Vincent, Right Rev. Bishop Keane, Mr. Charles Dudley Warner Hon. Henry Watterson, Mr. Thomas Wentworth Higginson, Hon. John M. Thurston, United States Senator John W. Daniel, Miss Frances E. Willard, Mrs. Margaret Bottome, Mr. William F. Adams ("Oliver Optic"), Mr. Edmund Clarence Stedman, Gen. O. O. Howard, Mr. Palmer Cox, Archbishop Ireland, Mr. Samuel L. Clemens ("Mark Twain"), Chief Justice of the United States Melville W. Fuller, Miss Gail Hamilton, Mrs. Mary T. Lathrop, Danish Government World's Fair Correspondent Laura Kieler, and others. Address, Right Rev. J. L. Spalding, D. D. Choosing Watchword and Motto, delegates to the congress. Song, Professor Tomlins's children's chorus.

Hall 4, 2.30 p. m., University Extension Congress. Honorary president, Mr. Melvil Dewey, Albany, N. Y. Sketch of the Movement in America, Katharine L. Sharp, librarian Armour Institute, Chicago. Aims, Expectations, and University Credits, Dr. R. D. Roberts, London, England (London and Cambridge delegate to the University Extension Congress of 1893). University Credits, Prof. F. W. Blackmar, Lawrence, Kans.

Hall 6, 2.30 p. m., Congress on Chautauquan Education: Address, The Chautauqua Assembly Plan in the United States, Dr. J. L. Hurlbut. Address, The Evolution of Lecture Schedules, Mr. George E. Vincent. Address, The Chautauqua Literary and Scientific Circle, Miss K. F. Kimball. Address, National Home Reading Union in England, Miss M. C. Mondy. Address, Individual Reading, Mrs. Emily Goodrich Smith. Address, Local Circles, Mrs. Mary H. Field. Address, Chautauqua Extension Lectures, Dr. W. F. Oldham.

Hall 26, 8 p. m., Congress of College and University Students: Address, The American College Fraternity System, C. L. Van Cleve, editor The Shield of Phi Kappa Psi. Students' self-government, reports from various universities, followed by discussion.

Hall 3, 8 p. m., Congress of Manual and Art Education: Interior Decoration of School Buildings, Mrs. Mary Thompson Chapin, Boston, Mass. Discussion, Miss Ellen Starr, Illinois. The Influence of Japanese Art, Prof. Ernest Fenollosa, Art Museum, Boston, Mass. The Philosophy of the Tool, Dr. Paul Carus, Chicago.

Hall 7, 8 p. m., Congress on Kindergarten Education: Paper, Stories in the Kindergarten, Mrs. Kate Douglas Wiggin; read by Miss Nora Smith. Paper, Froebel's Religion, Miss Eleanor Heerwart, Germany. Discussion, led by Rev. L. P. Mercer.

Hall 22, 8 p. m., reception by the Stenographers' Club of Chicago.

Hall of Washington, 8 p. m., Congress on Chautauquan Education: Addresses, Dr. William R. Harper, President Lewis Miller, Dr. J. L. Hurlbut, and others.

Wednesday, July 19.—Hall 4, 10 a. m., University Extension Congress: Honorary president, Mr. E. L. S. Horsburgh, Oxford, England. The Lecture study and Its Functions, T. J. Lawrence (late of Cambridge, England), the University of Chicago, read by Mr. S. H. Clark. The Syllabus, Edward T. Devine, Philadelphia. The Class, George F. James, Philadelphia. The Weekly Exercise, Lyman P. Powell, Philadelphia. The Traveling Library, Francis W. Shepardson, the University of Chicago.

Hall of Columbus, 9 a. m., Congress of College Fraternities: Address, The Legal Status of the Fraternities, William Raymond Baird. Address, Histories of Fraternities, W. B. Palmer. Address, Fraternity Catalogue Making, Frank B. Swope. Address, Fraternity Finances, Isaac R. Hitt, jr. Address, The Advantages of Nonsecrecy, E. J. Thomas. Address, A Permanent Fraternity League, E. H. L. Randolph. Address, The Women's Fraternities, Mrs. Mary Roberts Smith. Ten minutes' discussion following each paper.

Hall 8, 8 a. m., Congress of Instructors of the Deaf: The Social Status of the Deaf, Rev. James H. Cloud, M. A., principal of St. Louis, Mo., day school. Discussion by J. B. Hotchkiss, M. A., professor in the National Deaf-mute College, Washington, D. C., and Prof. E. B. Nelson, principal of the New York Central Institution for the Deaf, Rome. The Higher Education of the Deaf, Prof. Amos G. Draper, M. A., professor in the National Deaf-mute College, Washington, D. C. Discussion by Prof. Charles W. Ely, M. A., principal of the Maryland School for the Deaf, Frederick, and President E. M. Gallaudet, of the National Deaf-mute College, Washington. D. C. The Sign Language: Its Use and Abuse in the Schoolroom, Prof. F. W. Boot, principal of the primary department of the Pennsylvania Institution, Mount Airy, Philadelphia. Discussion by Prof. H. C. Hammond, teacher in the Illinois Institution for the Deaf and Dumb, Jacksonville, and Prof. D. C. Dudley, M. A., teacher in the Colorado School for the Deaf and the Blind, Colorado Springs. Deaf Mutes as Teachers, Isaac L. Peet, LL. D., principal emeritus of the New York Institution for the Deaf and Dumb, Washington Heights, New York City. Discussion by Prof. J. R. Dobyns, M. A., superintendent of the Mississippi Institution for the Deaf and Dumb, Jackson; and George W. Veditz, M. A., teacher in the Colorado School for the Deaf and Blind, Colorado Springs. Literary Societies in Schools for the Deaf, J. L. Smith, M. A., head teacher in the Minnesota School for the Deaf, and editor of The Companion, Faribault. Discussion by Prof. D. W. McDermid, principal of the Manitoba Institution for the Deaf, Winnipeg, and James C. Bales, B. A., teacher in the Ontario Institution for the Deaf and Dumb, Belleville. The Work and Results of the Royal Commission in England, Hon. William Woodal, M. P., member of the Royal Commission. The Education of the Deaf in Italy, Signor G. Ferreri, director of the Pendola Institution for the Deaf, Siena, Italy. The Proper Adjustment of Methods in the Education of the Deaf, E. M. Gallaudet, Ph. D., LL. D., president of the National Deaf-mute College, Washington, D. C. Discussion by Richard Elliott, L. H. D., head master of the Institution for the Deaf and Dumb, Margate, England, and John P. Walker, M. A., teacher in the Pennsylvania Institution, Mount Airy, Philadelphia. Day Schools and Boarding Schools for the the Deaf, Miss Sarah Fuller, principal of the Horace Mann School for the Deaf, Boston, Mass. Discussion by Charles Kerney, B. A., teacher in the Indiana Institute for the Deaf and Dumb, Indianapolis, and Robert P. McGregor, M. A., teacher in Ohio Institution for the Deaf and Dumb, Columbus. Text-books: When and How Used, and to What Extent, W. A. Caldwell, M. A., principal of the Florida Blind and Deaf-mute Institute, St. Augustine. Discussion by J. W. Blattner, M. A., principal of the Texas School for the Deaf, Austin, and Thomas Brown, teacher in the Michigan School for the Deaf, Flint. The Reading Habit in Deaf Pupils Before and After Graduation, S. G. Davidson, B. A., teacher in the Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Philadelphia. Discussion by W. K. Argo, M. A., superintendent of the Kentucky Institution for Deaf Mutes, Danville.

Hall of Washington, 10 a. m., joint session of the Kindergarten Congress and Congress of Manual and Art Education: Elementary Manual Training in Public Schools, Mrs. Louisa P. Hopkins, assistant superintendent public schools, Boston, Mass. Character Building Through Work, Mrs. Charles Dickinson, Denver, Colo. Symbolism in Early Education, Mrs. Marion Foster, Washburn, Ill. The Promotion of Child Activity, Prof. Hannah Johnson Carter, Drexel Institute, Philadelphia, Pa. Discussion, Prof. Ernest Fenollosa, Boston, Mass.; Mrs. Alice H. Putnam, Chicago, Ill.

Hall 27, 9.30 a. m., Congress of Educators of the Blind—Systems of Embossed Printing: The Moon System, H. Moon, LL. D., Brighton, England; the Braille, Prof. J. W. Smith, South Boston, Mass.; the New York Point, Supt. William B. Wait, New York City; the Roman Letter, Dr. Frank Rainey, Austin, Tex. Courses of Study in Schools for the Blind, A. Buttner, director Royal Institution for the Blind, Dresden, Germany; James J. Dow, A. M., superintendent Minnesota School for the Blind, Faribault. Instruction in Music, F. J. Campbell, LL. D., superintendent Royal Normal Institute for the Blind, Upper Norwood, London, England; Prof. John A. Simpson, North Carolina Institution for the Blind, Raleigh; Prof. Wallace P. Day, musical director Illinois Institution for the Blind, Jacksonville; Prof. D. D. Wood (blind) musical director Pennsylvania School for the Blind, Philadelphia. The Higher Education of the Blind, Prof. Lewis B. Carll (blind) author of "A Treatise on the Calculus of Variations," Jersey City, N. J.

Hall 20, 10 a. m., Congress on Social Settlements: Address, The University Settlement Historically Considered, Robert A. Woods, Boston. Reports of delegates from settlements.

Hall of Columbus, 2.30 p. m., The Emma Willard Memorial Association: Address, Pioneer Work in the Higher Education of Woman in the United States, Mrs. Elizabeth Cady Stanton; read by Miss Susan B. Anthony.

Hall 4, 2.30 p. m., University Extension Congress: Honorary president, Andrew J. Herbertson, Edinburgh, Scotland. Function of the Local Center, George L. Hunter, Newberry Library, Chicago. Students' Associations, Arthur Berry, Cambridge, England. Household Economics and University Extension, Mrs. Charles Kendall

Adams, Madison, Wis. Coordination of University Extension to Local Efforts, Melvil Dewey, Albany, N. Y. Nomenclature, R. G. Moulton (late of Cambridge, England), the University of Chicago; read by Mr. Nathaniel Butler, jr.

Hall 24, 2 p. m., Congress of College Fraternities: Special session of fraternity editors, E. H. L. Randolph, chairman. Address, Fraternity Journalism: Its Scope, C. L. Van Cleve, Troy, Ohio. Address, Fraternity Journalism: Its Influence on the Development of the System, Frederic C. Howe, Ph. D., Baltimore, Md. Address, Fraternity Journalism: The Woman's Journal, Miss Ina Firkins. Address, Fraternity Journalism: Its Financial Aspects, Clay W. Holmes, Elmira, N. Y. Address, Fraternity Journalism: Its Unifying Influence on the Chapters, George W. Warner, Philadelphia. Address, Fraternity Journalism: Is It Consistent with the Principles of the System? Grant W. Harrington, Hiawatha, Kans. Address, Fraternity Journalism: Its Relations to Fraternity Loyalty, John E. Brown, Columbus, Ohio.

Hall 27, 3 p. m., Congress of Educators of the Blind: A president and secretary for this meeting will be selected at the morning session. Subjects for discussion, the papers presented at the preceding session. A list of speakers will be made before the meeting, but persons not on the list and desiring to speak may send their cards to the presiding officer and will be called if there be time. Limitations of time for remarks will be announced by the president. The utmost brevity is desired. No new topic will receive attention until all the subjects presented at the morning session have been disposed by the delegates in attendance.

Hall 20, 3 p. m., Congress on Social Settlements: Address, The Relation of the Settlement to Universities, James B. Reynolds, Paris, France. Address, The Settlement as a Center for University Extension, R. D. Roberts, secretary London Society for University Extension. Address, How is it Possible to Secure Greater Permanency and Continuity in Settlement Work? Mrs. A. E. Thompson, president College Settlements Association.

Hall of Washington, 8 p. m., joint session of Kindergarten Congress and Congress of Manual and Art Education: Symposium, Relation of Kindergarten to Primary Schools, Hon. W. T. Harris, Washington, D. C.; Miss Sarah Arnold, Minneapolis; Miss Constance MacKenzie, Philadelphia; Professor Hailmann, Laporte, Ind. Relation of Kindergarten to Higher Education, Dr. Thomas Balliet, Springfield, Mass.; Dr. James MacAlister, Philadelphia, Pa.; Col. Francis W. Parker, Illinois, and others.

Hall 22, 8 p. m., reception to visiting stenographers.

Hall 20, 8 p. m., Congress on Social Settlements: Address, Weak Points in the Settlement Method, Edward Cummings, Harvard University. Address, The Settlement in its Relations to Municipal Reform, Mrs. Florence Kelly, Chicago. Address, The Settlement in its Relation to Tenement Houses, Miss Helena Dudley, head of College Settlements, Philadelphia.

Thursday, July 20.—Hall of Washington, 10 a. m., University Extension Congress: Honorary president, Charles de Garmo, Philadelphia. Prayer, Rev. Jenkin Lloyd Jones. University Extension and Teachers' Institutes, George R. Shawhan, Urbana, Ill. University Extension and Farmers' Institutes, W. H. Morrison, Madison, Wis. Class Instruction as a Department of University Extension, W. O. Sproull, Cincinnati, Ohio; Charles Zeublin, the University of Chicago. The Universities and the Workingmen, E. L. S. Horsburgh, Oxford and London University Extension, Oxford delegate to the Philadelphia Summer Meeting and the University Extension Congress of 1893.

Hall 3, 10 a. m., Congress of Manual and Art Education: The Place of Manual Training in Liberal Education, President Daniel C. Gilman, Johns Hopkins University, Baltimore, Md.; read by Mr. Louis Block, Illinois. The Line in Education, Col. Charles Larned, West Point, N. Y. The Physiology of Manual Training, H. M. Leipziger, Ph. D., New York. Notes on the History of Art Education in the Common Schools of the United States, Mr. Charles M. Carter, director of drawing in public schools, Denver, Colo. Volunteer discussions.

Hall 7, 10 a. m., Congress on Kindergarten Education: Address, Science Teaching in Elementary Education, Mrs. Louisa Parsons Hopkins, Boston; Edward G. Howe, Tracy, Ill. Paper, Physical Culture, Mrs. Grace Call Kempton, Baron Nils Posse. Discussion, Miss M. Morley.

Hall 22, 9 a. m., Congress of Stenographers: Opening address, J. L. Bennett, Chicago. Address, The Relation of Stenography to a Universal Language, Wilhelm Kronsbein, Wiesbaden, Germany. Address, Stenography and the Spelling Reform, Elias Longley, Los Angeles, Cal. Address, Stenography and the Study of Foreign Languages, Dr. Rudolf Tombo, New York City. Address, Stenography and Spanish, George H. Smith, East Orange, N. J. Address, Universities and Stenography, Karl Hempel, Carlottenburg, Germany. Address, Legibility of Stenography, W. W. Osgoodby, Rochester, N. Y. Address, The Typewriter and Stenographer, H. E. Joel, London, England. Discussion.

Hall 8, 8 a. m., Congress of the Deaf: 8 a. m. to 1 p. m., Congress of the Deaf; 4 p. m., editors' meeting at Pas-a-Pas Club; 8 p. m., Triennial Convention of the National Association of the Deaf.

Hall 27, 9 a. m., Congress of Educators of the Blind: The Physical Culture of the Blind, Gazella Bennett, Perkins Institution, South Boston, Mass.; William Martin, superintendent Royal Blind Asylum, Edinburgh, Scotland. Appliances Used in the Instruction of the Blind, M. Meiker, director Rhine Province Institution for the Blind, Duren, Germany; B. B. Huntoon, A. M., superintendent American Printing House for the Blind, Louisville, Ky. Sloyd, Miss Anna Molander, teacher of Sloyd in the Wisconsin School for the Blind, Janesville. Moral and Religious Instruction in State Schools, J. R. Harvey, D. D., superintendent Arkansas School for the Blind, Little Rock; F. D. Morrison, superintendent Maryland School for the Blind, Baltimore; John T. Sibley, A. M., M. D., superintendent Missouri School for the Blind, St. Louis. Trades Adapted to Blind Men, H. L. Hall (blind), superintendent Pennsylvania Working Home for Blind Men, Philadelphia. Employments for Blind Women, Mrs. Sarah B. Little, formerly superintendent Wisconsin School for the Blind; H. W. P. Pine, secretary Midland Institute for the Blind, Nottingham, England.

Hall 20, 10 a. m., Congress on Social Settlements: Address, The Settlement in its Relation to Organized Social Work, Everett P. Wheeler, New York City. Address, The Settlement in its Relation to Organized Religious Work, President Tucker, Dartmouth College. Address, The Settlement in its Relation to Charitable Institutions, Miss Julia Lathrop, Chicago.

Hall of Columbus, 2.30 p. m., General Education: Address, Industrial Training in Catholic Schools for Girls, Miss Lily Alice Toomy, San Francisco, Cal. Address, Education of Australian Women, Miss Julia Rappiport, Australia. Address, Education of the Colored Youth of this Country, Mrs. Fannie Jackson Coppin, Philadelphia. Address, The Outlook, Mrs. Mary Frost Ormsby.

Hall 22, 2 p. m., Congress of Stenographers: Address, Stenography from the Earliest Times to the Introduction of the Art in England in 1588, N. P. Heffley, Brooklyn, N. Y. Address, The World's Stenographic Literature, William E. A. Axon, Manchester, England. Address, What Has Half a Century Done for Stenography? David Wolfe Brown, Washington, D. C. Address, The Future of Stenography, F. H. Risteen, Frederickton, N. B. Address, Stenography as a Skilled Profession, E. V. Murphy, Washington, D. C. Address, Medical Reporting, William Whitford, Chicago. Address, Use of the Phonograph in Reporting, George C. Howland, Ottawa, Canada. Address, The General Use of Typewriting, Charles H. McGurrin, Kalamazoo, Mich. Address, Details, O. C. Gaston, Tabor, Iowa. Discussion.

Hall of Washington, 8 p. m., Congress of Higher Education: Addresses of welcome, Charles C. Bonney, president World's Congress Auxiliary; Henry Wade Rogers, LL. D., president Northwestern University and chairman of the committee on the higher education congress; Harriet C. Brainard, Ph. B., chairman of the woman's committee on higher education congress; William R. Harper, Ph. D., president of the University of Chicago and vice-chairman of the higher education congress; John M. Coulter, LL. D., president of the Lake Forest University and a member of the committee on the higher education congress. Address, State Universities in the United States, James B. Angell, LL. D., president University of Michigan. Address, The Training of University Graduates for the Profession of Teaching, Elizabeth P. Hughes, principal Cambridge Training College, Cambridge, England. Address (title to be announced later), B. I. Wheeler, Ph. D., Cornell University. Address (title to be announced later), John Fryer, LL. D. Address, Technological Education in England, Sir Henry Trueman Wood, Secretary of the Royal Commission of Great Britain. Address, Methods of University Instruction, Emil G. Hirsch, Ph. D.

Hall 24, 10 a. m., Congress of College Fraternities (woman's session), Miss Ethel Baker, chairman: Address of welcome, Mrs. Charles Henrotin. Address, The Origin and Development of the Fraternity System, Margaret E. Smith, Kappa Alpha Theta. Address, Fraternity Journalism, May Henry, Alpha Phi. Address, Chapter Houses, a member of Kappa Kappa Gamma. Address, Limitations of Fraternity Membership, Mrs. Rho Fisk Zeublin, Delta Gamma. Address, Fraternity Extension, Miss Bessie Leach, Delta Delta Delta. Address, Ethical Influence of Fraternities, Mrs. Blackwelder, Pi Beta Phi. Address, Fraternity Women in the World, Isabella M. Andrews, Gamma Phi Beta.

Hall 22, 8 p. m., Congress of Women Stenographers: Opening address, Hattie A. Shinn, Chicago. Address, Foundation Stones, Eliza B. Burnz, New York City. Address, Man and Woman in the Shorthand World, Carrie A. Clarke, Des Moines, Iowa. Address, Women as Court Reporters, Juliet L. Johnson, Youngstown, Ohio. Address, What Stenography Has Done For Woman, M. E. Miller, Chicago. Address, The Modern Business Woman, Emma Jacobson, Chicago. Address, Early Stenographers, Men and Women, M. Jeannette Ballantyne, Rochester, N. Y. Discussion.

Hall 3, 8 p. m., Congress on Manual and Art Education: The True Education, Mr. William Ordway Partridge, Milton, Mass. Art Education in Public Schools, Mr. Edwin D. Mead, Boston, Mass. The Positive Element in Art, Mr. Denton J. Snider, St. Louis, Mo., or Mr. Thomas Davidson. Addresses, Prof. Halsey S. Ives, Missouri; Hon. W. T. Harris, United States Commissioner of Education, Washington, D. C.

Hall 7, 8 p. m., Congress on Kindergarten Education: Address, Life Principles in the Kindergarten, Miss M. J. Garland, Boston. Address, Froebel in England, Miss Emily Shirreff, London, England. Address, The Froebel Institute of Naples, Madam de Portugall; read by Mrs. Putnam. Address, Catholic Kindergartens, Mrs. Emma White.

Hall 27, 3 p. m., Congress of Educators of the Blind: Discussion continued on the same general plan as that contained in programme of Wednesday.

Hall 20, 3 p. m., Congress on Social Settlements: Address, The Settlement in its Relation to the Art Movement, Miss Ellen G. Starr, Hull House, Chicago. Address, The Settlement in its Relation to the Religious Movement, Miss Vida D. Scudder, Wellesley College.

Hall of Columbus, 8 p. m., Congress on Social Settlements: Symposium, The Settlement in its Relation to the Labor Movement, Mr. Henry D. Lloyd, Chicago; Miss Mary E. Kenney, organizer American Federation of Labor; Mr. Abram Bisno, general secretary Cloakmakers' Union; Mrs. Florence Kelly, special expert Bureau of Labor; Miss Jane Addams, Hull House, Chicago.

Friday, July 21.—Hall 3, 10 a. m., Congress of Higher Education: Address, The Essential Function of the Teacher, Sophie Bryant, London, England. Address, Schools and Universities in Germany, Dr. Stephen Waetzoldt, professor in the University of Berlin. Address, The German University, Dr. Dittman Finkler, professor in the University of Bonn. Address, Reasons Why the German Universities are the Last to Admit Women, Fraulein Kaethe Schirmacher, Danzig, Germany. Address, University Education in Austria, Dr. Isidor Singer, professor in the University of Vienna.

Hall 4, 10 a. m., Congress on Manual and Art Education: English Reports and Papers, Mrs. Mary MacCallum, London, England; Mr. T. C. Horsfal, Macclesfield, England, read by Mrs. Carolus Sterling; Mr. Walter Crane, London, England. Report of Mrs. Hemenway's Work, Miss Amy Homans, Boston, Mass. Manual and Art Training in the London Board Schools, Mr. J. Vaughan, London, England. Reports from Catholic schools, Brother Ambrose, Illinois; Miss Eliza Allen Starr, Illinois.

Hall 7, 10 a. m., Congress on Kindergarten Education: Symposium, The Function of Art in the Kindergarten, Mrs. Mary Dana Hicks, Mrs. Mary H. Peabody, Prof. John Ward Stimson.

Hall 22, 9 a. m., Congress of Stenographers: Address, Salaries for Stenographic Work, and Appointment of Official Stenographers, Dr. Julius Zeibig, Dresden, Germany. Address, Success and Failure of Amanuenses, J. L. Price, Chicago. Address, The Teaching and Practice of Shorthand in Germany, Max Backler, Berlin. Address, Stenography in Italy, (*a*) mechanical parliamentary shorthand, (*b*) Italian spelling reform, Luigi Ranieri, Rome. Address, Stenography in Australia, Sidney Stott, Melbourne. Address, English Shorthand Organizations, G. H. H. Pittman, London. Address, Universal Organizations, J. Gale Needham, New York City. Address, Stenographic Journalism, C. H. Rush, Chicago.

Hall 27, 9 a. m., Congress of Educators of the Blind—General Statistics Regarding the Blind, their Education and Employment: Europe, G. R. Boyle, acting secretary British and Foreign Blind Association, London, England; Asia, Rev. W. H. Murray, Peking, China; Africa, M. Onsi, director Institution for the Blind, Cairo, Egypt; Oceanica, Samuel Watson, master New South Wales Institution for the Deaf and Dumb and the Blind, Sydney, Australia; America, Edward E. Allen, A. M., principal Pennsylvania Institution for the Blind, Philadelphia. Address, The Care of the Blind After Leaving School, T. A. Wallis, secretary Indigent Blind Visiting Society, London, England; Hon. J. F. Morris (blind), Baltimore, Md. Address, The Necessity of Having in Every Country an Association in the Interest of the Blind, M. de la Sizeranne, editor Valentin Hauy, Paris, France. Address, The Best Means of Making the Blind Independent, J. Moldenhawer, director Royal Institution for the Blind, Copenhagen, Denmark.

Hall 8, 8 a. m., Congress of Instructors of the Deaf: Statistics of Articulation Work in America, Alexander Graham Bell, Ph. D., Washington, D. C. Discussion by A. L. E Crouter, M. A., principal of the Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Philadelphia. Oral Work in Oral Schools: How far Successful, Miss Caroline A. Yale, principal of the Clarke Institution for Deaf Mutes, Northampton, Mass. Discussion by Miss Ella C. Jordan, teacher in the Horace Mann School for the Deaf, Boston. Mass., and Prof. Jacob D. Kirkhuff, teacher in oral department of Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Philadelphia. Oral Work in Schools Using the Combined System, W. G. Jenkins, M. A., teacher in the American Asylum for the Deaf and Dumb, Hartford, Conn. Discussion by Joseph C. Gordon, Ph. D., professor in the National Deaf-Mute College, Washington, D. C. The Speech Habit in the Deaf, A. L. E. Crouter, M. A., principal of the Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Philadelphia. Discussion by E. S. Thompson, B. A., normal student in the Clarke Institution for Deaf Mutes, Northampton, Mass. The Voices of the Deaf: How Improve Them? David Greene, principal of the Institution for the Improved Instruction of Deaf Mutes, New York City. Discussion by

Prof. Alexander Melville Bell, author of "Visible Speech," Washington, D. C., and Miss Laura DeL. Richards, principal of the Rhode Island School for the Deaf, Providence. Lyon's Phonetic Manual, Edmund Lyon, the inventor, Rochester, N. Y. Discussion by Z. F. Westervelt, superintendent of Western New York Institution for the Deaf, Rochester. How Develop the Imagination of the Deaf, Miss Sarah H. Porter, teacher in the Kendall School for the Deaf, Washington, D. C. Discussion, by Weston Jenkins, M. A., principal of the New Jersey School for the Deaf, Trenton, and George L. Wyckoff, principal of the Iowa Institution for the Deaf and Dumb, Council Bluffs. Art in the Cultivation of the Imagination, David D. Smith, art teacher in the Illinois Institution for the Deaf and Dumb, Jacksonville. Discussion by Madame Gabrielle Le Prince, art teacher in the New York Institution for the Deaf and Dumb, Washington Heights, New York City, and Mrs. Isabella H. Carroll, late teacher of art in the Arkansas School for the Deaf, Little Rock. School Libraries and Cabinets: What Should They Contain? How Shall They be Used? Prof. T. F. Fox, teacher in New York Institution for the Deaf and Dumb, Washington Heights, New York City, and Louis C. Tuck, B. A., teacher in the Minnesota School for the Deaf, Faribault.

Hall 20, 10 a. m., Congress on Social Settlements: Address, Value of Settlements in Starting Cooperative Enterprises, Miss Fannie McLean, head of College Settlement, New York. Address, The Settlement as a Station for Sociological Study, Robert A. Woods, head of Andover House, Boston. Address, The Ideals of Future Society as Evolved in a Settlement, Rev. W. D. P. Bliss, Brotherhood of the Carpenter, Boston; Mr. Charles Zeublin, University of Chicago.

Hall 7, 2.30 p. m., Congress on Kindergarten Education: Reports from International Kindergarten Union.

Hall of Columbus, 2 p. m., General Education: Address, The Need of a Better Method of Teaching, Reading, and Speaking in Public Schools, Mr. George A. Vinton, Chicago. Address, Illiteracy of Speech, Mrs. Alice Timmons Toomy, San Francisco, Cal. Address, Psychology in Education, William George Jordan.

Hall of Washington, 8 p. m., Joint Session of Kindergarten Congress and Congress of Manual and Art Education: Education in its Relation to the Social and Economic Condition of the Times, Dr. James MacAlister, Drexel Institute, Philadelphia, Pa. Addresses, Rev. Dr. Frank W. Gunsaulus, president Armour Institute, Chicago; Professor Levasseur, Paris, France. Beauty a Public Necessity, Mr. Hamilton Mabie, editor Christian Union, New York.

Saturday, July 22.—Hall 3, 10 a. m., Congress of Higher Education: Address, Freedom to Teach, Martha Foot Crow, professor University of Chicago. Address, Balance of Studies in the College Course, Sarah F. Whiting, professor of physics in Wellesley College. Address, The Relation of the Government of the United States to Higher Education, John W. Hoyt, Washington, D. C. Address, Coeducation, its Advantages and its Dangers, Mrs. A. A. F. Johnston, professor in Oberlin University. Address, The Excessive Tendency to Utilitarian Studies in Our Universities, Charles J. Little, LL. D., professor in Northwestern University. Address, The Failure, if Such it be, of College Education, Hon. Rowland B. Mahany, United States minister to Ecuador.

Hall 4, 10 a. m., Congress on Manual and Art Education: Color and Child Vision, Mrs. Mary Dana Hicks, Boston, Mass. Discussion, Prof. Earl Barnes, California; Prof. Walter S. Perry, New York; Mr. Louis Block, Illinois; Miss Ada Laughlin, Minnesota. Manual and Art Education in Switzerland, Mr. Edward Boos-Jegher, official delegate of the Swiss Confederation to the Columbian Exposition. Addresses, Mr. Charles H. Ham, New York; Miss Adelaide Johnson, Rome, Italy; Rev. Jenkin Lloyd Jones, Chicago; Dr. H. W. Thomas, Chicago.

Hall 7, 10 a. m., Congress on Kindergarten Education: Paper, Cultivation of Aptitudes in Children, Mrs. Alice Toomy. Address, Art Life of the Teacher, Mr. Edmund Russell, California. Paper, Miss Emma Marwedel, California.

Hall 8, 8 a. m., Congress of the Deaf: 8 a. m. to 1 p m., Congress of the Deaf: 5 p. m., Illinois alumni supper; 8 p. m., reception tendered by the Pas-a-Pas Club to members of the congress and National Association of the Deaf.

Hall of Columbus, 2.30 p. m., General Education: Address, Polish-Jewish Education, Rev. Samuel Weyler. Education in Iceland, Mrs. Magnusson, delegate. Education of Turkish Women, Mlle. Esmeralda Cervantes, delegate. Address, What to Give the People to Read, Mme. Alchevskaya, Charkow, Russia.

At 3.30 o'clock, in hall 3, Mr. Charles H. Ham will deliver his address on "Woman." He will be followed by Miss Hulda Lundin, superintendent of needlework in the public schools of Stockholm, who will speak upon the educational condition of Swedish women.

Hall of Columbus, 8 p. m., Congress on Higher Education: Address, Latin and Greek as Elements of Secondary and Higher Education Compared with Science and History, Hon. William T. Harris, LL. D., United States Commissioner of Education. Address, University Education in Russia, Dr. L. de Dimcha, professor in the University of St.

Petersburg. Address, University Education for Women in Russia, Prince Sergius Wolskonsky, gentilhomme de la Chambre de S. M. l'Empereur Russia. Address, The Distinction between College and University Training, Mary A. Jordan, professor of English in Smith College. Address, Progress in American Higher Education within the Past Thirty Years, Henry M. McCracken, LL. D., chancellor of the University of the city of New York.

Sunday, July 23.—Hall of Washington, 3 p. m., Congress on Kindergarten Education: The Kindergarten in its Relation to Sunday-school Work, Miss Lucy Wheelock, Boston. The Spiritual Life of the Child as Developed Through the Kindergarten, Miss Anna Bryan, Louisville. The Mission of the Kindergarten to the Very Poor, Prof. Felix Adler, New York. The Kindergarten a Factor in Foreign Missions, Miss Annie Howe, Kobe, Japan.

Hall of Columbus, 3.30 p. m., Sunday Service for the Congress of College and University Students: Address, Recent Religious Movements in the Universities of Europe, Asia, and America, James L. Houghteling, Chicago. Addresses, James B. Reynolds, J. R. Mott, and L. D. Wishard.

Monday, July 24.—Hall 3, 10 a. m., Congress on Higher Education: Address, The Latest Revival of the Study of Politics, Bernard Moses, Ph. D., professor in the University of California. Address (title to be announced later), Mr. Hamilton Mabie, New York City. Address, University Education in Sweden, Lector Söderblom, Göteborg, Sweden. Address, University Education for Women in Scotland, Miss J. A. Galloway, principal of Queen Margaret's College, Glasgow. Address, Physics a Culture Study, Henry Crew, Ph. D.

Hall of Columbus, 10 a. m., General Education: Discussion, What Shall the Public Schools Teach? George P. Brown, Illinois; Kate Tupper Galpin, California; Francis W. Parker, Illinois; William Ordway Partridge, Massachusetts; Hamlin Garland, Illinois; James MacAlister, Pennsylvania; Andrew S. Draper, Ohio; Marion Foster Washburne, Illinois; Ella F. Young, Illinois; G. H. Carmer, Minnesota; Thomas J. Morgan, Illinois, and others.

Hall of Columbus, 8 p. m., Congress of Higher Education: Address (subject to be announced), Right Rev. John J. Keane, LL. D., chancellor of the Catholic University of America. Address, Graduate Work in America, William Gardner Hale, A. B., professor in the University of Chicago. Address (title to be announced later), Alice Freeman Palmer. Address, University Education in France, Dr. G. Compayré, recteur de l'Académie de Poitiers. Address, The Study of Literature in French Universities, M. André Chevrillon, University of Lille. Address, The New Movement in Italian Universities, Mme. Fanny Zampini-Salazar, Naples, Italy.

Hall 8, 8 a. m., Congress of Instructors of the Deaf: The Family Life of Pupils Outside the Schoolroom, Z. F. Westervelt, superintendent of the Western New York Institution for Deaf-mutes, Rochester. Discussion by Rev. Benjamin Talbot, M. A., teacher in the Ohio Institution for the Deaf and Dumb, Columbus; and Warren Robinson, M. A., teacher in the Wisconsin School for the Deaf, Delavan. The Orally Taught Deaf after Graduation, D. L. Elmdorf, M. A., teacher in the New York Institution for the Improved Instruction of Deaf-mutes, New York City. Discussion by Mrs. S. G. Davidson, Mount Airy, Philadelphia; and Alvah W. Orcutt, Everett, Mass. Physical Care and Training of the Deaf, A. F. Adams, B. A., instructor of gymnastics, National Deaf-mute College, Washington, D. C. Discussion by J. S. Long, B. A., teacher in the Wisconsin School for the Deaf, Delavan; and Miss Grace Farr, teacher of physical training of girls in the Illinois Institution for the Deaf and Dumb, Jacksonville. Trades for the Deaf and Industrial Training Schools: How Improve Them? F. D. Clarke, M. A., superintendent of the Michigan School for the Deaf, Flint. Discussion by R. Mathison, superintendent of the Ontario Institution for the Deaf and Dumb, Belleville; and Henry C. Rider, superintendent of the Northern New York School for the Deaf, Malone. A Plan for the Permanent Employment of the Deaf in the Higher Trades and Professions, Ernest J. D. Abraham, missionary to the deaf, and coeditor of The British Deaf-mute and Journalist, Bolton, England. Text-Books: How Shall They be Used and to What Extent? W. A. Caldwell, M. A., principal of the Florida Blind and Deaf-mute Institute, St. Augustine. Discussion by J. W. Blattner, M. A., principal of the Texas School for the Deaf, Austin; and Thomas Brown, teacher in the Michigan School for the Deaf, Flint. The Mental Condition of the Uneducated Deaf-mute, Samuel Porter, M. A., emeritus professor in the National Deaf-mute College, Washington, D. C. Discussion by J. W. Swiler, M. A., superintendent of the Wisconsin School for the Deaf, Delavan; and A. N. Downing, teacher in the Western Pennsylvania Institute for the Deaf and Dumb, Edgewood Park. The Moral and Religious Condition of the Deaf after Leaving School, P. J. Hasenstab, B. A., teacher in the Illinois Institution for the Deaf and Dumb, Jacksonville. Discussion by Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church, New York City; and S. T. Walker, M. A., superintendent of the Kansas Institution for the Deaf and Dumb, Olathe. The Proper Relation of the Deaf to Their Alma Mater, Robert Patterson, M. A., principal of the Ohio Institution for

the Deaf and Dumb, Columbus. Discussion by B. R. Allabough, B. A., teacher in the Western Pennsylvania Institution for the Deaf and Dumb, Edgewood Park; and Rev. Frank Read, teacher in the Illinois Institution for the Deaf and Dumb, Jacksonville. The Ideal Institution Newspaper, Prof. Paul Denys, teacher of the Ontario Institution for the Deaf and Dumb, Belleville. Discussion by W. O. Connor, principal of the Georgia Institution for the Deaf and Dumb, Cave Spring; and J. L. Smith, teacher in the Minnesota School for the Deaf, Faribault. The Education of the Deaf in New Zealand, by H. E. Crofts.

Hall of Columbus, 8 p. m., General Education: Address, The Unity of Education, Mr. Thomas Davidson, New York. Address, The Sociology of Education, Mr. Hamlin Garland, Illinois. Addresses, Gen. Francis Walker, president Institute of Technology, Boston, and others.

Tuesday, July 25.—Hall of Columbus, 10 a. m., General Education: The Pedagogical Principles of Herbart. Introduction, Dr. Levi Seeley, Lake Forest University. Address, The Herbartian Doctrine of Interest, Prof. Elmer E. Brown, University of California. Address, Herbart's View of Apperception Contrasted with Kant's as a Basis for Teaching, President Charles D. De Garmo, Swarthmore College. Address, Concentration Compared with other Schemes of Coordination, Supt. C. B. Gilbert, St. Paul. Address, The Formal Steps and the Common English Maxim of Instruction, Mr. Herman T. Lukins, Chicago.

Discussion will follow these addresses and will be led by Dr. G. Stanley Hall, Clarke University; Charles McMurray, Normal University, Illinois; Earl Barnes, Leland Stanford (jr.) University.

SUMMARY OF THE WORK OF THE WORLD'S CONGRESSES OF THE WORLD'S COLUMBIAN EXPOSITION.[1]

[Prepared by Charles C. Bonney, President of the World's Congresses.]

The world's congresses of 1893 were first publicly proposed September 20, 1889. The first session was opened May 15, 1893, and the last was held October 28, of that year.

The beginning of the organization was the formation of an executive committee of ten, which held its first meeting October 15, 1889. As the plans developed, the need of a larger organization was seen, and October 30, 1890, "the World's Congress Auxiliary of the World's Columbian Exposition of 1893" was organized to arrange and conduct the proposed series of international congresses.

October 21, 1892, the inaugural ceremonies of the world's congresses were held in connection with the dedication of the buildings erected for the material exposition, which was held at Jackson Park, at the south end of the city of Chicago.

The world's congresses were held in what was called the Permanent Memorial Art Palace, erected through the cooperation of the city of Chicago, the directory of the Exposition, and the management of the Art Institute of Chicago. The city contributed the site, consisting of a part of the Lake Front Park, on the shore of Lake Michigan, near the heart of the city, and about 6 miles north of Jackson Park. The Exposition directory furnished $200,000 and the Art Institute $400,000 for the building erected.

This Art Palace, now called the Art Institute, is a massive building of three stories in height, in antique style, 319 feet in front on Michigan avenue, with two wings extending eastwardly 176 feet. It contains 33 halls, besides committee rooms and storage rooms, and there were also built, between the wings, two temporary auditoriums calculated to seat 3,000 persons each. There were occasions when it was estimated that 4,000 persons were crowded into each of these auditoriums, the northerly of which was called the Hall of Columbus, the other the Hall of Washington. Of the smaller halls in the permanent building, twenty were used for meetings and the remainder for the other purposes of the congresses. These halls were seated to accommodate from 100 to 600 persons each.

There were times when the whole building was crowded, and it was claimed that 12,000 persons were in simultaneous attendance on the sessions of the various congresses; and there were other times when the interest was less intense and the daily participants in the congresses were numbered by hundreds rather than by thousands. It is impossible, in this matter, to give exact numbers, but there were only a few cases in which the attendance was smaller than was expected. The general meetings were held, for the most part, in the great audience rooms, and the meetings of the divisions and sections of the congress departments in the smaller halls. The applications for times and places of meeting were so numerous that long before the congresses were opened it became an extremely difficult matter to find suitable accommodations for a new congress.

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[1] Peprinted from "Progress."

As finally organized, the World's Congress Auxiliary consisted of 2,170 members, divided into 214 local committees of organization. Mixed committees of men and women were not appointed, but in all cases suitable for the participation of women a committee of women was appointed to act in cooperation with the committee of men. These committees of women constituted what was called the Woman's Branch of the World's Congress Auxiliary. The general officers of the auxiliary were president, vice-president, secretary, and treasurer; and the woman's branch had also its own president and vice-president.

To these local committees of organization were adjoined what were called advisory councils, which consisted of eminent persons selected from the various participating countries, to advise and assist the committees of organization in selecting writers and speakers for the different congresses and in perfecting the plans for them. The aggregate membership of these advisory councils was 14,528. The chairman of each committee of organization was the director of the congress committed to its charge, and the president of the auxiliary was the general director of the whole series of the congresses.

As finally settled, the world's congress work was divided into 20 departments and 224 general divisions, in which congresses were held. These, in their chronological order, were as follows:

I, Woman's Progress, 25 divisions; II, Public Press, 6 divisions; III, Medicine and Surgery, 6; IV, Temperance, 12; V, Moral and Social Reform, 15; VI, Commerce and Finance, 10; VII, Music, 9; VIII, Literature, 9; IX, Education, first series, 17; second series 16; X, Engineering, 9; XI, Art, 5; XII, Government, 7; XIII, General Department, 1, besides 4 held out of their regular order and here transferred to their proper places; XIV, Science and Philosophy, 13; XV, Social and Economic Science, 4; XIV, Labor, 1; XVII, Religion, 46 (of which the marvelous parliament of religions was the chief); XVIII, Sunday Rest, 1; XIX, Public Health, 1; XX, agriculture, 11.

The programmes also show 125 sections, of which 29 were of the nature of the general divisions.

These congresses held 1,283 sessions, aggregating 753 days. The printed programmes show 5,978 addresses delivered or papers read, including 5,454 formal contributions, 131 addresses of welcome, 176 addresses of response, and 217 agricultural reports. But these are much less than the actual number, for many papers and addresses were admitted after the programmes were printed, and were inserted in the corrected programmes used by the presiding officers.

A carefully prepared alphabetical index shows 5,822 speakers and writers whose names appear on the printed programmes, including 368 cases in which the name of the paper to be read or subject discussed is not given. These participants in the congresses represented all the continents of the world, and 97 nations, States, provinces, territories, and colonies, besides 50 States and Territories of the American Union, making a total of 147 actually represented.

In the cases of 2,005 of the 5,822 names given in the printed programmes, the residence of the contributor is not given, but the tables compiled show the different occasions on which the 3,817 speakers and writers whose places of residence appear took part in the congress proceedings.

This extremely interesting exhibit is as follows: Europe, 803; Asia, 101; Africa, 41; North America, 2,770; South America, 48; Australasia, 39; Pacific Islands, 12. The places represented and the number of entries are: Algeria, 5; Angola, 1; Arabia, 1; Argentina, 7; Armenia, 1; Asia Minor, 1; Australia, 8; Austria, 35; Bavaria, 5; Belgium, 19; Bohemia, 7; Brazil, 6; British Guiana, 4; Bulgaria, 5; Burmah, 1; Canada, 39; Cape Colony, 3; Ceylon, 6; Chile, 1; China, 14; Colombia, 3; Costa Rica, 4; Cuba, 3; Curaçoa, 2; Denmark, 17; Ecuador, 3; Egypt, 15; England, 200; Finland, 7; France, 99; French Kongo, 1; Germany, 112; Great Britain, 113; Greece, 11; Guatemala, 1; Hanover. 1; Haiti, 3; Holland, 16; Honduras, 1; Hungary, 2; Iceland, 5; India, 31; Ireland 10; Italy, 52; Jamaica, 2; Japan, 28; Johore, 3; Kongo, 3; Korea, 1; Liberia, 4; Madagascar, 1; Manitoba, 3; Mexico, 23; Monaco, 1; New Brunswick, 2; New Hebrides, 2; New South Wales, 19; New Zealand, 1; Nicaragua, 2; Northwest Territories (Canada), 1; Norway, 9; Nova Scotia, 1; Ontario, 30; Orange Free State, 3; Paraguay, 4; Persia, 3; Peru, 3; Poland, 3; Portugal, 7; Quebec, 15; Roumania, 3; Russia, 39; Sandwich Islands, 7; Saxony, 1; Scotland, 41; Siam, 4; Siberia, 1; South Africa, 3; South Australia, 3; Spain, 13; Straits Settlements, 2; Sweden, 33; Switzerland, 20; Syria, 7; Transylvania, 1; Trinidad, 2; Tunis, 1; Turkey, 11; United States of America, 2,641; Uruguay, 3; Venezuela, 9; Victoria, 6; Wales, 4; Wurtemberg, 1. The representation of the United States was: Alabama, 20; Alaska, 2; Arizona, 7; Arkansas, 19; California, 113; Colorado, 34; Connecticut, 50; Delaware, 3; District of Columbia, 127; Florida, 11; Georgia, 35; Idaho, 7; Illinois, 350; Indiana, 85; Indian Territory, 1; Iowa, 59; Kansas, 39; Kentucky, 26; Louisiana, 24; Maine, 31; Maryland, 55; Massachusetts, 236; Michigan, 125; Minnesota, 78; Mississippi, 11; Missouri, 97; Montana, 8; Nebraska, 28; Nevada, 2; New Hampshire, 16; New Jersey, 48; New Mexico, 4; New York, 307; North Carolina, 19;

North Dakota, 5; Ohio, 140; Oregon, 11; Pennsylvania, 156; Rhode Island, 21; South Carolina, 19; South Dakota, 14; Tennessee, 49; Texas, 29; Utah, 5; Vermont, 6; Virginia, 21; Washington, 14; West Virginia, 6; Wisconsin, 66; Wyoming, 2.

This list embraces, in round numbers, only about two-thirds of the papers and addresses. It should, therefore, be borne in mind that the actual representation of the several countries was really much larger than here appears. The present exhibit, however, sufficiently shows that the congresses of 1893 were truly world's congresses, in fact as well as in name.

It is important to observe that not one of all the great array of speakers and writers had the right to be heard, of his own motion, in the congress in which he appeared. No provision was made for any free debating society in the whole range of the congresses. On the contrary, strict regulations were made and enforced for the exclusion of volunteer addresses and of every form of random talk. The entire time at disposal was allotted to those who were supposed to be most competent to instruct and advise. The speakers and writers for each congress were carefully selected by the committee of organization, with the advice of members of the advisory council of the congress involved. Participation in the several congresses was strictly regulated by the programmes formed by the committees of organization and approved by the president. Those whose names appeared on the programme, and those only, had the right to be heard.

Members of the advisory council of each congress, located as they were in the chief centers of all the participating countries, were earnestly requested by the local committee of organization to recommend for the congress speakers and writers of the highest qualifications and abilities; and, as far as practicable, the preference was given to representatives from foreign countries.

As was said in the announcements circulated throughout the world, controversy was prohibited, and the passing of resolutions of approval or of censure was forbidden in the world's congresses of 1893. The writers and speakers were asked not to attack the views of others, but to set forth, with as much cogency as possible, the merits of their own.

The theory of the congresses was that those who spoke in them were addressing the intellectual and moral world through the medium of the congresses, and that the views expressed would be afterwards widely discussed in pulpit, forum, public press, and private conversation, and would ultimately be approved or disapproved by the enlightened public opinion of mankind.

To review the progress of the past, to make a clear statement of the problems that still await solution, and to suggest the means by which further progress may be made, were declared to be the supreme purposes of the world's congresses of 1893.

Notwithstanding all these precautions, it naturally happened, from the immensity of the work and the multiplicity of its details, that in a few cases papers not in conformity with the rules obtained admission; but so wonderfully well did the speakers in the various congresses conform to the regulations made for their government that few violations occurred, and these served to prove the wisdom of the regulations adopted.

The quality and value of the papers read and addresses delivered before the world's congresses of 1893 has been witnessed by many competent judges. President Low, of Columbia College, says: "The world's congresses at Chicago during the Columbian Exposition were a unique feature of that splendid undertaking. They were notable as a whole for the broad range of subjects treated and for the wide territory from which the speakers came. The international element was naturally much more conspicuous than on ordinary occasions. In many cases the eminence of the speakers and writers would command general recognition."

President Angell, of the University of Michigan, said: "I can truthfully say of the two congresses I was able to attend—the historical and the educational—that in the importance of the subjects presented and the eminence of the speakers and writers, and the excellence of the papers and addresses, they compare favorably with any similar meeting which I ever attended. I think that at no educational congress in this country was there ever such an attendance of eminent scholars from abroad."

Cardinal Gibbons says: "These congresses will be considered by posterity as of the first excellence. The greatest benefits resulting will be a greater and higher appreciation of the views held by others, a closer fellowship between all nations, and holier and stronger impulses for the betterment of humanity."

Dr. Edward Everett Hale says: "I have no doubt that the administration of government in the next century will depend very largely upon the careful opinions digested in such congresses of experts."

Rev. Dr. Josiah Strong, secretary of the Evangelical Alliance, says: "The world's congresses of 1893, generally, can hardly be compared with anything else, because they were sui generis. These congresses constitute, as has well been stated, a great world's summer university. They can not fail to exert a great educational influence."

Hon. William T. Harris, Commissioner of Education, says: "I think that wider

benefits will result from the world's congresses of 1893 than from any similar ones held before, because of their connection with the great Exposition, and because of the wider and fuller representation of the countries of the world at these congresses, and because the preparation of the programmes for them was undertaken with more radical views, and with the characteristic energy of spirit which prevails in Chicago to get at once to the heart of the matter."

Rev. Dr. George Dana Boardman says: "The world's congresses of 1893 were so distinctively and conspicuously intellectual and moral as to make any comparison needless and almost impossible. Among the resulting benefits will be a quickening and broadening of intellect, and the upbuilding of character—personal, national, human."

Rev. George T. Candlin, missionary at Tsin Tsin, China, says: "The parliament of religions was of the mountainous order of greatness. It suggested infinitude and eternity. Like great events, like great deeds, like great men, it asks the perspective of time to show that change, which wastes and scars all earthly things, will grave deep and imperishable, as in granite, the record of its durability and abiding influence. Its purpose was not to chronicle past victories and record past progress, though this, of course, it did, but to open the door to future and immeasurably greater ones. It was a prelude, not a finale; a promise, not a boast; a prospect, not a recollection."

Emilio Castelar, the Spanish orator and statesman, says: "From the beginning of the world until to-day history has never recorded an event so momentous as the union, under one roof and one leadership and for one purpose, of the clergy of the world, representing the chief religions whose dogmas and rites hold our planet in touch with the Creator, as the forces of affinity and attraction hold it in touch with the universe."

Prof. F. Max Müller, of Oxford, says: "Who would have thought that what was announced as simply an auxiliary branch of the World's Columbian Exposition could have developed into what it was—could have become the most important part of that immense undertaking—could have become the greatest success of the year; and, I do not hesitate to say, could now take its place as one of the most memorable events in the history of the world? It seemed at the first glance that it would be a mere show, a part of the great show of industry and art. But instead of a show it developed into a reality, which, if I am not mistaken, will be remembered, aye, will bear fruit, when everything else of the mighty Columbian Exposition has long been swept from the memory of man."

The British royal commission in its official report declared that "the whole series of the congresses was certainly the most elaborate and complete that has ever been held."

The French delegate-general to the congresses, the Marquis de Chasseloup-Laubat, concludes his elaborate report with the statement that "the lasting results of the congresses at Chicago have been great, just, and generous, and that these congresses constituted one of the most remarkable manifestations of the human mind that has ever occurred on American soil—that gigantic America which will gain each day a greater importance in the world, in the evolution of civilization, and in the destiny of the human race." Such expressions of opinion might be indefinitely extended, but enough has been said to show how the proceedings of the world's congresses of the World's Columbian Exposition of 1893 are regarded by leaders of the first rank in the intellectual and moral world.

The cost of the world's-congress work was, in round numbers, $300,000. Of this amount $200,000 was contributed, as above stated, to provide places of meeting for the congresses, leaving $100,000 for the other expenses of the work. Of this sum, about $17,000 was provided by various committees of organization, and the residue was furnished by the directory of the Exposition, except a small appropriation made by the National Government in an act of recognition.

BIBLIOGRAPHY OF WORLD'S CONGRESS PUBLICATIONS.[1]

[By Charles C. Bonney.]

Ever since the close of the world's congress season inquiries have been received from different parts of the world for definite information concerning the publications which have been or will be made of the proceedings of the world's congresses held at Chicago under the auspices of the world's congress Auxiliary of the World's Columbian Exposition of 1893; and such inquiries still continue. While no general and complete publication of the proceedings of the congresses has yet been obtained, many special publications relating to particular congresses have been issued in

[1] Reprinted from The Dial, January 1, 1896.

various quarters, but no full list of such publications has hitherto appeared. I have therefore thought it well to prepare and send to The Dial a brief bibliography of the world's congress publications which have thus far come to my knowledge, believing that such an account would be of much interest, not only to the nearly 6,000 active participants in the congresses, but also to the much larger number of those who attended the sessions or were otherwise concerned in the proceedings. These publications have been issued so quietly and separately that very few persons can have obtained any adequate idea of their number and extent. In addition, thousands of articles have appeared in the public press, from which volumes might be compiled, showing that by common consent the world's congresses of 1893 were the crowning achievement of what Prof. Max Müller calls "the mighty Columbian Exposition."

For convenience of reference and inquiry, the several publications are classified in the departments of the congresses to which they respectively belong, and the entries are arranged, not in chronological order, but in the alphabetical order of the various departments, and are consecutively numbered.

AGRICULTURE.

[Embracing animal industry and real estate, as well as vegetable products.]

1. The World's Fisheries Congress, Chicago, 1893. Government Printing Office, Washington, D. C., 1894; 4to, pp. 417.

2. The World's Forestry Congress of 1893. Printed in the proceedings of the American Forestry Association, Washington, D. C., 1894–95, Vol. 10; 8vo, pp. 183.

3. Proceedings of the Veterinary Congress, Chicago, October 16–20, 1893. Edited by W. Horace Hoskins, D. V. S. Printed for the association, Philadelphia, 1894; 8vo, pp. 381.

4. The Horticultural Congress of 1893. Partial publication, comprising papers and discussions on Selection in Seed Growing. W. Atlee Burpee & Co., Philadelphia, 1894; 12mo, pp. 59.

5. Real Estate Congress, 1893. Partial publication, consisting of extracts from papers read in relation to the Torrens System of Registration and Transfer of Title to Real Estate. M. M. Yeakle, editor. The Torrens Press, Rufus Blanchard, 169 Randolph street, Chicago, 1894; 8vo, pp. 256.

ART.

6. The World's Congress of Architects, 1893. Printed with the proceedings of the twenty-seventh annual convention of the American Institute of Architects. Edited by Alfred Stone. Inland Architect Press, Chicago, 1893; large 8vo, pp. 273.

7. The World's Photographic Congress, 1893. Partial publication; selected papers printed by the Chicago Legal News Co., Chicago, 1893; 8vo, pp. 79.

COMMERCE AND FINANCE.

8. The World's Congress of Bankers and Financiers, 1893. Edited by Lyman J. Gage, chairman of the Congress. Rand, McNally & Co., Chicago, 1893; 8vo, pp. 611.

9. The World's Railway Commerce Congress, 1893. Edited by Horace R. Hobart. Printed by the Railway Age and Northwestern Reporter, Chicago, 1893; 8vo, pp. 265.

10. The World's Columbian Water Commerce Congress, Chicago, 1893. Edited by William Watson, secretary. Damrell & Upham, 34 Washington street, Boston, 1894; 8vo., pp. 473.

11. The Building and Loan Association Congress, 1893. Printed by the Financial Review and American Building Association News, Chicago, 1894; 12mo., pp. 205.

EDUCATION.

12. Proceedings of the World's Congress of Instructors of the Deaf, etc., July 17–24, 1893. Published as a supplement to the American Annals of the Deaf, Washington, D. C., 1893; 8vo., pp. 300.

13. The World's Congress of the Deaf, July 18–22, 1893. Printed by the National Association of the Deaf; Thomas Francis Fox, chairman of the committee on publication; Chicago, 1894; 8vo., pp. 282.

14. The World's Congress on University Extension. Partial publication; two leading papers printed in University Extension, Philadelphia, July, 1893; 8vo., pp. 26.

15. The International Geographic Conference, Chicago, July 27, 28, 1893. Printed in Vol. V, National Geographic Magazine, pp. 97-257. National Geographic Society, Washington, D. C.; 8vo., pp. 160.

16. The Emma Willard Association Reunion, Chicago, 1893. Printed by the association, Sarah A. Spellman, secretary, 121 Willow street, Brooklyn, N. Y.; 8vo., pp. 93.

17. The World's Stenographic Congress, 1893. Proceedings printed in the National

Stenographer for July, August, and September, 1893; Isaac S. Dement, 323 Dearborn street, Chicago; large 8vo., pp. 157. Papers omitted from this publication (total 116) printed in the Illustrated Phonographic World for December, 1893, and January and February, 1894; 45 Liberty street, New York; 8vo., pp. 9.

18. Proceedings of the educational congresses of the second week (embracing 16 general divisions, in charge of the National Educational Association of the United States, and Hon. William T. Harris, United States Commissioner of Education). Published by the association; New York, 1894; large 8vo., pp. 1005.

19. The Congress of Education at Chicago; by Gabriel Compayré, Revue Pedagogique, Paris. Translated for the National Bureau of Education, by Dr. William T. Harris and printed in Education for May, 1894. Casson & Palmer, 50 Bromfield street, Boston; 8vo, pp. 7.

20. The Educational Congresses at Chicago in 1893; by N. G. W. Lagerstedt, Stockholm, 1893; 8vo, pp. 20.

ENGINEERING.

21. The International Civil Engineering Congress, 1893. Printed in the Transactions of the American Society of Civil Engineers; F. Collingwood, secretary, 127 East Twenty-third street, New York, 1893; two vols., 8vo, with plates, pp. 1652.

22. The International Mechanical Engineering Congress, 1893. Printed by the American Society of Mechanical Engineers; Prof. F. R. Hutton, secretary, 12 West Thirty-first street, New York, 1893; 8vo, with plates, pp. 870.

23. The International Mining Engineering Congress, and the Metallurgical Engineering Congress, 1893. Printed in the Transactions of the American Institute of Mining Engineers; R. W. Raymond, secretary, 13 Burling slip, New York, 1894; 8vo, with plates, pp. 1,465.

24. The International Military Engineering Congress, 1893. Printed as Senate Ex. Doc. No. 119, Fifty-third Congress, second session; Government Printing Office, Washington, 1894; 8vo, with plates, pp. 973.

25. The International Congress on Marine and Naval Engineering and Naval Architecture, 1893. Edited by G. W. Melville, Engineer in Chief, United States Navy, etc. John Wiley & Sons, 53 East Tenth street, New York, 1894; 2 vols, 8vo, with plates, pp. 1331.

26. The International Congress on Engineering Education, 1893. Published by the Society for the Promotion of Engineering Education; edited by De Volson Wood, Ira O. Baker, and A. B. Johnston; Washington University, St. Louis, 1894; 8vo, pp. 299.

27. The International Conference on Aerial Navigaton, 1893. Printed by M. N. Forney, editor American Engineer, 47 Cedar street, New York, 1894; 8vo, pp. 429.

28. The Literary Product of the International Engineering Congresses of 1893; by E. L. Corthell, M. Am. Soc. C. E., chairman committee of organization, etc. Printed in the Proceedings of the American Society of Civil Engineers, Vol. XXI, and in separate pamphlet; 127 East Twenty-third street, New York, 1895; 8vo, pp. 8.

LITERATURE.

29. The World's Philological Congress, 1893. Twenty-three papers printed in the Transactions of the American Philological Association for 1893, Vol. XIV; Ginn & Co., Boston; 8vo, pp. 205.

30. Four papers printed in Dialect Notes, Part VI; J. S. Cushing & Co., Boston, 1893; 8vo, pp. 19.

31. Two papers printed in the publications of the Modern Language Association of America, Vol. VIII, No. 3; Vol. IX, No. 2; 8vo, total pp. 284.

32. The World's Historical Congress, 1893. Twenty-six papers printed in the Annual Report of the American Historical Society for 1893; Smithsonian Institution, Washington; Government Printing Office, 1894; 8vo, pp. 499.

MEDICINE.

33. The World's Dental Congress, 1893. First report printed in Dental Cosmos for September, 1893. S. S. White Dental Manufacturing Company, Philadelphia; 8vo, pp. 427.

34. Official Report of the World's Columbian Dental Congress. Edited by A. W. Harlan, A. M., M. D., D. D. S., and Louis Ottoby, D. D. S. Knight, Leonard & Co., Chicago, 1894; 2 vols., 8vo, pp. 1068.

35. Transactions of the World's Congress of Homeopathic Physicians and Surgeons, 1893. Published by the American Institute of Homeopathy; edited by its general secretary, Pemberton Dudley, M. D. Printed by Sherman & Co., Seventh and Cherry streets, Philadelphia, 1894; large 8vo, pp. 1109.

36. The World's Congress of Eclectic Physicians and Surgeons, 1893. Printed with the Transactions of the National Eclectic Medical Association of the United States for 1893. Chronicle Publishing Company, Orange, N. J., 1894; 8vo, pp. 708.

MORAL AND SOCIAL REFORM.

37. The International Congress of Charities, Correction, and Philanthropy, 1893. The Johns Hopkins Press, Baltimore, 1894; the Scientific Press, Limited, 428 Strand, London, W. C., 1894; 5 vols., pp. 2148.

38. The Waif-Savers' Congress, 1893. Proceedings printed in the American Youth, Chicago, October 28, 1893; estimated 8vo, pp. 40.

MUSIC.

39. The Illinois Music Teachers' Association in the Musical Congresses of 1893. Published by the Association; H. S. Perkins, president, 26 Van Buren street, Chicago, 1895; 12mo, pp. 40.

PUBLIC HEALTH.

40. The World's Public Health Congress of 1893. Printed for the American Public Health Association by the Republican Press Association, Concord, N. H., 1894; 8vo, pp. 357.

RELIGION.

41. The World's Parliament of Religions, Chicago, 1893; by Rev. John Henry Barrows, D. D., chairman of the general committee on religious congresses; Parliament Publishing Company, Chicago, 1893; 2 vols., 8vo, pp. 1600. (Part IV, comprising the last 220 pages of Vol. II, contains a brief account of the separate congresses of some of the leading religious denominations.)

42. The World's Columbian Catholic Congress, 1893; J. S. Hyland & Co., Chicago, 1893; large 8vo, pp. 202. Published in connection with a history of the Catholic educational exhibit, etc., and an epitome of Catholic Church progress in the United States; total pp. 713.

43. Judaism at the World's Parliament of Religions, 1893; comprising the papers on Judaism read at the parliament, at the Jewish Denominational Congress, and at the Jewish Presentation. Published by the Union of American Hebrew Congregations. Robert Clarke Company, Cincinnati, 1894; 8vo, pp. 418.

44. The Jewish Women's Congress, held at Chicago, September 4–7, 1893. The Jewish Publication Society of America, Philadelphia, 1894; 8vo, pp. 268.

45. The Columbian Congress of the Universalist Church. Papers and addresses at the Congress. Universalist Publishing House, Boston and Chicago, 1894; 12mo, pp. 361.

46. The Congress of the Evangelical Association. A complete edition of the papers presented, September 19–21, 1893. Edited by Rev. G. C. Knobel, M. A., D. D., secretary of the committee of organization, etc. Published by Thomas & Mattill, Cleveland, 1894; large 12mo, pp. 333.

47. Friends' Congress (Liberal), 1893. Friends' presentation in the Parliament of Religions and proceedings in their denominational congress; ninth month, 19–23. Printed by W. B. Conkey & Co., Chicago; 8vo, pp. 147.

48. Friends' Congress (Orthodox), 1893. Proceedings printed in the Christian Worker, Vol. XXIII, Nos. 39, 40, 41. Publishing Association of Friends, Central Union Block, Chicago, 1893; estimated 8vo, pp. 50.

49. The New Jerusalem in the World's Religious Congresses of 1893. Edited by Rev. L. P. Mercer. Western New Church Union, Chicago, 1894; small 8vo, pp. 454.

50. The Woman's Branch of the New Jerusalem Church Congress of 1893. Round Table Talks. Western New Church Union, Chicago, 1895; 12mo, pp. 290.

51. Review of the World's Religious Congresses of the World's Columbian Exposition, Chicago, 1893. By Rev. L. P. Mercer, member general committee of organization. Rand, McNally & Co., Chicago, 1893; 12mo, pp. 334.

52. The Methodist Church Congress of 1893. Proceedings printed in the Northwestern Christian Advocate, October 4, 1893, Chicago; estimated 8vo, pp. 168.

53. The Evangelical Alliance Congress of 1893. Christianity Practically Applied. Discussions of the International Christian Conference, held in Chicago October 8–14, 1893. Edited by Rev. Josiah Strong, D. D., general secretary, etc. The Baker & Taylor Co., 5 East Sixteenth street, New York; 2 vols., 8vo, pp. 1,026.

54. The World's Congress of Religions. Edited by Prof. C. M. Stevens, Ph. D., with an introductional review by Rev. H. W. Thomas, D. D. Laird & Lee, Chicago, 1894; 12mo, pp. 363.

55. The World's Congress of Religions; with an Introduction by Rev. Minot G. Savage. Arena Publishing Company, Boston, 1893; 12mo, pp. 428.

56. A Chorus of Faith, as Heard in the Parliament of Religions, with an Introduction by Rev. Jenkin Lloyd Jones, D.D., Unity Publishing Company, Chicago, 1893; 12mo, pp. 333.

57. The World's Congress of Missions, 1893; Missions at Home and Abroad. Papers and addresses compiled by Rev. E. M. Wherry, D.D., corresponding secretary. Partial publication. American Tract Society, 10 East Twenty-third street, New York, 1895; 12mo, pp. 486.

58. The Woman's Missionary Congress of 1893. Woman in Missions. Papers and addresses presented at the Woman's Congress on Missions, October, 1893; compiled by Rev. E. M. Wherry, D.D. Partial publication. American Tract Society, 10 East Twenty-third street, New York, 1894; 12mo, pp. 229.

59. The Young Men's Christian Association Congress of 1893. Proceedings printed in the Young Men's Era, Vol. XIX, 1176, 1226, 1233, Chicago, 1893; quarto, pp. 15; estimated 8vo, pp. 30.

60. The Free Religious Association Congress, 1893. Proceedings printed with those of the Twenty-sixth Annual Meeting of the Free Religious Association of America, auxiliary to the World's Parliament of Religions. Published by the Free Religious Association, Boston, 1893; 8vo. pp. 102.

61. The Theosophical Congress, held by the Theosophical Society at the Parliament of Religions, American Section Headquarters T. S., 144 Madison avenue, New York, 1893; 8vo, pp. 195.

62. The Christian Science Congress of 1893. Report printed in the Christian Science Journal of November, 1893. Christian Science Publishing Company, 62 Boylston street, Boston; 8vo, pp. 34.

63. The World's Congress of Religions; Addresses and Papers delivered before the Parliament, and an abstract of the Denominational Congresses; edited by J. W. Hanson, D.D.; W. B. Conkey & Co., Chicago, 1894; large 8vo, pp. 1196.

64. Neely's History of the Parliament of Religions and Religious Congresses at the World's Columbian Exposition. Edited by Prof. Walter R. Houghton. F. T. Neely, Chicago, 1893; large 8vo, pp. 1001.

65. The Congress of Religions at Chicago, in 1893; by G. Bonet-Maury, professor of the faculty of protestant theology of Paris; 79 Boulevard Saint-Germain, Paris, 1895; with 14 portraits, 12mo, pp. 346.

66. The Catholic Congress and the World's Religious Congresses at Chicago in 1893; by Michal Zmigrodzki, Krakow, Austria; Polish; 8vo, pp. 86.

Separate papers published.—Many papers read at the religious congresses have been separately published, but only a few of them can be included here:

67. The Reunion of Christendom; a paper for the Parliament of Religions, by Philip Schaff, D. D., LL. D.; Charles Scribner's Sons, New York, 1893; 8vo, pp. 45.

68. An Exposition of Confucianism; prepared for the Parliament of Religions by Pung Kwang Yu, secretary to the Imperial Chinese legation at Washington, and delegate to the World's Congress Auxiliary; printed by David Oliphant, Chicago, 1893; 8vo, pp. 50.

69. Outlines of the Doctrines of the Nichiren Sect, by Nissatsu Arai; with the life of Nichiren, founder of the sect. Printed for the Nichiren Sect, Tokyo, Japan, 1893; 8vo, pp. 18.

70. Unity and Ethics and Harmony in Religions; based on the Old and New Testaments and the Koran, by Christophore Jibara, Archimandrite of the Apostolic and Patriarchal Throne of the Orthodox Church in Syria, etc. Translated from the Arabic by Anthon F. Habdad, B. A., President College of Beirut; together with a letter addressed to the World's Congress of Religions. Acton Publishing Co., New York, 1893; 8vo, pp. 57.

71. The Divine Wisdom of the Indian Rishis; or the Essence of the Hidden Vedic Truths and Yoga Philosophy. Originally written for the World's Religious Parliament, by Swami Shivgan Chand; Oriental Press, Lahore, India, 1894; 8vo, pp. 96.

Noteworthy articles in periodicals.—Among the many noteworthy magazine and kindred articles in relation to the Parliament of Religions, it is thought the following should appear in this bibliography:

72. The Congress of Religions in Chicago, by Prince Serge Wolkonsky; The European Messenger, St. Petersburg, Russia, March, 1895; 8vo, pp. 25.

73. The Real Significance of the World's Parliament of Religions, by Prof. F. Max Müller; The Arena, December, 1894; 8vo, pp. 14.

74. Results of the Parliament of Religions, by Rev. John Henry Barrows, D. D., Chairman of the Parliament; The Forum, September, 1894; large 8vo, pp. 14.

75. The Parliament of Religions in America, by Emilio Castelar, formerly President of the Spanish Republic; The Independent, New York, May 31, 1894; folio, pp. 3.

76. The Parliament of Religions, by Rev. George Dana Boardman, D. D., LL. D.; The Independent, New York, December 27, 1894; January 10, 1895; folio, pp. 10.

77. The Congress of Religions, by George Washburn, D. D., president of Robert College, Constantinople, Turkey; The Independent, New York, January 24, 1895; folio, pp. 2.

78. The Parliament of Religions, by Rev. Henry H. Jessup, D. D., of Beirut, Syria; The Outcome of the Parliament of Religions, by Prof. George E. Post, of Beirut, Syria; Christianity in the Parliament of Religions, by Rev. James S. Dennis; The Evangelist, New York, February 7, 1895; folio, pp. 5.

79. The World's Religious Congresses of 1893, by Rev. Simeon Gilbert, D. D., and Prof. F. Max Müller; Review of the Churches, November, 1893, New York; 8vo, pp. 9.

80. The Genesis of the Religious Congresses of 1893, by the President of the World's Congress Auxiliary; New Church Review, January, 1894; New Church Union, Boston; 8vo, pp. 28.

81. The World's Parliament of Religions, by the President of the World's Congresses of 1893; and the World's Religious Parliament Extension, by Paul Carus, Ph. D.; The Monist, April, 1895; Open Court Publishing Company, Chicago; 8vo, pp. 33.

SCIENCE AND PHILOSOPHY.

82. The World's Congress on Astronomy and Astro-Physics, 1893: Twenty-one papers published in "Astronomy and Astro-Physics" for October, November, and December, 1893, and January, February, and March, 1894. Carleton College, Northfield, Minn.; Wesley & Co., 28 Essex street, Strand, London; large 8vo, pp. 97.

83. Memoirs of the International Congress of Anthropology, 1893. Edited by C. Staniland Wake. Schulte Publishing Company, Chicago, 1894; 8vo, pp. 375.

84. The World's Congress on Chemistry, 1893; proceedings printed in the Journal of the American Chemical Society, commencing in No. 6 of Vol. XV., and extending into Vol. XVI. Edited by Edward Hart, J. H. Long, and Edgar F. Smith. Chemical Publishing Company Easton, Pa.; 8vo, pp. 420.

85. The International Meteorological Congress. Published by authority of the Secretary of Agriculture, Weather Bureau, Washington, D. C., 1894–95; Parts I and II; 8vo, pp. 583. (Publication not completed.)

86. Proceedings of the International Electrical Congress, Chicago, August 21–25, 1893. Published by the American Institute of Electrical Engineers, 12 W. Thirty-first street, New York, 1894; 8vo, pp. 489.

87. The World's Psychical Science Congress, 1893. Forty papers printed in Religio-Philosophical Journal, Chicago, August 26, 1893, to October 13, 1894; estimated 8vo, pp. 540.

SUNDAY REST.

88. The Sunday Problem; its Present Aspects, Physiological, Industrial, Social, Political, and Religious. Papers presented at the International Congress on Sunday Rest, Chicago, September 28–30, 1893. James H. Earl, 178 Washington street, Boston, 1894; 12mo, pp. 338.

TEMPERANCE.

89. The World's Temperance Congresses of 1893. Edited by J. N. Stearns. National Temperance Publishing House, 58 Reade street, New York, 1893; two vols., 8vo, pp. 1,029.

90. The World's Woman's Christian Temperance Union Congress, October, 1893. The Temple, Chicago, 1894; 8vo, pp. 302.

91. The World's Vegetarian Congress of 1893. Edited by Charles W. Forward. Printed in the Hygienic Review for October, 1893. Memorial Hall, Farrington street, London, E. C.; large 8vo, pp. 222.

WOMAN'S PROGRESS.

92. The World's Congress of Representative Women. Edited by May Wright Sewall, chairman committee of organization. Rand, McNally & Co., Chicago, 1894; 2 vols., pp. 958.

GENERAL PUBLICATIONS.

[Publications relating to the congresses in general.]

93. Report of Marquis Louis de Chasseloup-Laubat, civil engineer, special commissioner to the world's congresses of 1893, etc., under the direction of M. Camille Krantz, Commissioner-General of the French Republic to the World's Columbian Exposition; to the minister of commerce and industry, etc. Paris, National Chambers, 1894; 4to, pp. 400.

94. Report of the British Royal Commission on the Chicago Exhibition of 1893, by Sir Richard E. Webster, G. C. M. G., Q. C., M. P., chairman, and Sir Henry Trueman Wood, M. A., secretary. Including a brief account of the world's congresses in general, and of the Electrical Congress in particular, with a list of the British representatives in the congresses. Printed in the Journal of the Society of Arts for May, 1894, London; large 8vo, double column, pp. 65.

95. Review of the Congresses held under the World's Congress Auxiliary of the World's Columbian Exposition, at Chicago, in 1893; by Michael Zmigrodzki; Krakow, Austria, 1895; Polish, 8vo, pp. 105.

96. The World's Congress Auxiliary and the congresses held under its auspices. The Book of the Fair; Bancroft Company, Chicago; Chap. V., Part II, pp. 69–77; Chap. VI, Part III, pp. 97–98; Chap. XXVI, Part XXIV, pp. 921–955; total folio, pp. 43–8vo, pp. 172.

97. The World's Congress Auxiliary and the World's Congresses of 1893; The Dial, Chicago, December, 1892, July, August, September, and November, 1893.

IN COURSE OF PUBLICATION.

98. Musical Congresses. Proceedings of the National Music Teachers' Association. Prof. H. S. Perkins, 26 Van Buren street, Chicago.

99. Religion. Congress of the Reformed Church in the United States. Rev. Ambrose Schmidt, 216 Shady avenue, Pittsburg, Pa.

100. Science. Mathematical Congress. In press for the American Mathematical Society. Macmillan & Co., New York.

101. Literature. The Librarians' Congress of 1893. F. A. Hild, chairman committee of organization, Chicago Public Library.

102. Medicine. The Pharmaceutical Congress of 1893. Prof. Oscar Oldberg, editor, 2425 Dearborn street, Chicago.

Among the congresses whose proceedings are still unpublished are those on the Public Press, Medico-Climatology, Medical Jurisprudence, Social Purity, Humane Societies, Insurance, Authors, Ceramic Art, Decorative Art, Painting and Sculpture, Civil Service Reform, City Government, Jurisprudence and Law Reform, Patents and Trade Marks, Suffrage, Proportional Representation, Africa, Geology, Zoology, Evolution, Social and Economic Science, Profit Sharing, Weights and Measures, Single Tax, Labor, Farm Culture, Bird Culture, Good Roads, Farm Life and Mental Culture, General Education, College and University Students, Manual and Art Education, Kindergarten Education, Representative Youth, University Extension, Education of the Blind, Chautauqua Education, College Fraternities, Social Settlements, Higher Education, and Colored Educators. These educational congresses were all of the first series. The proceedings of the second series are fully published in the volume hereinbefore noted. The proceedings of many of the religious congresses are also still unpublished.

The preliminary publications of the World's Congress Auxiliary, consisting of announcements by the president and preliminary addresses by the committees of organization, make a volume of 1,388 octavo pages; and the World's Congress Programmes, prepared and printed for the several congresses, make a volume of 1,002 octavo pages. Most of these preliminary publications and programmes are now out of print.

These special publications relating to the various congresses have tended rather to increase than to satisfy the demand for a general and complete publication of the proceedings. Those who took part in a congress in one of the departments naturally have a desire to know what was accomplished in the other congresses, not only of their own department, but also of the whole great series which opened on May 15 and closed on October 28 of the Columbian year.

For the most part, the publications which have thus far appeared, repesent the self-sacrificing zeal of interested societies. In many cases the editions are limited to the needs of the members, leaving none to supply the general public. In some cases, as the list shows, the publications are not in suitable form for international use. Hence, while enough has been done to secure the historic perpetuity of the immense work accomplished in the World's Congresses of 1893, the need still remains for an appropriate governmental edition of the proceedings of the various congresses for distribution among the Governments, colleges, universities, and leading public libraries of the countries which participated in the World's Columbian Exposition. This is required alike by the general welfare of the American people and the just obligations of international courtesy.

CHAPTER XX.

NECROLOGY, 1894.

ABBETT, LEON, LL. D., in Jersey City, December 4; born in Philadelphia, October 8, 1836; educated at High School, Philadelphia; lawyer, governor, and member of the supreme court of the State.

ABBOTT, A. B., at Glens Falls, N. Y., August 27; born at Greenfield, N. H., 1844; graduated at Dartmouth in 1866; taught in the academy at Warrensburg and at Glens Falls four years and devoted himself to business and law.

ADAMS, JOHN QUINCY, at Quincy, Mass., August 14; born in Boston, September 22, 1823; son of Charles F. and grandson of President John Q. and great-grandson of President John Adams; graduated at Harvard in 1853; admitted to the bar, but left the law and became a model farmer; was chairman of the school board and instrumental in adopting the "Quincy system."

ALCORN, JAMES LUSK, Eaglesnest, Miss., 25th of December; born Golconda, Ill., 4th of November, 1816; was educated and became member of legislature and deputy sheriff in Kentucky, and in 1844 moved to Mississippi and began the practice of law; served sixteen years in the State legislature; was active in politics and is often called the founder of the levee system of Mississippi. Alcorn College, for colored youth, at Westside, is named for him. He was twice elected governor and served one term in the United States Senate. He was active in restoring order and prosperity and in promoting the education of blacks and whites in the State after the war.

ALEXANDER, Rev. HENRY CARRINGTON, D. D., New York City, 28th of June, aged 59 years; was born in Princeton, N. J.; son of Rev. James W. and grandson of Dr. Archibald Alexander, and great-grandson of Dr. Waddel, the famous blind preacher of Virginia; was educated at Princeton College and Seminary, and became pastor at Charlotte, Va., 1861; later he became professor of biblical literature and interpretation of the New Testament, Union Theological Seminary, Hampden Sidney, Va., where he remained for twenty years, resigning in 1892. He was author of several books.

ALLEN, JEROME, Ph. D., Brooklyn, N. Y., 26th of May; born Westminster, Vt., 17th of July, 1830; graduated at Amherst, 1851; studied theology at East Windsor; taught in Maquoketo Academy, Iowa, 1853; 1855–1859, was professor of natural sciences, Alexander College, Dubuque; he was pastor at Hopkington and principal of Bowen Institute, and in 1861, when the institute became Knox College, he was made its president, and so continued eight years, when he resigned on account of ill health; for two years he was superintendent of schools at Monticello, when he removed to New York and became an institute conductor; professor in Geneseo Normal School; editor Barnes Monthly; president New York City Teachers' Association, whence he went west as principal of St. Cloud Normal School, Minnesota. Returning East in 1887, he was elected professor of pedagogy in the University of the City of New York, and in 1890 saw the school firmly established in the university; his health failed in 1893 and he became professor emeritus. For five years he edited the Teachers' Institute and School Journal; he also published several works upon educational subjects—Map Drawing, Mind Studies for Young Teachers, Temperament in Education, Chemistry for the Laboratory, etc.

ALLYN, Rev. ROBERT, D. D., LL. D., at Carbondale, Ill., January 7; born at Ledyard, Conn., January 25, 1817; graduated at Wesleyan University; teacher of mathematics at Wilbraham; pastor in the New England conference; principal of the Providence Conference Seminary; superintendent of the State normal school at East Greenwich, R. I.; professor of ancient languages at the Ohio

University, at Athens, Ohio; president Wesleyan Female College, at Cincinnati; president of McKendree College, and from 1874 until his death president of the Southern Illinois Normal University. While a citizen of Rhode Island he was elected twice to the lower house of the legislature, and was an official visitor to West Point. As a writer he was scholarly and lucid.

AMBROSE, E. F., at Tustin, Cal., February 22; born in New Hampshire in 1837; graduated at Dartmouth in 1864; principal Fryeburg, Me., 1864–65; taught in the institute at Norway, Me., 1867–1869; high school, Dexter, Me., 1869–1877; superintendent Indian Boarding School, Santa Fe, N. Mex.

AMES, Mrs. SARAH ETTA (King), in New York, September 10; born in Otsego County, May 10, 1826; graduated at Miss Willard's seminary; married Rev. B. D. Ames in 1854, and shared in his pastoral labors; also taught thirty-five years in New York and Rhode Island.

AMMEN, Gen. JACOB, at Lockland, Ohio, February 6; born in Virginia, February 7, 1806; graduated at West Point, and was instructor there most of the time from 1831 until 1837, when he resigned his commission and became professor successively in Bacon College, Kentucky; Jefferson College, Mississippi, and the University of Indiana; enlisted in the late war and was mustered out in 1865. Several camps and posts bear his name.

ANDREWS, JUSTIN, in Newton, Mass., August 31; born in Worcester County, Mass., in 1819; learned the printer's trade; was one of the conductors of the American Eagle; in 1846 assisted in founding the Boston Herald, and was connected with it as one of the principal writers for seventeen years, and was for four years one of its proprietors. He sold out in 1873 and retired.

ANDREWS, J. B., M. D., Buffalo, N. Y., August 3; born North Haven, Conn., 25th of April, 1834; graduated at Yale; in 1861 was teaching at New York, but enlisted in the Army; was in a series of engagements, but resigned in 1862; completed his course in medicine and became assistant surgeon, and so continued until mustered out; in 1867 he became assistant in the hospital for the insane, Utica; 1880, superintendent of the insane asylum, Buffalo; was professor in the Buffalo Medical College, 1881 to 1893.

AUSTIN, Mrs. JOHN GOODWIN, Boston, March 30; born in Worcester, Mass., 1835. She became distinguished by her efforts to promote among the young an interest in early New England history by her numerous articles and books.

BAKER, J. B., Ipswich, Mass., January 30, where he was born in 1835; graduated at Dartmouth, 1855; taught in Beverley, 1855–1860; served in the Army, and became a lawyer.

BAILY, JAMES M., Danbury, Conn., 4th of March; born Albany, N. Y., 25th of September, 1841; attracted attention as a writer in the Danbury News; gave his library to the Young Men's Christian Association and his property to beneficent and educational objects; was author of several books.

BANKS, Gen. NATHANIEL PRENTICE, LL. D., Waltham, 1st September; born there 3d of January, 1816; educated in the common schools; at 12 put to work in a cotton factory, where he developed a taste for mechanics and became a machinist; fond of study, he occupied his leisure with books and became a lyceum lecturer, and then editor of a Waltham newspaper; given a place in the Boston custom-house, under President Polk, and so improved his time reading law that he was admitted to the bar and began to practice; 1849, was elected to the legislature; 1851 and 1852 he was elected speaker of the house. The next year he was member and president of the constitutional convention, and was elected to Congress, and on the one hundred and thirty-third ballot was elected Speaker of the House of Representatives. He was again elected to Congress, but resigned to become governor of Massachusetts in 1857. He was reelected in 1858 and 1859; in 1860 he became president of the Illinois Central Railroad, and in 1861 was appointed major-general by President Lincoln. While in command at New Orleans he ordered the establishment of schools for the colored youth within the Union lines, and in his early career had been employed as a lecturer under the Massachusetts State board of education. He was always an earnest promoter of the instruction of youth, and his example was an inspiration to those who were not favored with opportunities for study. After he retired from the Army he was for some time United States marshal, and later was again elected to Congress.

BARNES, LORIN, at Wheaton, Ill., August 26; born at Rutland, Vt., June 24, 1819; graduated at Yale College in 1849. He chose the profession of teaching, but poor health compelled him to give it up in 1863 and he retired to a farm.

BARROW, Mrs. FRANCES ELIZABETH, New York City, 7th May; born Charleston, S. C., 1822. She became famous as "Aunt Fanny," the writer of books for children, and published 25 in fifteen years. She was an officer of the Juvenile Asylum, and especially active in promoting the education of young children.

BARSTOW, Hon. A. C., 5th of September, Providence, R. I.; was a wise counsellor in promoting education, especially of the negro and Indian, and gave largely of his means in this behalf.

BATCHELDER, JOHN B., Hyde Park, Mass., 22d December; born Gilmanton, N. H., 1825; distinguished as the historian of the battle of Gettysburg, and for his ardent interest in promoting instruction in patriotism.

BILLINGS, EDWARD C., LL. D., New Haven, Conn., 1st December; born Hatfield, Mass., 3d of December, 1829; graduated at Yale, 1853; studied law at Yale and Harvard; practiced law in New York City and in New Orleans, where, by nomination of General Grant, he became United States district judge in 1876, and so continued until his death, dealing with some of the most difficult legal problems of the period.

BISSELL, SAMUEL BURR SHERWOOD, at Norwalk, Conn., August 23; born in the township of Westport, February 6, 1812; graduated from Yale College in 1830, and from Princeton Theological Seminary; was ordained in 1836, and served as general agent of the Virginia Tract Society. He was pastor of the First Congregational church, Greenwich, Conn., for eleven years; secretary of the American Sunday School Union for New York for five years, and for five years secretary of the Seaman's Friend Society in New York and editor of the Sailors' Magazine. He returned to Sunday-school work and continued in it until his retirement in 1886.

BLAKEMAN, BIRDSEYE, at Stockbridge, Mass., 30th of September; born Stratford, Conn., 25th of January, 1824; noted publisher and friend of education; gave $35,000 to a library for his native town.

BOLLES, FRANK, Cambridge, Mass., 10th of January; born in Winchester, Mass., 31st of October, 1856; graduated at Columbian College, 1879, and at Harvard Law School, 1882; was editor of the university paper, and founder of the Harvard Cooperative Association; wrote poetry, and compiled genealogy of the Anthony Dix family. His essay on "International arbitration" took the Bowdoin prize at Harvard; was associate editor of the Advertiser, and later secretary of Harvard University; he published several books.

BONDREAUX, Father FLORANTINE, S. J., Chicago, January 30; born Terrebonne Parish, La., May 22, 1821. In 1833, he entered St. Louis University, but left to learn a trade; February 2, 1841, he became a Jesuit novitiate. He was afterwards employed in St. Louis, Cincinnati, St. Joe, and at Bordentown, Ky. He became eminent in chemistry. After a time he was active in conducting missions in different States.

BOTTA, VINCENZO, Ph. D., in New York City, October 5; born in Cavaller Maggiore, Piedmont, Italy, November 11, 1818; was educated at the University of Turin and became professor of philosophy there; in 1849 he was a member of the Sardinian Parliament; later he examined the school system of Germany, and in 1850 came to the United States for a similar purpose; he became naturalized and was elected to the chair of languages in the University of the city of New York. He published Accounts of the System of Education in Piedmont, and other important works.

BRAINARD, Rev. TIMOTHY G., Grinnell, Iowa, 25th of May; born Troy, N. Y., 24th January, 1808; graduated at Yale, 1830; teacher, Randolph, Vt., 1832–1836; graduated in theology at Andover, 1839, and settled in several pastorates; was superintendent of schools in Londonderry and Halifax, Mass.

BROWN, JOSEPH EMERSON, at Atlanta, Ga., November 30; born in Pickens County, S. C., April 15, 1821; studied at Calhoun Academy, South Carolina; taught at Canton, Ga.; studied law at Yale Law School; practiced law; entered public life in 1849; held various offices; was governor of Georgia for four terms; differed with Jefferson Davis; sought to promote early restoration of prosperity after peace was established; especially promoted opening schools, with Dr. David Wills aiding the school system of Atlanta, and securing money from the State for a number of years for Atlanta University for the benefit of colored youths. He was twice elected to the United States Senate.

BURBANK, ALEXANDER POST, New York City, 22d of June; born in Chicago, July, 1846; graduated at the university there; served in the Union Army, and was successively principal of Dearborn and Douglas Colleges.

BURNET, JOSEPH, manufacturer of flower extract and benefactor of education, 11th of August, Marlboro, Mass.; born in Southboro in 1820; founder of the noted Deerfoot farm, of St. Marks Episcopal farm, Southboro, also of St. Marks School, where many young men are fitted for college.

BURROWS, Rev. GEORGE, D. D., San Francisco, 19th of April, aged 83; born in Trenton, N. J.; professor in the Presbyterian Theological Seminary twenty-two years.

BURTON, CHARLES, Plymouth, Mass., 25th November; born Wolverhampton, England, 16th December, 1816; came to America in 1820, and worked as a cabinetmaker; fitted himself for college; studied theology in Lexington, Ky.; taught for a number of years, and then studied at Gottingen, taught in Pittsburg, and then removed to Plymouth where he was principal of the high school, and became school superintendent. He was among the first to introduce drawing and nature study.

BUTTERFIELD, Rev. HORATIO QUINCY, D. D., Olivet, Mich., 12th of February; born 5th of August, 1822, in Phillips, Me.; graduated, Harvard, 1848, at Bangor Seminary 1853; studied and practiced law until 1866, when he became professor in Washburn College, Kansas, and president in 1869; 1876 he became president of Olivet College, where he remained until 1892.

CARLSSON, Rev. ERLAND, in Chicago, 19th October, 1893; born in Sweden, August 24, 1822; graduated at the university in 1848, served as tutor; for twenty years pastor of a Swedish church with a membership of 1,600, in Chicago; was president of the board of regents of Augustina College and Theological Seminary for seventeen years.

CARTER, T. H., at Newtonville, Mass., July 11; born in Lancaster, Mass., January, 1799, a member of the firm Carter, Hindee & Co.; established the "Old Corner Book Store;" owned the first type foundry and the first power printing press and the first stereotype plant in New England. He founded The Living Age, with Mr. Littell as editor; he was noted also as a publisher of books for the young.

CATTELL, A. G., at Jamestown, N. Y., April; born in New Jersey in 1816, served as legislator in New Jersey and as United States Senator from that State; was appointed by Grant a member of the first Civil Service Commission, and later financial agent of the United States in London, where he placed Government loans at a lower rate of interest, simplified exchange questions, and effected the payment of the $15,000,000 Alabama claim without disturbing the market. While in the Senate he gave hearty support to the Bureau of Education.

CHILDS, GEORGE W., at Philadelphia, Pa., February 3; born in Baltimore, Md., May 12, 1829; had limited opportunities for education; at the age of 13 was apprenticed in the United States Navy for a year; was in a bookstore in Philadelphia and soon became a member of the firm of Childs & Peterson, publishers; on December 3, 1864, he became proprietor of the Philadelphia Ledger, from which he derived great wealth. He bestowed many benefactions, erected several monuments, and improved the conditions of labor.

CLARK, Rev. HENRY, at New Haven, Conn., November 2; born in Southington, Conn., May 8, 1810; graduated from Yale College in 1835 and from the Divinity School in 1838. While supplying the Presbyterian church at Franklinville, L. I., he taught in the academy at that place; he also taught in Brooklyn and Avon, Conn.

CLARK, Rev. JONAS B., in South Boston, February 12; born in Maine, in 1816; graduated at Dartmouth in 1839; preached and taught, and was chaplain of the Twenty-third Massachusetts Volunteers, and last of the House of Correction, Boston; taught at Needham, Mass., 1866–1872; Wheeling, W. Va., 1873–1876; Des Moines, Iowa, 1876–1878; Indianapolis, 1878–1881.

CLARK, Rev. WILLIAM, at Westborn, Mass., February 8; born in Vermont, in 1819; graduated at Dartmouth, 1842; was teacher and pastor, etc.; taught in Georgia four years; pastor at Orford, N. H., 1849–1852; missionary to Turkey, 1852–1857; teacher, Milan, Italy, 1863–1871, serving for a time as United States consul; 1883–1890 conducted an international school for young women at Florence, Italy.

COBURN, NATHAN P., at Newton, Mass., August 26; born in New Hampshire, February 6, 1817; was a member of the firm of William Claflin, Coburn & Co.; gave $100,000 for the erection of the Eliot church, $50,000 for Colorado College Library; his bequests amounted to $77,000, but his will was contested.

COLQUITT, ALFRED HOLT, at Washington, D. C., March 26; born in Walton County, Ga., April 20, 1824; graduated at the College of New Jersey in 1844; practiced law in Macon, Ga.; served as major on the staff of General Taylor in Mexico; was elected to Congress in 1852; became major-general in the Confederate service; he sought especially to restore prosperity in his State; he favored public schools; was elected governor in 1876 and again in 1880, and was twice elected to the United States Senate.

COMINGS, SAMUEL EDWARD, Ottawa, Kans., April 2; born in Cornish, N. H., in 1823; graduated at Dartmouth in 1845; taught in Norwich, Conn., Brooklyn, N. Y., Palmyra, Monroe City, and Hannibal, Mo.

CONNELL, WILLIAM, in June, at Fall River, Mass.; for twenty-five years superintendent of city schools.

COOKE, Prof. JACOB PARSON, LL. D., at Newport, R. I., September 3; born in Boston, October 12, 1827; graduated at Harvard in 1848; the following year he was appointed instructor and in 1851 Erving professor. He made great improvements in teaching his subjects—chemistry and mineralogy. He was a member of several learned societies, lectured before the Lowell Institute, and was author of a number of pamphlets and books—Religion and Chemistry, The Principles of Chemical Philosophy and Scientific Culture, etc.

COOPER, SUSAN FENIMORE, at Cooperstown, N. Y., December 31; born in Scarsdale, N. Y., in 1813; daughter of James Fenimore Cooper, from whom she inherited her literary talent; established an orphanage, and in addition to her writings devoted herself to beneficent enterprises.

CORRIGAN, Rev. PATRICK, at Hoboken, N. J., January 9; born in Ireland in 1835; educated in Ireland and in this country; built a school and was successful in his pastorate; on account of his intense love of American institutions was involved in much controversy; he was a warm friend of the common schools.

CURTIN, ANDREW GREGG, at Bellefonte, Pa., April 22; born there 22d April, 1817; received an academic education and graduated in law at Dickinson and practiced law; became secretary of state under Governor Pollock, and as such was also superintendent of schools and specially promoted their improvement; favored Mr. Lincoln's election; was himself elected governor of Pennsylvania by a majority of 32,000, and was known as the war governor; was reelected; was minister to Russia, and also three times elected Member of Congress.

CURTIS, GEORGE TICKNOR, LL. D., in New York City, March 28; born in Watertown, Mass., in 1812; graduated at Harvard in 1832; taught school and entered upon the practice of law; was the commissioner who issued the order for the return of Thomas Sims, the fugitive slave; noted as an attorney; was one of the literary executors of Daniel Webster and was his biographer.

CURTIS, ERNEST H., July 14, aged 24 years. He established the school under the American Missionary Association in Malee, in North Carolina, and taught successfully at Raleigh, and also at Marion, Ala.

CUTLER, Rev. CARROLL, D. D., at Talladega, Ala., 25th of January; born at Windham, N. H., 31st of January, 1829. He was of strong, brainy English stock; graduated at Yale in 1854, third in his class of 100. In 1860 became professor of mental science and rhetoric in Western Reserve College, and at the end of eleven years was promoted to the presidency and directed the affairs of the college through the change by which it became Adelbert College, located in Cleveland. He was the author of a valuable work on mental philosophy.

CYR, Rev. NARCISSE, at Springfield, Mass., March 18; aged 70; born in Napierville, Canada; studied one year at the University of Vermont, and then spent five years in Geneva and Paris; he established the first French Protestant paper ever printed in this country; was pastor of a Baptist church in Philadelphia. In 1887 he established a mission for the benefit of students in the Latin quarter; founded and edited Le Publican of Boston, which he kept up four years at his own expense. While abroad he discovered the work "Persecution of the Huguenots," which he subsequently translated.

DICKINSON, WILLIAM, M. D., at Stanford University, California, February 2; born in New Hampshire in 1822; graduated at Dartmouth in 1843; studied medicine at Harvard; taught three years in Maury County, Tenn., two years in Aberdeen and one in Jackson, Miss.; became eminent in the practice of medicine in St. Louis, and was a surgeon in the United States Army; was professor in the Barnes Medical College and in the Woman's Medical College; and editor of Medical Journal, and wrote several treatises on medical subjects.

DOUBLEDAY, JOHN MASON, at Montclair, N. J., September 3; born in Binghamton, N. Y., March 13, 1821; graduated at Yale College; taught for a number of years, but on account of poor health gave up the profession and went into business.

EAMES, Mrs. JANE ANTHONY, in Boston, July 8; born in Providence, R. I., 1816; sister of the late Senator Anthony; frequent contributor to the newspapers; author of several books for the young; made large gifts for educational and religious purposes.

EDGAR, Dr. JOHN, June 5; president of Wilson College, at Chambersburg, Pa.

EDWARDS, Rev. JONATHAN, D. D., at Wellesley Hills, Mass., July 16; born at Andover, Mass., in 1820; graduated at Phillips Andover in 1836 and at Yale in 1840;

taught in Virginia and in Maine, 1843–1845; studied theology at Yale and Andover, and was long a settled pastor, and during 1874–75 professor in Colorado College.

EDWARDS, Rev. TRYON, D. D., in Detroit, Mich., January 6; born in Hartford, Conn., August 7, 1809; was a great-grandson of Jonathan Edwards; graduated at Yale and studied law in New York and theology at Princeton. His pastoral charges were Rochester, N. Y., New London, Conn., Hagerstown, Md., etc. He was prominent in the church and the author of several books and tracts. He was greatly interested in benefactions for education, and for over twenty years he sent to the Bureau of Education all newspaper notices of gifts to education.

ELLIS, Rev. GEORGE, D. D., LL. D., at Boston, December 20; born there August 8, 1814; graduated at Harvard in 1833 and in divinity in 1836; was pastor at Charlestown twenty-nine years, and during 1857–1864 professor of systematic theology in the divinity school, and afterwards lectured before the Lowell Institute; was president of the Massachusetts Historical Society, editor of the Register, and also of the Examiner and many historical works.

ELLIS, Rev. JOHN M., D. D., at Chicago, March 29; born at Jaffrey, N. H., March 27, 1831; graduated at Oberlin in 1851; professor of languages at Mississippi College, 1852–1855; studied theology at Oberlin and Union; professor of Greek at Oberlin, 1858, and filled various chairs acceptably; was also mayor, and associate pastor of the Congregational Church, and was sent as commissioner to Europe in the interest of the World's Columbian Exposition.

EMERSON, LUTHER, in Haverhill, Mass., August 26, aged 78 years; born in Salem, N. H.; was connected with the public schools fifty years, thirty as teacher and twenty as member of the school board.

ESTABROOK, Prof. THOMAS, at Olivet, Mich., September 29, aged 74; was an educator fifty years; long connected with Olivet College as professor of the principles and methods of teaching.

EWELL, BENJAMIN STODDART, LL. D., June 19, in his eighty-fifth year; president of William and Mary College, Williamsburg, Va.; graduated at West Point in 1832; was assistant professor of mathematics there, 1832–1835, and assistant professor of natural philosophy, 1835–36, and in 1848 became professor of mathematics in William and Mary College and acting president, and in 1854 president; served in the Confederate army; was again elected president in 1865 and so remained until his death. He adhered to William and Mary College through all vicissitudes and strove to preserve its identity and traditions and to retain its influence as an institution of education in the State. He was an honorary member of the Royal Historical Society of Great Britain.

FAIR, JAMES G., San Francisco, 28th December; born in Ireland 3d December, 1831; became wealthy in mining; was United States Senator; bequeathed $50,000 to Roman Catholic orphanage; $50,000 to Protestant orphanage, and $25,000 to Hebrew orphanage. His property was estimated as high as $42,000,000.

FIELD, DAVID DUDLEY, LL. D., New York City, 13th of April; born in Haddam, Conn., 13th February, 1805; son of David Dudley Field, D. D., and brother of Justice S. J. Field, of the United States Supreme Court, of Cyrus W. Field, the projector of the Atlantic cable, and of Rev. Henry M. Field, D. D., editor of the Evangelist; graduated at Williams, 1825; practiced law, and became eminent as a reformer of legal practice and codifier of law, and was especially known for his efforts to secure the adoption of an international code.

FROST, RUFUS S., Chicago, 6th of March; born in New Hampshire 18th of April, 1826; gave $7,000 to a library in Marlboro, his native town, $5,000 to Wellesley College, and liberally to other beneficent purposes.

GOODELL, WILLIAM, M. D., in Philadelphia October 27; born on the island of Malta in 1829; son of the noted missionary, Rev. William Goodell, D. D.; graduated at Williams in 1852, and at Jefferson Medical College in 1854; practiced in Turkey until 1861; practiced in Chester, Pa.; was in charge of Preston Retreat, Philadelphia, and lectured in the medical department of the University of Pennsylvania.

GOODNOW, Hon. I. T., at Manhattan, Kans., March 20; he was professor of chemistry in Wilbraham Academy, Massachusetts; first superintendent of public instruction in Kansas, and became land commissioner of the Missouri, Kansas and Texas Railroad.

GOODWIN, Miss JULIA A., 28th October, Mason, N. H.; taught fifteen years in North Carolina, Georgia, and Alabama.

GRAHAM, ANDREW J., A. M., at Orange, N. J.; born at Green Creek, Ohio, August 2, 1830; at 14 attended the college at Spring Harbor, Mich. This institution afterwards removed to Hillsdale and has since been known as Hillsdale College, and from it he received his A. M. For a time he was a clerk in New York City, and there became an expert stenographer, and in 1852–53 reported for the legislature of Michigan; reported Mr. Beecher's sermons for eighteen months. He then engaged in law reporting and reporting on notable occasions. In 1858 he published his Handbook of Standard of American Stenography, and became distinguished by his publications for the improvement of stenography.

GULLIVER, Rev. JOHN PUTNAM, D. D., LL.D., in Andover, Mass., January 25; born in Boston, May 12, 1819; graduated at Phillips, Andover, in 1836, Yale in 1840, and from Andover Theological Seminary in 1845; occupied pastorates at Norwich, Conn., and Chicago, Ill.; was president of Knox College four years; pastor at Binghamton, N. Y., and from 1878 until his death was Stone professor of the relations of Christianity to the secular sciences in Andover Theological Seminary. He was a frequent contributor to the Independent, New Englander, Bibliotheca Sacra, Andover Review, and a founder of the Chicago Advance; a member of Yale corporation; through his efforts Norwich Free Academy was founded and endowed. He was also an advocate of the abolition of slavery and an ardent supporter and friend of President Lincoln.

HALL, WILLIAM MONTAGUE, at Ashfield, Mass., December 15; born in New York City, July 2, 1857; graduated at Yale in 1880; professor of political science and dean of the faculty of Colorado College, Colorado.

HANSON, JAMES HOBBS, LL.D., in Maine; born in China, Me., June 26, 1816; graduated at Waterville College in 1842; taught before graduation as well as after; was principal of Waterville Academy, beginning with only five scholars, and did all the work when the number swelled to 150; taught in Eastport in the high school; from 1857–1863 was principal of the Portland high school; was recalled to Waterville, which institution had been changed in the meantime to Waterville Classical Institute, and remained there until his strength compelled him to retire. The Governor Coburn endowment was secured largely through his influence, and also the erection of the Governor Coburn Hall. In 1862 he was elected a trustee of Waterville College, and successively reelected. He compiled a Preparatory Latin Prose Book and was joint editor of a Handbook of Latin Poetry.

HAWES, Judge GRANVILLE P., in New York City, December 29, 1893; born in Maine in 1838; graduated at Bowdoin College in 1860 and at the Columbia Law School; served through the war on General Emory's staff; when peace was declared became professor of rhetoric and English in the State College of Maryland; practiced law in New York; was elected to the marine judgeship in 1879.

HAYES, RICHARD, at St. Louis, February 12, at the hand of ungrateful tramps whom he had aided; born in Milton, N. H., August 14, 1827; graduated at Dartmouth in 1850; read law and practiced; was principal of Pittsfield (N. H.) Academy 1851–1854, teacher in the St. Louis Normal School 1861–62, and in the high school until his death.

HAYWARD, ALMIRA L., Cambridge, Mass., 11th of October; born in Easton, Mass.; educated at Wheaton Seminary; became specially noted as librarian and writer, but taught at Lookout Mountain, Tenn., Cambridge, Mass., and in the normal school at Providence, R. I.

HEMENWAY, Mrs. MARY, Boston, Mass., 6th of March; born in New York City, 1819. She was daughter of Thomas Tileston, and wife of Augustus Hemenway. Possessed of large wealth, she combined with true philanthropy great judgment in the application of her bounties. She was quick to recognize causes of merit whether they appealed to the favor of others or not, and she was willing to risk aiding them at the start. Prof. Larkin Dunton characterises her as possessed of "wisdom, wealth, and love." She contributed liberally toward historic work in the old South Church, aiding the efforts of Miss C. Alice Baker and the lectures of John Fiske, and giving $100,000 of the $200,000 necessary to save the old church from destruction. She gave, it is said, a large sum toward the explorations in southwest Arizona, under Frank H. Cushing, and aided largely in other ways to promote American ethnology and archæology. She expended over $100-000 in aid of Miss Amy M. Bradley's School at Wilmington, N. C., where many teachers were trained, and which had a most excellent influence upon education in that part of the State. She aided at their inception the Kitchen Garden and the Teachers' Benefit Association. She aided in restoring the teaching of sewing and introduced cooking in the Boston public schools by meeting the first necessary expenses. She bore the expenses of a school for training teachers in the Ling system of gymnastics, which led to the introduction of the system

into the Boston schools. She founded the Boston Normal School for Gymnastics, under the supervision of Miss Amy M. Homans, her very competent and able assistant. She purchased the John D. Philbrick Library and gave it to the Boston Normal School. She was a contributor to Dr. A. D. Mayo's "Ministry of Education" in the South, and was active in promoting the education of the freedmen. She had the thoughtfulness to provide that certain of her usual annual gifts should be continued from her estate for a time. It would be impossible to name the many lines along which her aid was bestowed for the uplifting of mankind, or to measure the extent of her influence.

HINCKS, Rev. JOHN HOWARD, at Atlanta, Ga., December 11; born in Maine, March 19, 1849; educated at Phillips, Andover, and Yale, and in theology at Andover and Yale; preached in California; was pastor eleven years at Montpelier, Vt.; in 1889 he became professor of history and social science and dean of the faculty at Atlanta University.

HINKEL, CHARLES JOHN, Ph. D., in Amagansett, L. I., August 21; born in Hanau, Germany, January, 1817; was educated at the gymnasium of Hanau and at the University of Marburg; taught Latin and Greek in the gymnasium in Rinteln, Hesse, at the Polytechnic in Hesse-Cassel, and later in the gymnasium in the same place; lectured nine years on philology and philosophy in the University of Marburg. He came to the United States in 1855, and in 1867 became director of the Martha Institute in Hoboken, N. J., and from 1869 until 1890 was professor of the Greek and Latin languages and literature at Vassar. He wrote a number of articles and monographs on educational subjects.

HITCHCOCK, R. C., Cambridge, Mass., March 6; from 1883 to 1890 was president and professor of Straight University at New Orleans.

HOLLINGSWORTH, SAMUEL SHOREY, at Philadelphia, June 28; born at Cleveland, Ohio, November 11, 1843; graduated at Yale in 1863, and studied law; was professor of the law of contracts, corporations, and pleading in the University of Pennsylvania the last four or five years of his life.

HOWE, GEORGE WILSON, in Lowell, Mass., March 21; born in Lowell in 1833; graduated at Bowdoin in 1859; was settled in several pastorates; in 1876 became grammar school principal in Lowell, and so continued.

HUNT, Dr. EZRA M., at Metuchen, N. J., where he practiced medicine twenty-five years; he graduated at Princeton and at the College of Physicians and Surgeons, New York; was secretary of the State Board of Health, president of the American Public Health Association, a member of the Epidermalogical Society of London, long sanitary editor of the Independent; he was a hearty promoter of sanitation in education, and aided the Bureau of Education in this interest.

JAY, JOHN, LL. D., 5th of May, New York City; born 23d of June, 1817, New York City; grandson of John Jay; graduate of Columbia University, 1836; then lawyer, diplomat, philanthropist, judge; vigorous promoter of emancipation in New York and elsewhere. He was always a promoter of every grade of education. As minister to Vienna he rendered special service to education. He made such efforts that the United States Bureau of Education took up the special exhibit of our education at the exposition at Vienna in 1873, and thus education in the United States began to appear for the first time in its true light at these international expositions.

JENKS, Prof. J. W. P., A. M., at Providence, R. I., September 26, aged 85; born in Middleboro, Mass. For a time he taught an academy, but his great service was rendered at Brown University, where he was a long time professor and afterwards emeritus professor and curator of the Jenks Museum, which was equipped at his expense and under his supervision.

JOHNSON, BARTON W., in De Leon, Tex., May 24; born in Tazewell County, Ill.; educated at Bethany College, West Virginia; became tutor there; was president of Eureka College, Illinois, and of Oskaloosa College, Iowa. He was prominent in the missionary work of the Disciples of Christ, and edited several religious papers.

KUNDSEN, CARL WILHELM, in South Norwalk, Conn., February 26; born in Copenhagen, Denmark, in 1818; was educated in the Military College and Royal Academy of Fine Arts in Copenhagen; taught drawing abroad a number of years, and coming to this country; continued the same work here twenty years; erected a finely equipped astronomical observatory in South Norwalk; was the originator of a system of drawing; was an advocate of phonetic spelling. In 1892 he opened a lecture hall for religious service in English and German, and for free lectures in secular studies.

LANE, MRS. MARY CELESTIA CLEMANS, of Brooklyn, 16th of October; born in Charlton, Mass., 27th of May, 1826; with her parents, early moved to Ohio; began to teach at 14 in district schools; taught one year in Wisconsin and thirty-seven years in Cleveland, Ohio; among her pupils who have become widely known were John D. and William Rockefeller.

LORD, JOHN, LL. D., December 15; at Stamford, Conn.; born in Berwick, Me., September 10, 1809; historian and lecturer; graduated at Dartmouth in 1833; studied theology at Andover, and served in two pastorates, during which time he devoted his attention also to history. He lived in England during 1843–1846, and lectured on the Middle Ages; was a lecturer at Dartmouth 1866–1876. His lectures attracted large audiences in the chief cities of the United States, and did much to promote historical study. He published numerous works on historical subjects.

MCCOSH, Rev. JAMES, LL. D., S. T. D., D. Lit., Princeton, N. J., 6th of November; born in Carch Keoch, Ayrshire, Scotland, 1st of April, 1811; son of a farmer; studied at Glasgow College five years, and at University of Edinburgh under Drs. Welch and Chalmers; was pastor at Arbroath; in charge of a church with 1,400 communicants at Brechin; in 1843 was active in forming the Free Church of Scotland; in 1851 became professor of logic and metaphysics in Queens College, Belfast, Ireland, holding the same for sixteen years, being also for a time examiner for the Indian civil service. He visited German universities and studied German philosophy in 1858. He came to United States in 1866, and visited the colleges and theological schools. May, 1866, was elected president of Princeton College, and was inaugurated 27th of October; continued in the office until 1888, when he became president emeritus, and continued to teach philosophy until 1890. His presidency was marked by great increase in the funds of the college; by special changes in the curriculum; the attendance went up from 246 to 604, and instructors from 10 professors, 4 tutors, and 2 teachers to 35 professors, 3 tutors, and additional lecturers and other assistants. His lectures and publications were numerous. His position as a philosopher was established by the publication of "The Method of the Divine Government, Physical and Moral," in 1850. There followed in 1855 "Typical Forms and Special Ends in Creation," in which he was aided by George Dickie, M. D.; "The Tuitions of the Mind, Inductively Investigated," 1860; "The Supernatural in Religion in Relation to the Natural," 1862; "Examination of Mill's Philosophy," 1866; "Treatise on Logic," 1869; "Christianity and Positivism," 1871; "Scottish Philosophy," 1874; "Thoughts and Emotions," 1880; "The Philosophical Series," two volumes, 1882; "The Motive Powers," 1877; "The Religious Aspects of Evolutions," 1888; "Prevailing Types of Philosophy—Can They Logically Reach Realty?" 1890; "Tests of Various Kinds of Truth," 1891; "Philosophy of Realty," 1894.

MCDILL, JONAS WILSON, at Creston, Iowa, February 28; born in Ohio, March 4, 1834; graduated at Miami University in 1853; admitted to the bar in 1856; removed to Iowa and was elected superintendent of public instruction in 1859. He was afterwards probate judge, clerk in the Treasury Department, Washington, D. C., and from 1868 to 1874 district and circuit judge in Iowa; member of Congress from 1874 to 1876; member of the State board of railroad commissioners 1881–1883; United States Senator, and in 1892 became a member of the Interstate Commerce Commission, and retained this position until his death.

MCFARLAND, Rev. JOHN R., December 9, in Alaska, in the house of a native while on a missionary tour; he was a successful teacher and preacher among the Hovaks.

MAIN, Prof. JAMES, at Washington, D. C., in November; born in Scotland, February 24, 1810; graduated at Glasgow University, where he taught several years; became astronomical computer in the Coast Survey in 1851, and so remained for thirty years.

MALLERY, Col. GARRICK, LL. D., at Washington, D. C., October 24; born in Pennsylvania, April 24, 1831; graduated at Yale in 1853; practiced law in Ohio, 1853–1857; served in the Union Army and received four brevets and was retired on account of wounds; was an executive officer of the Signal Service Bureau, and in 1869 became chief of the Bureau of Ethnology and made important contributions to that subject, especially connected with the sign language of the Indians and deaf-mutes.

MARTIN, ALEXANDER, A. M., D. D., LL. D., in Indiana; born in Mairn, Scotland, in 1822; graduated at Allegheny College, Pa., in 1847; principal of Northwestern Academy three years; professor of Greek language and literature in Allegheny College from 1855 to 1864; founded and became president of West Virginia University; in 1875 was made professor of mental and moral sciences in the Indiana Asbury University, and subsequently president, remaining until 1889, during which time the name of the institution was changed to De Pauw University. He was a delegate to four general conferences and to the first ecumenical conference, which met in London in 1881.

MASON, GEORGE CHAMPLIN, Philadelphia, January 30; born in Newport, R. I., July 17, 1820; journalist; greatly promoted the study of local history by his writings and otherwise.

MASON, LYMAN, in Boston, February 9; born in Vermont; graduated at Dartmouth in 1839; became eminent as a lawyer, but before practicing law taught in Western Reserve and Dartmouth College.

MATHER, S. H., LL. D., at Cleveland, Ohio, January 14; born in Washington, N. H., March 20, 1813; graduated at Dartmouth in 1834; read law in Geneva, N. Y., and Cleveland, Ohio, and practiced there December, 1836, to 1852; secretary to the Society of Savings 1849–1852, secretary and treasurer 1852–1884, president 1884 till his death; a member of the city board of education and an originator of the Cleveland public library. The well-known writer, Frederick G. Mather, is his son. His success in banking was phenomenal. As a lawyer, called to give advice in regard to estates and investments, he secured a charter for the Society of Savings on the plan of the Suffolk Savings Bank of Boston, expecting that the work would be done by others, and that he, at most, would be only legal adviser. At first a tin box was used for deposits, which for safety was put in an adjoining bank's vault each night; but confidence brought depositors, and the society before his death had over $24,000,000 in its charge and gave great steadiness to the financial interests of that locality. He efficiently promoted great improvements in the city schools, under the supervision of Hon. Andrew Freexe.

MEAD, EDWARD S., in Southampton, Long Island, N. Y., January 10; born in New York City January 10, 1847; publisher, member of the firm of Dodd, Mead & Co., in New York City; graduated at Yale in 1869; wrote over the signature of Richard Markham; was trustee of the Museum of Art, and especially promoted education in art.

MERRICK, FREDERICK, A. M., D. D., LL. D., born at Wilbraham, Mass., January 29, 1810; died March 5, aged 84 years. He studied at Wesleyan University, but in 1836, having been elected on the nomination of President Fisk to the principalship of the Conference Seminary at Armenia, N. Y., left college; in 1838 elected to the chair of natural science in the Ohio University at Athens, Ohio; in 1842 was pastor of the Methodist Church at Marietta, Ohio, and in 1843 was made one of two agents for the newly founded Ohio Wesleyan University. For fifty-one years he served the university as agent, professor of natural history, of moral philosophy, president, and as emeritus professor and lecturer on natural and revealed religion. From 1845 to 1885 he was auditor of the university, and raised over $40,000 for its use.

MONROE, ALBERT BRINKERHOF, at Tarrytown, N. Y., April 21, in the fifty-seventh year of his age; born in New York City and graduated at the University of the City of New York. He engaged in business, but retired in 1874 to devote himself to Christian, educational, and philanthropic work. In 1882 he became corporate member of the American Board of Commissioners of Foreign Missions; in 1886 a trustee of Rutgers College; in 1874 he became a trustee of Hampton Institute and later president of the board; was a member of the council of the University of the City of New York, and of the executive committee of the American Missionary Association; was director of the American Bible Society, the New York Sunday-School Association, and vice-president of the American Tract Society; in 1878 he became director of the Y. M. C. A. and later president, and was active in city, State, and international work.

MUNRO, NORMAN L., New York City, February 24; born in Nova Scotia in 1840; publisher; especially known in connection with Munro's Library and Munro's Pocket Magazine.

NASH, STEPHEN G., in Lynnfield, Mass., May 1; born in New Hampton, N. H., April 4, 1823; graduated at Dartmouth in 1842; lawyer and judge in Boston; taught in the academy several years after graduation.

O'FARRELL, Bishop MICHAEL JOSEPH, at Trenton, N. J., April 2; born in Ireland, December 2, 1832; educated in All Hallow's College and at St. Sulpice, Paris, for the Roman Catholic priesthood; was professor of dogmatic theology in Paris and in Montreal, and gave over $30,000 to charity and education.

OSBORN, Rev. Prof. HENRY STAFFORD, LL. D., in New York City, February 2; born at Philadelphia August 17, 1823; graduated at the University of Pennsylvania and Union Theological Seminary; in 1846 pastor at Belvidere, N. J.; occupied chairs at Roanoke and Lafayette colleges and in Miami University. He was an authority on metallurgy and sacred geography. Among his books are Flowers of Palestine, Scientific Metallurgy of Iron and Steel in the United States, Palestine Past and Present, Manual of Bible Geography, The New Descriptive Geography. He was a member of the Historical Society of Pennsylvania, the American Geographical Society, and the Victoria Institute of London.

PADDOCK (Bishop of Washington), JOHN ADAMS, S. T. D., at Santa Barbara, Cal., March 3; born at Norwich, Conn., January 19, 1825; graduated at Trinity College in 1845 and General Theological Seminary, New York City, in 1849; was pastor of several churches and became Bishop of Washington Territory, in 1880. He established the Episcopal institutions of learning in his diocese and collected the money for them.

PASSAVANT, P. M., M. D., at Pittsburg, Pa., June 3, aged 70; prominent in the Lutheran Church; founder of hospitals in Chicago and Jacksonville, Ill., Milwaukee, Wis., the Pittsburg Infirmary, and several orphan homes. He organized the Deaconess Institute. He also promoted the foundation of Thiel College, and was busy preparing for the organization of the Lutheran Theological Seminary in Chicago.

PATTERSON, Rev. R. W., LL. D., at Evanston, Ill., February 28; born Maryville, Tenn.; organizer and pastor for thirty-two years of the Second Presbyterian Church, Chicago; became professor of apologetics in the Presbyterian Seminary of the Northwest, now McCormick Theological Seminary, and was engaged to lecture in the Lane Theological Seminary. He defended Professor Swing when the latter was tried for heresy.

PATTERSON, Miss HANNAH W., at Westfield, N. Y. Left $100,000 to found a library for the town.

PECK, Rev. THOMAS E., D. D., LL. D., at Hampden Sidney, Va., October 2, 1893; born in South Carolina January 29, 1822; educated at Columbia College and privately; was for a time librarian and treasurer of the college; became eminent in the ministry, and from 1860–1893 was professor in Union Seminary, Hampden Sidney.

PECK, Rev. WHITMAN, at Poughkeepsie, N. Y., November 9; born at Greenwich, Conn., May 16, 1815; graduated from Yale in 1838 and Andover in 1841; was pastor in Massachusetts, Ohio, New York, and Connecticut, when his health failed, and he devoted himself to teaching in Connecticut, 1856–1858; Delaware, 1859–1861; Connecticut, 1862–1864; Fishkill, N. Y., 1865–1868, and New Haven, Conn., 1868–1874; was the author of Latin Lessons, Business Arithmetic, and Manual of Christianity.

PEABODY, Miss ELIZABETH PALMER, Jamaica Plains, Boston, January 3; born Billerica, Mass., 16th of May, 1804; daughter of N. Peabody, sister of Mrs. Horace Mann and Mrs. Nathaniel Hawthorne; spent her youth in Salem, but resided for the most of her life in or near Boston, engaged in education or literary pursuits. She was chiefly known to the present generation as the apostle of the kindergarten in America. She was early noted as a scholar, and began to teach at 16 years of age. Her sisters were among her first pupils. At 18 she studied Greek under Emerson. She taught in the family of Channing, and was associated with Mr. Bronson Alcott. She delighted in having the exclusive direction of a young mind. Among her published works may be named Key to Hebrew History, Key to Grecian History. She contributed to The Journal of Education, to The Examiner, and The Dial. She edited Æsthetic Papers and The Crime of the House of Austria, etc. Deeply interested in education from early life she was alert for improvements; saw the importance of the kindergarten movement from the first, and devoted herself to its introduction in America. In 1870 she visited the Commissioner of Education, and found him in hearty sympathy with her desire to bring a knowledge of Froebel's ideas to American educators. By the aid of John Kraus, an assistant whose whole thought was occupied with kindergarten, the Commissioner was kept informed of every item of interest touching the subject. Miss Peabody therefore found the Bureau of Education ready through its reports and circulars to forward her purpose, and thus her instructive and inspiring efforts were made known by means of its publications to educators in all parts of the land. Before her death she had the satisfaction of seeing the kindergarten more developed in America than in any other country.

PILLSBURY, I. WEBSTER, at Milford, N. H., October 26; born at Hamilton, Mass., in 1811; his youth was spent in Henniker, N. H.; graduated at Dartmouth in 1840; teacher, farmer, etc. Taught in New Hampshire, 1840, in Pepperell, Mass., 1841–1843; Weymouth High School, 1843–44, and Amherst, N. H., 1857–1861; school commissioner for Hillsboro County, 1862–1864; agent for Freedmen's Bureau, South Carolina, 1865–66.

PINGRY, Rev. JOHN F., Ph. D., at Elizabeth, N. J., February 16; born in Massachusetts in 1818; graduated at Dartmouth in 1836, taught in Fishkill, N. Y., 1846–1853, and Newark, N. J., pastor at Roseville, N. J.; principal Pingry School, Elizabeth, N. J., from 1861 until his death.

POOLE, WILLIAM FREDERICK, LL. D., at Evanston, Ill., March 1; born at Salem, Mass., December 24, 1821; graduated at Yale in 1849; was librarian of the "Brothers in Unity" while in college and prepared an index to periodical literature which was extended to a third edition; was associate librarian of the Boston Athenæum in 1851, and in 1852 became librarian of the Boston Mercantile Library, in which position he remained four years and printed during that time a dictionary catalogue of the library on the "title-a-line" principle; was librarian of the Boston Athenæum, 1856–1869; he organized the Bronson Library, Waterbury, Conn., the Athenæum Library at St. Johnsbury, Vt., and did similar work at Newton and Easthampton, Mass., and in the United States Naval Academy at Annapolis. He was librarian at the organization of the Public Library of Cincinnati, and of the Chicago Public Library; from 1877 until his death he was engaged in the organization of the library at Chicago founded by Walter L. Newberry; was president of the American Historical Association, and of the American Library Association, from 1855–1867, and vice-president of the International Conferences of Librarians in London in 1877. He was the author of Index to Periodical Literature, Ordinance of 1787, Cotton Mather, Salem Witchcraft; edited the Owl, a literary magazine published in Chicago in 1874–75, and wrote many papers on historical and literary topics.

RAUCH, JOHN H., M. D., at Lebanon, Pa., March 24; a widely recognized authority on medical education, and one of the most eminent sanitarians in this country; organized the board of health of Chicago, and was president and secretary of the Illinois State board of health from its organization to 1891; was delegate to the International Medical Association at Berlin in 1890, and to the Pan-American at the City of Mexico; served through the war as brigade surgeon, assistant medical director of the Army of the Potomac, and medical director of the Gulf Department; was a prominent member of the Loyal Legion and of the American Medical Association and American Public Health Association.

ROBINSON, Rev. E. GILMAN, D. D., LL. D., at Boston, June 13; born in Attleboro, Mass., March 13, 1815; graduated at Brown in 1838, Newton Theological Seminary in 1842; 1842–1845 pastor at Norfolk, Va., and eight months of the time was chaplain of the University of Virginia; 1846 became professor of Hebrew in the Western Theological Seminary, Covington, Ky.; 1850 pastor in Cincinnati; 1853 professor in Rochester Theological Seminary, and 1860–1872 was its president; 1872–1889 was president of Brown University, served as lecturer on apologetics and evidences of Christianity at Crozer Theological Seminary, Pennsylvania. At the time of his death he was professor of ethics and apologetics in the University of Chicago. For five years he was editor of the Christian Review; in 1883 delivered the Yale lectures on preaching. He published Principles and Practice of Morality, and a new edition of Neander's Planting and Training of the Christian Church.

ROLFE, H. PERCY, at Great Falls, Mont., March 18; born in Vermont; graduated at Dartmouth in 1874; taught in the Ohio State School for the Blind and in Helena, Mont., and became editor, lawyer, and judge.

ROTCH, ARTHUR, eminent architect, in Beverly, Mass., August 15; born in Boston, May 13, 1850; graduated at Harvard in 1871; spent two years at the Institute of Technology; was in the office of Mr. Van Brunt; 1874 in the School of Fine Arts, Paris, and until 1880 traveled through Europe and studied. In 1882, in cooperation with his sister, he established the well-known Rotch Traveling Scholarship as a memorial to his father, Benjamin Rotch, enabling students chosen by the Boston Society of Architecture to reside for two years in Europe studying architecture. This is understood to be the first American scholarship of the kind. Mr. Rotch's firm (Rotch & Selden) furnished the plans for the Art Museum and School at Wellesley College, the gymnasiums at Bowdoin College and Exeter Academy, and the Bridgewater Public Library.

SCAMMON, Gen. ELIAKIM PARKER, in New York City, December 7; born in Whitefield, Lincoln County, Me., December 27, 1816; graduated at West Point; 1837 was assistant professor of mathematics at the Academy, also assistant professor of history, geography, and ethics; was professor in Mount St. Mary's College, Cincinnati, two years, and president of the Cincinnati Polytechnic College, 1851–1861; professor of mathematics and history in Seton Hall College, South Orange, N. J., from 1875–1885.

SCUDDER, JOHN MILTON, M. D., at Dayton, Fla., February 17; born in Hamilton County, Ohio, September 8, 1829, studied at Miami University; graduated at the Eclectic Medical Institute, Cincinnati, 1856; professor of anatomy there the next year and later occupied different chairs; was also dean and treasurer. He was editor of the Eclectic Medical Journal, and published several books on medical subjects.

SHAFER, HELEN ALMIRA, M. A., LL. D., at Wellesley, Mass., January 20; born in Newark, N. J., September 23, 1839; graduated at Oberlin in 1863; taught two years in a young ladies' school in New Jersey; became instructor of mathematics in the St. Louis High School, was called to the chair of mathematics at Wellesley College in 1877 and filled that position until 1888, when she was elected president, which position she retained until her death.

SHEDD, Rev. WILLIAM GREENOUGH THAYER, in New York City, November 17; born in Acton, Mass., June 21, 1820; graduated at the University of Vermont in 1839 and at Auburn Theological Seminary in 1843; was pastor at Brandon Vt.; was professor of English literature in the University of Vermont 1845–1852; professor of sacred rhetoric in Auburn Theological Seminary; professor of church history in Andover Seminary; assistant pastor of the Brick Church, New York; professor of biblical literature in the Union Theological Seminary until 1874, and was professor of systematic theology there until 1890. He was the author of a large number of works on theology and other subjects.

SHEPHERD, JOHN WESLEY, at Montgomery, Ala., May 1; born at Huntsville, Ala., July 20, 1826; graduated at Yale in 1844; taught in an academy in Huntsville; was for the greater part of his life reporter for the supreme court of Alabama.

SHIPLEY, JAMES LUCIEN, at Springfield, Mass., December 17; born in Londonderry, N. H., March 31, 1836; graduated at Yale in 1861; was principal for two years of Bacon Academy, Colchester, Conn.

SHIRAS, Rev. ALEXANDER, at Clifton, Pa., November 20; born at Mount Holly, N. J., in 1813; graduated at the theological seminary at Alexandria, Va.; was rector at Berryville, Va.; Georgetown, D. C.; Pelham, N. Y.; Chestnut Hill, Philadelphia, and at King George, Va.; was appointed by the President chaplain of Satterly Hospital, at Philadelphia, during the war. He held a position in the Bureau of Education at Washington for about twenty years, and was devoted to its interest and most faithful in his duties.

SIMPSON, Prof. BENJAMIN H., at Chicago, June 28; assistant professor of systematic theology in Chicago University.

SMITH, Rev. GEORGE S., August 12; for thirteen years was teacher and preacher in Raleigh and McLeansville, N. C.

SMITH, Rev. C. D., D. D., at Franklin, N. C., January 3, aged 82; assistant State mineralogist and a local preacher.

SNOW, FREEMAN, Ph. D., LL. D., at Nelson, Pa., September 12; born in Palmyra, N. Y., in 1841; served through the war; was fitted at Andover and graduated at Harvard in 1873; was assistant professor of history at the United States Naval Academy for two years; taught history one year at the Boston Latin School; was appointed instructor in forensics and American history at Harvard in 1881, and after three years' study in France and Germany became professor of international law and American diplomacy at Harvard and held that chair until his death.

STORRS, Rev. HENRY MARTYN, D. D., LL. D., at Orange, N. J., December 1; son of President Storrs, of Western Reserve College; born at Ravenna, Ohio, January 20, 1827; graduated at Amherst in 1846; taught in Virginia; studied theology at Andover, 1848–1851; was a pastor in Lawrence, Mass., Cincinnati, Ohio, and Brooklyn, N, Y.; was secretary of the American Home Mission Society, 1872–1882, and while in that position promoted education; was a trustee of Marietta College for thirty years; pastor at Orange, N. J., from 1882 until his death. As a preacher he was spiritual and eloquent; as a scholar, earnest and accurate; as pastor, tender and faithful; as head of a family, cheerful and affectionate; as citizen, characterized by a lofty patriotism.

STRONG, Prof. JAMES, S. T. D., LL. D., at Round Lake, N. Y., August 7; born in New York, August 14, 1822; studied medicine for a time in Lowville, N. Y.; graduated at Wesleyan University in 1844; taught two years in the Troy Conference Seminary; 1847, removed to Flushing and built the Flushing Railroad; was its president, and showed aptitude in other business also; in 1858 became professor of theological literature in Troy University; in 1868 was professor of exegetical theology in Drew Theological Seminary; was eminent as a teacher, lecturer and writer, but remained a layman. Among his numerous publications are Harmony of the Gospels, both English and Greek. He contributed to Lange's Commentaries. He assisted in preparing McClintock and Strong's Cyclopedia of Biblical, Theological, and Ecclesiastical Literature, comprising 12 volumes, and owing to the death of Dr. McClintock, was compelled to edit seven-tenths of the work. His books of importance number over a dozen, and he was engaged upon a history of ecclesiastical biography from the year 1700. His great concordance is well known. He was a member of the Anglo-American committee to revise the Old Testament.

STRONG, Miss MARY A., at Talladega, Ala., March 1; born and educated in Ohio; taught in Akron High School, Ohio; at Talladega she was chief lady instructor and teacher of mathematics. She was sister of Dr. Josiah Strong.

SWING, Rev. DAVID, at Chicago, October 3; born in Cincinnati, August 23, 1830; graduated at Miami University with high honors as a linguist in 1852, and began the study of theology, but within a year was appointed professor of languages at Miami, and remained there twelve years.

TEAL, JOHN WILLIAM, D. D., in Elizabeth, N. J., June 30; born at Rhinebeck, Dutchess County, N. Y., April 14, 1839; graduated at Yale in 1864, and taught one year in an academy at Stamford, Conn.

THAXTER, Mrs. CELIA, Appledore Island, Isles of Shoals, 26th of August; born in Portsmouth, N. H., 1836; daughter of Thomas B. Leighton; noted as a writer of prose and poetry.

THOMPSON, THOMAS MERRITT, in Taos, N. Mex., June 6; born in Woodstock, Ulster County, N. Y.; graduated at Yale in 1844; taught three years in the high school at South Britain, Conn., and conducted for several years in Woodbury, Conn., a select school for both sexes; he also taught in Arroyohondo, N. Mex.

TORRY, Rev. DAVID, D. D., at Cazenovia, N. Y., September 29; born in Bethany, Pa., 1818; graduated at Amherst in 1843; studied theology at Andover and Union; tutor at Amherst, 1846–47; taught in Chicago; Honesdale (Pa.) Academy, 1848–49; was settled in several pastorates and taught intellectual philosophy at Hamilton College, 1880–1883.

TUTTLE, Prof. HERBERT, at Ithaca, N. Y., June 21; born in Bennington, Vt., in 1846; graduated at the University of Vermont in 1869; engaged in newspaper work in Europe and this country until 1880, when he became lecturer in the University of Michigan. The following year he became professor of history at Cornell. He published German Political Leaders and a History of Prussia, of which three volumes appeared during his lifetime. The fourth volume has been continued and published by Prof. H. B. Adams.

WALSH, Miss FANNIE I., May 2, suddenly at the Bishopthorpe School for Young Ladies, South Bethlehem, Pa., of which she had charge for a quarter of a century.

WARDWELL, J. H., at Williamstown, Mass., July 23; born in Sanbornton, N. H., 1844; graduated at Dartmouth in 1870; taught at Amesbury, Mass., Milford, N. H., Saco, Me., Quincy, Mass., and Milford, Mass.

WATERHOUSE, FRANCIS A., teacher, July 1, at Paris, France, where he had gone for his health; born in Scarboro, Me., January 27, 1835; attended public schools; went to sea two years; fitted at Hallowell Academy and graduated at Bowdoin in 1857; while there was librarian. He taught his first school during his freshman year; after graduation taught at Natchez, Miss.; in 1859 took charge of Hallowell Academy; in 1861, Augusta High School; in 1868, Newton High School, and in December, 1880, was elected head master of the English High School, Boston.

WEED, Miss ELLA, in New York City, January 10; born in Newburg, N. Y.; graduated at Vassar with high honor in general study and with special honor in mathematics; was in charge of a school for girls in Springfield, Ohio, for several years, and left on account of ill health. On regaining her health she taught one year in her native city and then accepted a position in Miss Annie Brown's school, in New York. From the founding of Barnard College she was a trustee and soon after dean of the faculty, and was influential in giving form and substance, breadth, and liberality to the foundations of that institution.

WELD, FRANCIS M., M. D., Jamaica Plain, Mass., January 1; born in Dalton, N. H., in 1840; graduated at Harvard in 1860 and the medical school in 1864; was assistant surgeon in the Navy and later surgeon in the Army; practiced in New York and Massachusetts, and was twelve years a member of the Harvard board of overseers.

WELLING, JAMES CLARK, LL. D., at Hartford, Conn., September 4; born in Trenton, N. J., July 14, 1825; graduated at Princeton in 1844; studied law; 1845, taught in New York College School; was political writer for the National Intelligencer, 1850–1865; 1867, president of St. Johns College, Annapolis, Md.; 1870, professor of belles-lettres, Princeton; 1871, president of Columbian University, Washington, D. C. Under his administration the university was greatly enlarged in all departments—the polytechnic school started and the new building erected at the corner of H and Fifteenth streets. His resignation of the presidency had been tendered to take effect October 1. He was president of the board of trustees of the Corcoran Art Gallery and traveled in Europe in its interest. In 1884 he became regent and chairman of the executive committee of the Smithsonian Institution. He was a member of the Philosophical Society and president of the Anthropological Society of Washington, and also president of the Copyright League of the District of Columbia.

WHEELER, Col. WILLIAM F., at Helena, Mont., June 24; born in New York; he removed to St. Paul in 1857; was private secretary to the governor; located the first telegraph line in the State; was captain in the Fourth Regiment; moved to Montana in 1869, and was librarian of the State Historical Society; did much to preserve accurate historical data and to create an interest in the study of history.

WILLIAMS, GEORGE HUNTINGTON, at Utica, N. Y., July 12; born at Utica, January 28, 1856; graduated at Amherst in 1878, and spent several years abroad studying; became associate professor in Johns Hopkins University in 1885, and in 1892 professor of inorganic geology; wrote on geology.

WHIPPLE, EZEKIEL WEBSTER, at Faribault, Minn., October 4; born at Oberlin, Ohio, August 20, 1845; son of Rev. Dr. George and Alice (Webster) Whipple and grandson of Ezekiel Webster; graduated at Dartmouth in 1867; studied law, but devoted himself to teaching; taught in Springboro, Ohio, 1871–1873, at Faribault, Minn., 1873–1878, and again in Shattuck School from 1879 until his death.

WHITNEY, Prof. WILLIAM DWIGHT, A. M., LL. D., at New Haven, June 7; born at Northampton, Mass., in 1827; prepared for college in his native town; graduated at Williams in 1845; engaged in banking, studying languages in the meantime, especially Sanskrit, and subsequently pursued these subjects at Yale and abroad; in 1854 became professor of Sanskrit at Yale and in 1870 professor of comparative philology; he had been president of the American Philological Association and of the American Oriental Society and a member of other scientific and learned societies; he assisted in the preparation of Webster's Dictionary, and was editor in chief of the Century Dictionary; was author of valuable textbooks and treatises on language, and had been called the leading philologist in America; his books have been translated in various languages and his contributions appeared in different magazines; he received honorary degrees from St. Andrews, Harvard, and other institutions.

WHITTIER, D. B., in Boston, December 8; born in New Hampshire in 1824; graduated at Dartmouth in 1848; taught in New Hampshire, Palmyra, N. Y., and Frankfort, Ky., and afterwards devoted himself to business.

WINTHROP, Hon. R. C., LL. D., Boston, 16th of November; born in Boston, 12th of May, 1809. He was descended from John Winthrop, first governor of the colony of Massachusetts, and was the sixth generation from him; graduated at Harvard, 1828; was three years a student in the law office of Daniel Webster; elected to Massachusetts house of representatives, 1834, and was speaker for three years; 1840 was elected to Congress, and served until 1849; he was speaker 1847 to 1849, winning great favor as a presiding officer. He was a ready debater and an accomplished orator. When Daniel Webster became Secretary of State he was appointed to his place in the United States Senate. Defeated in the election he became the candidate of the Whigs for Governor, but failed of an election and withdrew from politics. He was a favorite orator on important occasions, local and national. His mind was conservative in its tendencies; he was opposed to slavery, but also opposed to the extreme methods of some of the advocates of abolition. He was an ardent friend of American ideas as he understood them, and especially devoted to education. He was for thirty years president of the Massachusetts Historical Society, and for many years presided over the board of overseers for the poor of Boston. He was the special counsellor of Mr. George Peabody in his great benefactions. He aided him in preparing the plans for the Peabody Southern educational fund, advised the calling of Dr. Barnas Sears as agent, and was president of the board of trustees for nearly thirty years. He was fond of speaking of his service in this connection as equal if not greater in satisfaction and importance to any he had been called upon to render during his long life. His first book, "Speeches and Addresses," appeared in 1853, and others followed at intervals until 1880. He delivered the oration at the laying of the corner stone of the Washington Monument in 1848, and also at its completion in 1885. Among his bequests were $5,000 to the Massachusetts Historical Society, and the same amount to the Boston Provident Association; $1,000 to the Boston Children's Hospital, $250 to the library of the Boston Latin School, and also the same amount to the Trinity Church sunday school. (See Dr. A. D. Mayo on Winthrop and Peabody.)

WOOLSON, CONSTANCE FENIMORE, novelist, Venice, Italy, 24th of January; born Claremont, N. H., March 5, 1838, but spent most of her life in Cleveland, Ohio. Her father was Charles Jarvis Woolson, and her mother Hannah Cooper Pomeroy, of Cooperstown, a niece of James Fenimore Cooper. She returned to United States but once after going to Europe in 1879.

FOREIGN.

ENGLAND.

BUSS, FRANCES MARY, London, in December; born in that city in 1827; established North London Collegiate School for Ladies, which took first rank as a school for girls. Her pupils won many prizes after the Cambridge examinations were opened to women in 1863. The Camden School was modeled after her school and became affiliated with it, and both were endowed by the Brewers' Company, and were models for the formation of other schools.

CAMERON, V. L., Leighton, Buzzard, 26th of March; born Weymouth in 1844; noted writer and explorer in both Asia and Africa.

COLERIDGE, Baron, London, 1st of June; born in Ottery, St. Mary's, 3d December, 1820; chief justice of England.

CURTIS, Rev. GEORGE H., Litchfield, 9th of October; born 1824; noted teacher and preacher.

FROUDE, JAMES ANTHONY, 20th October; born 1818; noted historian.

HAMERTON, PHILIP GILBERT, in France, 5th November; born Lancashire 10th of September, 1834; noted author and art critic.

HODGSON, B. H., London, May 25; noted orientalist; discovered the Buddhist scriptures in Napaul in 1824.

LAYARD, Sir AUSTIN HENRY, archæologist, London, 5th of July; born in Paris 5th March, 1817; was of a Huguenot family; was a member of Parliament, and was also in the diplomatic service, but is chiefly known in connection with archæological explorations in and about Nineveh, as set forth in his Nineveh and Its Remains, and other works.

MARSHALL, WILLIAM CALDER, London, 16th of June; noted sculptor.

MOON, WILLIAM, LL. D., Brighton, England, 10th of October; born near Tunbridge Wells, 18th of December, 1818; his, it has been said, "was the talent of blindness." When 4 years of age he lost one eye by scarlet fever, and using the other too much, at 22 he was wholly blind. He acquired the use of the alphabet for the blind and taught the same. One lad for five years tried in vain to learn it, and Mr. Moon revised the form of letters to simplify them. The result was Moon's type, consisting of nine characters, now applied to 476 dialects and languages. Persons of benevolence came to his aid; a society was formed, and his life was devoted to preparing and publishing works for the blind; over 200,000 books have been issued, specially intended for home reading by the blind. Dr. Moon and his daughter, his devoted and principal assistant, who now carries on the work, traveled widely. They came to America and were assisted by the Bureau of Education in making their work known among the blind of this country. His books are on deposit with Mr. John P. Rhoads of Philadelphia.

MORLEY, HENRY, Isle of Wight, 14th of May; born in London, 15th of September, 1822; physician, teacher, lecturer, and author of note.

MORRIS, RICHARD, in Essex, 12th of May; born at Bermandsey, 1833; noted philologist.

PEARSON, CHARLES HENRY, 29th May; noted as historian and educator; spent twenty years in Australia, during which he was professor for a time in the university and again in the Presbyterian College, and from 1886 to 1890, minister of public instruction.

ROMANES, GEORGE JOHN, Oxford, England, May 23; born in Kingston, Canada, May 20, 1848; educated at Caius College, Cambridge, where he graduated with honors; was Fullerton professor in the Royal Institute in London; eminent scientist.

STEVENSON, ROBERT LOUIS BALFOUR, in Samoa 3d of December; born in Edinburgh, 13th of November, 1850; novelist, poet, and essayist.

YATES, EDMUND HODGSON, 20th May; editor and proprietor of the London World.

OTHER FOREIGN COUNTRIES.

ALEXANDER III, Czar of Russia, November 1, at Livadia, his summer home.

BAIGLBOCK, HERM., January 1; school principal in Breitenstein, Austria; founder of teachers' associations.

BAYER, privy councilor, Germany, Wiesbaden; was chief of division in the department of public instruction in Berlin.

BILLROTH, Prof. THEODOR, February 5, at Abbazia, Austria; one of the greatest physiologists of the world.

BIRCHMEIER, Prof. A., February 10, in Chur, Switzerland; a noted teacher of drawing.

BROWN-SEQUARD, Dr. EDWARD, at Paris, April 2; born in the Island of Mauritius in 1818 (his father was an American), educated upon the island and studied medicine in Paris; was appointed professor in the School of Medicine at Paris in 1859; came to this country in 1864 and was appointed professor of the physiology and pathology of the nervous system at Harvard; practiced in New York in 1873, and with Dr. Seguin began the publication of Archives of Scientific and Practical Medicine; became professor of experimental medicine at the College of France. He published many essays and papers giving the details of his discoveries, and also lectures on "Paralysis of the lower extremities," and lectures on "Functional affections." For many years he was president of the French Academy of Science, and in 1881 was awarded the Baly medal by the Royal College of Physicians of London.

BRINKMANN, A., Germany; died at 64 years of age; school principal; distinguished as writer of scientific treatises.

DAGUET, Dr. ALEX., Switzerland, May 21, in Neuenburg; authority in history.

DARMESTETER, JAMES, D. Lit., at Maison-Lafitte, near Paris, October 19; born at Chateau Salins, Neurthe, March 28, 1849; educated at the Lycée Bonaparte, in Paris; assistant professor at the École des Hautes Études, professor of Persian language and literature at the College de France.

DAVATZ, FLORIAN, May 11, in Chur, Switzerland; well-known teacher.

DAVID, Dr. RENNO RITTER VON, April 11, in Vienna; chief of section in department of public instruction.

DOMBROWSKI, CHRIST., July 10, in Strassburg, aged 100 years; was physically and mentally sound till within a few hours of his death; Nestor of the teachers in West Prussia.

FIEDLER, Dr. KARL, April 1, in Zurich, Switzerland; professor in zoology.

FROEBEL, KARL, May 9, in Zurich, Switzerland; nephew of Friedrich Froebel, of Kindergarten fame. Distinguished pedagogical and philosophical writer.

GONZALES Y DIAZ-TUÑON, Zeferino, Cardinal, November 29; born at Villora, near Oviedo, January 28, 1831; educated at the Dominican Mission College at Oscana; was professor of philosophy and theology at Manila, Philippine Islands.

GOUW, JANTER, January 10, in Amsterdam; noted Dutch historian.

GUIMPS, ROGER DE, Switzerland, in December; one of the last of Pestalozzi's pupils; published a biography of Pestalozzi.

HAGE, EDMUND, April 12, in Brugg, Switzerland; school principal.

HALFDANORSON, HELGI, in January; born in 1826; noted Icelandic poet and teacher.

HELMHOLTZ, Prof. HERMANN LUDWIG FERDINAND VON, in Berlin, 73 years old; one of the most distinguished physicists and physiologists of the world.

HERTZ, Prof. HEINRICH, February 22, in Bonn; a well-known physicist.

HILDEBRAND, Dr. RUD., October 28, in Leipsic; noted as contributing editor of Grimm's Dictionary, a monumental linguistic work.

HINTZE, FRITZ, Germany, May 9, in Stratsund; faithful advocate of the modern school.

HOECKER, OSKAR, in Berlin; author of juvenile literature, formerly famous actor in the Lessing theater.

HOFFMANN, Dr. HEINRICH, Germany, aged 86 years. He was the author of Struwelpeter, a book for little boys that has been translated into more than twenty languages, and is still a favorite, owing to its quaint and drastic illustrations.

HUBER, KARL, July 22, in Micheldorf (Upper Austria); active as an educational writer and promoter of teachers' unions.

HYRTL, Dr. JOSEPH, Austria, July 17, in Perchtoldsdorf, at the age of 83 years; one of the noblest characters and a promoter of public education.

JAEGGI, J., June 20 in Zurich, Switzerland, professor of botany.

JAEGER, FRANZ XAVER, February 25, in Vienna; principal of burgher school; known as promoter of vertical penmanship.

KERN, Prof. FRANZ, December 15, in Berlin; principal of gymnasium and one of the most distinguished Herbartians in Germany.

KOSSUTH, LOUIS, Turin, Italy, 20th March; born in Hungary 27th April, 1802; educated in Protestant College of Sarospatak; noted Protestant Hungarian patriot, greatly honored in America.

KRAUSE, RICH., Germany, May 17, in Nordhausen; musical composer and distinguished leader of juvenile choruses.

KRUMME, Dr. W., Germany, July 9, in Braunschweig; was principal of Realschule, editor of Paedagogisches Archiv, and zealous advocate of secondary education without Latin and Greek.

LAHRSSEN, HERM., Germany, January 12, in Oldenburg; president of teachers' association of Oldenburg.

LAREIDA, J. PETER, September 30, in St. Gall, Switzerland; educational councilor.

LESSEPS, FERDINAND DE., near Paris, 7th of December; born Versailles, 19th of November, 1805; diplomatist and financier; his greatest triumph was projecting and carrying to completion the Suez Canal. Late in life he became interested in the Panama Canal.

LIEBE, Professor, Germany, June 5, in Gera; was well known as a friend of birds and student of their habits.

LOEWENTHAL, Dr. WILLIAM, April 20, in Berlin; published books on hygienic instruction.

MARIGNAC, J. K. DE, April 15, in Geneva, Switzerland; professor of chemistry.

MEIER, Dr. A., June 3, in Lubeck. Since 1852 member of the executive committee of the German Teachers' Union, the printed proceedings of which contain numerous papers read by Dr. Meier.

MEIGER, FR., Germany, February 27; wrote juvenile books under the nom de plume "Fr. Brunold."

MEISSNER, WILLIAM, Germany, November 18, in Sondersleben, aged 92; was the Nestor of the teachers in Anhalt.

MEISTERHAAS, KONR., Switzerland, August 5, in Saleure; teacher in high school.

MERZ, Dr. HEINRICH VON, December 31, in Stuttgart. Noted as the most distinguished prelate of Wurtemberg; promoter of church music.

PSCHARZER, JOHANN, April 11, in Klagenfurt; the best Austrian teacher of deaf mutes.

SCHWARZ, HEINRICH, February 20, in Salzburg, aged 75 years; very active as member of Austrian teachers' associations.

RAUCHHAUPT, WILLIAM VON, April 28; member of the Prussian House of Deputies; well known as the sworn enemy of the modern school.

SCHWEIZER-SIDLER, Dr. H., March 30, in Zurich, Switzerland; professor of philology.

SENDEN, VON, in Aurich, Germany; school councilor and principal of normal school; well known as an educational writer.

STAELIN, councilor of commerce, April 19, in Stuttgart; first president of national teachers' meeting at Stuttgart, Germany.

STUTZ, ULRICH, June 12, in Basel, Switzerland; professor of geology.

TSCHUMI, AD., December 4, in Geneva, Switzerland; principal of école professionelle.

WAGNER, FR., June 5, in Dresden, Germany; 79 years old; principal of burgher school and stenographer of the teachers' union.

WANGEMANN, Dr. H. TH., June 18; was principal of normal school in Kammin, Germany.

WAWRZK, JOHANN, May 11, in Vienna; president of local teachers' association.

WILD, Dr. J., August 22, in Zurich, Switzerland; professor of topography and geodesy.

PART III.

STATISTICAL TABLES.

I.—City school systems.
II.—Public high schools.
III.—Private secondary schools.
IV.—Universities and colleges.
V.—Technological schools.
VI.—Schools of medicine, law, and theology.
VII.—Normal schools.
VIII.—Manual and industrial training.
IX.—Commercial and business colleges.
X.—Schools of art, music, and elocution.
XI.—Schools for the deaf and dumb and the blind.
XII.—Schools for the feeble-minded.
XIII.—Reform schools.
XIV.—Benefactions.
XV.—Education in foreign countries.

I.—CITY SCHOOL SYSTEMS.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants.*

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	ALABAMA.																	
1	Birmingham	28,000	7–21	10,124	*800	.....	.....	4,194	177	519,672	2,936	*3	*1	*4	14	*75	*89	11
2	Huntsville	8,000	7–21	1,884	300	343	380	723	160	89,600	560	1	0	1	3	9	12	10
3	Mobile	35,000	.....	.....	.....	1,668	1,978	3,646	a166	501,067	3,126	.....	.....	.....	.....	.....	85	11
4	Montgomery	.....	.....	5,198	.....	.....	.....	2,034	.....	.....	.....	.....	.....	.....	.....	.....	49	.....
5	Selma	11,000	7–21	2,805	1,500	491	595	1,086	216	.....	.....	2	2	4	2	19	21	.....
	ARKANSAS.																	
6	Fort Smith	16,000	6–21	3,513	400	1,030	1,197	2,227	172	299,280	1,740	1	1	2	7	45	52	12
7	Hot Springs *	9,550	6–20	2,860	112	926	1,013	1,939	175	245,000	1,400	3	2	5	3	20	23	11
8	Little Rock	33,000	6–21	10,995	865	2,192	2,667	4,859	177	602,959	3,397.1	1	0	1	7	59	66	10–12
	CALIFORNIA.																	
9	Alameda	12,144	5–17	3,189	223	1,533	1,438	2,971	195	387,812	1,989	5	0	5	7	45	52	11
10	Berkeley	10,000	5–17	2,209	250	861	981	1,842	198	292,644	1,478	1	0	1	5	39	44	.....
11	Eureka	8,000	5–17	1,781	75	716	729	1,445	163	189,732	1,164	1	0	1	2	26	28	.....
12	Los Angeles	80,000	5–17	14,743	*897	.....	.....	12,191	179	1,597,239.5	8,908	5	2	7	28	217	245	13
13	Oakland	60,000	5–17	13,674	2,077	5,242	4,533	9,775	207	1,488,397	7,190	14	4	18	24	175	199	12
14	Pasadena	8,700	5–17	1,835	400	701	721	1,422	171	216,999	1,269	2	0	2	7	29	36	.....
15	Sacramento	30,000	5–17	5,034	424	2,112	2,170	4,282	190	551,000	2,900	*4	*11	*15	6	103	109	13
16	San Bernardino	9,000	5–17	1,694	93	757	732	1,489	171	190,444	1,114	7	5	12	9	26	35	.....
17	San Diego	16,000	5–17	3,160	225	1,462	1,509	2,971	189	409,941	2,169	1	4	5	7	57	64	12
18	San Francisco	328,000	5–17	68,390	8,973	23,728	20,621	44,349	202½	6,796,437	29,717.8	20	40	60	71	791	862	12
19	San Jose	18,000	5–17	4,942	.....	2,022	1,970	3,992	195	554,925	2,864	1	0	1	.....	.....	.....	12
20	Santa Cruz	8,000	5–17	1,991	116	871	870	1,741	190	209,000	1,100	1	0	1	3	33	36	.....
21	Stockton	20,152	5–17	3,310	460	1,332	1,493	2,825	192	415,845	2,165.9	1	0	1	8	44	52	12

	COLORADO.																	
22	Colorado Springs	13,500	6-21	2,894	85	1,160	1,284	2,444	190	335,084	1,763.6	3	2	5	8	49	57	12
	Denver:																	
23	District No. 1	70,000	6-21	13,309	.....	5,052	5,063	10,115	181	1,276,593	7,053	12	12	24	25	185	210	12
24	District No. 2	30,000	6-21	7,106	300	2,474	2,605	5,079	183	652,087	3,476	3	0	3	11	84	95	12
25	District No. 17	25,000	6-21	6,894	.....	1,879	1,777	3,656	190	465,556	2,450	6	2	8	5	53	58	12
26	Leadville	15,000	6-21	2,390	530	.....	.....	.....	160	.....	.....	0	0	0	2	22	24	.....
	Pueblo:																	
27	District No. 1	30,000	6-21	3,486	100	950	921	1,871	164	215,646	1,334.8	1	0	1	5	38	43	12
28	District No. 20	35,000	6-21	3,463	*300	1,071	1,033	2,104	190	253,650	1,335	1	0	1	5	37	42	12
29	Trinidad	8,000	6-21	1,500	250	564	634	1,198	189	141,221	747.2	2	1	3	3	21	24	.....
	CONNECTICUT.																	
30	Ansonia	.....	4-16	2,445	75	.....	.....	2,190	200	346,400	1,732	.....	.....	.....	3	41	44	.....
31	Bridgeport	56,292	4-16	13,131	932	4,284	4,410	8,694	182	1,281,826	7,043	6	2	8	2	162	164	13
32	Bristol	9,000	4-16	1,800	0	875	825	1,700	195	253,500	1,300	2	1	3	4	38	42	.....
33	Danbury	20,000	4-16	4,396	947	.....	.....	3,064	197	354,235	2,255	7	0	7	5	60	65	12
34	Hartford	.....	4-16	11,021	3,345	.....	.....	9,093	191.3	1,209,207	6,321	.....	.....	.....	34	194	228	.....
35	Manchester	8,500	4-16	1,993	9	860	1,064	1,924	185	249,565	1,349	1	0	1	3	38	41	.....
36	Meriden	.....	4-16	6,219	1,390	.....	.....	4,792	200	638,400	3,192	.....	.....	.....	10	85	95	.....
37	Middletown	10,000	4-16	1,717	475	.....	.....	1,182	184.5	176,198	955	1	2	3	2	21	23	.....
38	New Britain	22,000	4-16	4,475	1,800	.....	.....	2,786	187	353,617	1,891	1	0	1	5	50	55	13
39	New Haven	90,000	4-16	19,409	1,903	.....	.....	15,655	200	2,160,600	10,803	13	9	22	16	341	357	13
40	New London	15,000	5-16	2,641	400	.....	.....	2,161	190	288,610	1,519	2	2	4	2	50	52	11
41	Norwalk	20,000	4-16	4,013	632	1,265	1,305	2,570	200	429,550	2,148	.....	.....	.....	9	54	63	10
42	Norwich	.....	4-16	1,548	194	.....	.....	1,208	200	173,200	866	1	0	1	2	31	33	.....
43	Stamford	.....	4-16	3,776	601	.....	.....	2,895	197	371,148	1,884	1	0	1	7	13	20	.....
44	Waterbury	38,000	4-16	8,869	1,500	.....	.....	6,047	191	785,774	4,114	6	11	17	10	110	120	12
45	Windham	.....	4-16	1,933	778	.....	.....	1,299	189	168,399	891	.....	.....	.....	7	47	54	.....
	DELAWARE.																	
46	Wilmington	67,000	6-21	.....	.....	.....	.....	9,709	189	1,358,532	7,188	1	1	2	6	200	206	11
	DISTRICT OF COLUMBIA.																	
	Washington:																	
47	First six divisions	268,000	.....	.....	6,000	19,038	21,640	40,678	184	5,727,381	31,127	20	28	48	100	796	896	13
48	Seventh and eighth divisions																	
	FLORIDA.																	
49	Key West	20,000	6-21	5,385	1,500	879	861	1,740	160	182,720	1,142	.....	.....	.....	6	22	28	8
50	Pensacola	15,000	6-21	3,386	725	822	914	1,736	150	165,000	1,100	1	0	1	5	26	31	10
	GEORGIA.																	
51	Athens	10,000	6-18	2,800	200	731	752	1,483	177	171,218	969	1	0	1	4	25	29	10
52	Atlanta	.....	6-18	15,816	.....	5,131	6,109	11,240	200	b1,534,200	*7,671	11	14	25	11	189	200	12

* Statistics of 1892-93.

a The colored schools were in session 151 days.

b Estimated.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Femal	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	GEORGIA—continued.																	
53	Columbus	.....	6-18	4,315	.....	.....	.....	2,330	180	.....	.....	1	0	1	8	47	55	.....
54	Macon	22,000	6-18	5,107	250	1,159	1,425	2,584	177	400,197	2,261	1	1	2	4	52	56	10
55	Savannah	60,000	6-18	15,430	.....	3,593	3,731	7,324	156	913,848	5,858	*2	*1	*3	*16	*87	*103	10
	ILLINOIS.																	
	Aurora:																	
56	East Side (District No. 4)	17,000	6-21	954	701	1,286	1,419	2,705	192	376,980	1,963	1	4	5	2	46	48	12
57	West Side (District No. 5)	7,000	6-21	1,528	0	582	713	1,295	188	173,336	922	1	2	3	.....	.....	.....	12
58	Belleville	18,048	6-21	5,783	1,105	1,438	1,352	2,790	199	478,947	2,403	2	0	2	14	45	59	.....
59	Bloomington	25,000	6-21	6,566	500	1,558	1,695	3,253	177	468,799	2,648	2	6	8	4	68	72	12
60	Cairo	14,000	6-21	3,550	433	923	975	1,898	181	263,468	1,456	1	0	1	3	35	38	12
61	Canton	9,111	6-21	2,500	10	754	846	1,600	178	215,024	1,208	2	1	3	3	34	37	.....
62	Chicago	1,567,727	6-21	403,066	68,694	91,834	93,524	185,358	187	27,866,543	139,333	132	106	238	156	3,499	3,655	12
63	Danville	16,000	6-21	4,871	400	1,268	1,371	2,639	198	416,592	2,104	1	0	1	6	47	53	12
64	Decatur	22,000	6-21	5,850	500	1,811	1,937	3,748	185	537,610	2,906	2	1	3	9	59	68	11
65	East St. Louis (District No. 1)	17,000	6-21	3,951	859	1,091	1,135	2,226	193	294,807	1,527	.....	.....	.....	.....	.....	.....	12
66	Elgin	22,500	6-21	5,287	600	1,798	1,915	3,713	189	533,134	2,805	1	3	4	2	85	87	12
67	Evanston (District No. 1)	8,922	6-21	2,530	200	763	738	1,501	195	226,200	1,160	1	2	3	0	34	34	.....
68	North Evanston	1,100	5-21	501	5	105	125	230	188	34,592	184	0	0	0	1	6	7	8
69	South Evanston	4,860	6-21	1,363	250	346	349	695	190	109,840	549	1	0	1	1	15	16	8
70	Freeport	1,400	6-21	3,252	564	937	975	1,912	196	296,375	1,512	1	0	1	2	37	39	12
71	Galesburg	20,000	6-21	5,133	700	1,352	1,398	2,750	174	371,142	2,133	3	1	4	3	58	61	11
72	Jacksonville*	15,000	6-21	4,092	.....	984	1,104	2,088	.....	.....	1,525	1	1	2	2	41	43	11
73	Joliet	23,000	6-21	7,516	1,200	2,191	1,965	4,156	186	635,863	3,226	4	2	6	7	80	87	12
74	Kankakee	12,000	6-21	2,711	600	720	710	1,430	192	201,806	1,051	2	0	2	2	32	34	12
75	Mattoon	8,500	6-21	2,528	130	810	890	1,708	180	221,940	1,233	1	0	1	0	34	34	.....
76	Moline	14,000	6-21	4,079	300	1,245	1,335	2,580	175	357,246	2,041	4	3	7	4	51	55	12
77	Pekin	10,000	6-21	2,365	300	773	794	1,567	176	206,624	1,174	1	0	1	4	25	29	.....

78	Peoria	55,000	6-21	13,193	1,361	3,904	3,820	7,724	176	1,014,374	5,764	12	6	18	9	141	150	12
79	Quincy	33,000	6-21	10,228	2,400	2,215	2,245	4,460	195	604,851	3,102	4	2	6	2	76	78	12
80	Rockford	30,000	6-21	7,410	500	2,411	2,588	4,999	191	789,403	4,133	1	1	2	4	101	105	12
81	Rock Island	17,750	6-21	4,876	800	1,331	1,401	2,732	177	401,400	2,269	2	2	4	2	55	57	13
82	Springfield	28,739	6-21	8,120	1,305	2,022	2,161	4,183	189	643,734	3,407	1	1	2	11	87	98	12
83	Sterling	8,000	6-21	1,771	.....	642	723	1,365	198	.....	.....	0	0	0	3	31	34	.....
	INDIANA.																	
84	Brazil	,000	6-21	2,291	250	815	910	1,725	188	222,028	1,181	1	0	1	7	17	24	.....
85	Columbus	9,000	6-21	3,492	250	754	813	1,567	178	196,512	1,104	1	1	2	8	26	34	.....
86	Elkhart	15,000	6-21	3,549	200	1,296	1,264	2,560	180	359,640	1,998	1	0	1	6	45	51	12
87	Evansville	55,000	6-21	16,568	2,000	3,535	3,666	7,201	195	1,104,733.5	5,665.3	5	4	9	17	152	169	12
88	Fort Wayne	42,000	6-21	14,231	4,350	2,720	2,890	5,610	192	678,144	3,532	1	8	9	7	133	140	12
89	Frankfort	8,000	6-21	1,974	25	776	926	1,702	180	222,120	1,234	1	0	1	5	29	34	.....
90	Goshen	8,000	6-21	2,005	50	700	725	1,425	178	193,130	1,085	1	1	2	3	28	31	.....
91	Hammond	16,000	6-21	3,361	550	881	962	1,843	200	219,800	1,099	1	0	1	3	34	37	.....
92	Indianapolis	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	9	18	27	342	369	.....
93	Jeffersonville	13,000	6-21	4,232	400	974	962	1,936	180	.....	.....	5	0	5	.....	.....	.....	.....
94	Kokomo	12,000	6-21	3,156	100	1,117	1,064	2,181	176	289,344	1,644	*2	*0	*2	*8	*26	*34	12
95	Lafayette*	20,000	6-21	7,074	1,000	1,508	1,626	3,134	185	337,440	1,824	5	3	8	13	48	61	12
96	Laporte	10,000	6-21	4,006	1,200	638	667	1,305	180	.....	.....	2	0	2	7	28	35	.....
97	Madison	10,000	.....	2,794	400	.....	.....	1,732	186	225,060	1,210	.....	.....	.....	.....	.....	.....	11
98	Marion	16,000	6-21	4,033	.....	1,565	1,439	3,004	175	369,608	2,112	1	0	1	9	44	53	12
99	Michigan City*	.....	.....	4,123	.....	652	693	1,345	191	107,643	973	2	0	2	2	23	25	.....
100	Muncie	19,763	6-21	4,750	225	1,290	1,421	2,711	a 160	244,779	1,842	1	0	1	6	52	58	12
101	New Albany*	21,850	6-21	8,118	900	1,738	1,776	3,514	178	472,091	2,652.2	1	0	1	10	51	61	12
102	Richmond	20,000	6-21	6,784	850	1,436	1,507	2,943	177	410,109	2,317	3	1	4	5	66	71	b 12
103	Shelbyville	8,000	6-21	2,400	75	762	699	1,461	177	176,115	995	1	0	1	4	27	31	.....
104	Terre Haute	36,000	6-21	14,641	900	2,928	3,048	5,976	191	844,315	4,420.5	1	1	2	18	123	141	12
	IOWA.																	
105	Boone	11,000	5-21	2,400	160	780	810	1,590	176	197,296	1,121	1	0	1	2	37	39	.....
106	Burlington	25,000	5-21	8,048	1,500	2,029	2,145	4,174	192	610,560	3,180	10	5	15	4	81	85	12
107	Cedar Rapids*	22,000	5-21	7,011	1,000	.....	.....	4,306	180	599,760	3,332	2	0	2	1	92	93	12.6
108	Clinton	20,000	.....	.....	400	1,669	1,842	3,511	185	471,565	2,549	1	5	6	4	81	85	13
109	Council Bluffs	30,000	5-21	7,560	900	2,048	2,127	4,175	186	556,469	3,140	1	7	8	4	98	102	12
110	Creston	9,000	5-21	2,496	200	920	976	1,896	178	242,970	1,365	2	1	3	5	31	36	.....
111	Davenport	30,918	5-21	10,306	1,200	2,618	2,563	5,181	193	759,069	3,933	10	3	13	5	100	105	13
	Des Moines:																	
112	East Side	29,000	5-21	5,360	300	1,783	2,041	3,824	177	498,244	2,810.5	1	1	2	2	81	83	13
113	North Side	.....	5-21	1,248	200	611	672	1,283	177	153,009	860	1	2	3	2	31	33	12
114	West Side	30,000	5-21	7,808	300	2,145	2,306	4,451	177	575,267.7	3,250.1	5	6	11	4	109	113	13
115	Dubuque	37,000	5-21	11,491	2,800	2,548	2,658	5,206	193	683,606	3,542	0	1	1	9	94	103	12
116	Fort Madison	10,000	5-21	2,495	675	677	670	1,347	173	164,234.5	955	1	0	1	3	24	27	12
117	Iowa City	8,000	5-21	3,817	500	.....	.....	1,477	180	204,120	1,134	1	0	1	4	34	38	.....
118	Keokuk	15,000	5-21	4,633	.....	1,157	1,221	2,378	178	330,480	1,857	6	1	7	8	50	58	12
119	Marshalltown	11,080	5-21	2,791	125	979	1,082	2,061	174	267,239	1,535.9	2	2	4	2	54	56	12
120	Muscatine	.....	5-21	3,817	.....	.....	.....	2,420	182	320,320	1,760	.....	.....	2	.....	.....	53	.....
121	Oskaloosa	9,000	5-21	2,703	42	915	943	1,858	178	227,128	1,276	1	1	2	6	31	37	.....

* Statistics of 1892-93.

a 20 days lost because of smallpox epidemic.

b Not including 2 years in the kindergarten.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	IOWA—continued.																	
122	Ottumwa	17,000	5–21	4,370	150	1,709	1,756	3,459	190	493,860	2,594	2	1	3	.....	.....	75	12
123	Sioux City	40,000	5–21	10,274	800	2,512	2,609	5,121	183.5	733,190	3,992.2	3	10	13	1	132	133	12
	Waterloo:																	
124	East Side	5,000	5–21	1,300	250	549	571	1,120	180	149,400	830	1	1	2	2	24	26	.....
125	West Side	3,800	5–21	983	40	375	393	768	174	97,266	559	1	0	1	0	18	18	.....
	KANSAS.																	
126	Atchison	14,000	6–21	4,345	400	1,019	1,169	2,188	176	275,867	1,442	1	0	1	6	37	43	12
127	Emporia	.....	5–21	2,721	.....	1,007	1,066	2,073	180	271,980	1,511	1	0	1	(39)		39	.....
128	Fort Scott	11,970	5–21	3,661	40	1,172	1,349	2,521	180	322,740	1,793	1	0	1	7	40	47	12
129	Hutchinson	.....	5–21	2,666	.....	1,004	1,123	2,127	180	271,440	1,508	1	0	1	(36)		36	.....
130	Kansas City	42,600	5–21	11,634	900	3,272	3,748	7,020	180	880,560	4,892	.....	.....	.....	22	92	114	12
131	Lawrence	10,500	5–21	3,572	300	1,174	1,271	2,445	178	366,054	1,923	1	0	1	7	36	43	11
132	Leavenworth	23,000	6–21	7,105	874	1,496	1,564	3,060	180	401,007	2,249.7	2	2	4	4	51	55	12
133	Ottawa	8,000	5–21	2,414	.....	741	922	1,663	176	216,656	1,231	1	0	1	4	26	30	.....
134	Parsons	8,396	5–21	2,220	150	812	883	1,695	157	198,134	1,262	1	0	1	5	25	30	.....
135	Pittsburg	10,834	5–21	.....	83	847	899	1,746	175	243,600	1,392	1	0	1	(33)		33	11
136	Topeka	32,000	5–21	10,521	1,000	2,916	3,095	6,011	180	816,460.5	4,535.9	1	0	1	18	105	123	12
137	Wichita	27,500	5–21	6,900	1,390	2,252	2,442	4,694	177	597,375	3,375	0	3	3	9	94	103	12
	KENTUCKY.																	
138	Bowling Green	9,000	6–20	2,442	*100	713	707	1,420	190	204,060	1,074	1	0	1	4	21	25	8
139	Covington	45,000	6–20	14,394	3,000	1,906	2,097	4,003	200	613,220	3,066.1	1	0	1	7	88	95	12
140	Frankfort	10,000	6–20	2,745	100	758	729	1,487	192	199,680	1,040	1	0	1	5	27	32	11
141	Henderson*	.....	6–20	3,132	.....	759	852	1,611	200	.....	.....	.....	.....	.....	6	25	31	.....
142	Hopkinsville	8,000	6–20	1,915	50	600	700	1,300	198	.....	.....	1	0	1	2	21	23	.....
143	Lexington	.....	6–20	*9,978	.....	.....	.....	3,479	.....	.....	2,557	1	2	3	.....	.....	71	10

144	Louisville	175,000	6–20	74,001	.....	12,500	13,085	25,585	204	3,760,944	18,436	21	14	35	11	486	497	12
145	Maysville	8,000	6–20	.....	200	500	700	1,200	100	70,000	700	.....	.....	.....	7	20	27	.....
146	Newport*	.....	9–20	9,503	.....	1,587	1,635	3,222	200	.....	.....	.....	.....	.....	6	56	62	.....
147	Owensboro	15,000	6–20	3,194	375	977	995	1,972	185	279,366	1,456	1	0	1	3	35	38	11
148	Paducah	16,000	6–20	5,112	200	1,089	1,163	2,252	188	285,441	1,528	7	1	8	8	31	39	11
	LOUISIANA.																	
149	New Orleans*	.....	.....	64,461	.....	11,216	12,272	23,488	180	3,491,640	19,398	.....	.....	.....	19	499	518	.....
	MAINE.																	
150	Auburn	13,500	4–21	3,700	200	.....	.....	2,000	176	290,048	1,648	1	0	1	3	56	59	13
151	Augusta	11,000	4–21	3,168	75	.....	.....	958	*164	a162,852	993	*2	*0	*2	4	24	28	.....
152	Bangor	21,000	5–21	5,505	175	1,532	1,672	3,204	171	532,152	3,112	2	5	7	0	115	115	13
153	Bath	8,000	4–21	2,828	35	828	830	1,658	238	335,580	1,410	1	1	2	3	40	43	13
154	Biddeford	.....	4–21	4,681	.....	.....	.....	1,857	.....	.....	1,221	1	0	1	7	35	42	.....
155	Calais	8,000	4–21	2,500	125	800	900	1,700	170	221,000	1,300	1	0	1	3	26	29	.....
156	Lewiston	23,500	4–21	7,844	1,600	1,647	1,225	2,872	172	337,292	1,961	4	1	5	4	72	76	14
157	Portland	.....	4–21	10,527	1,357	3,290	2,528	5,818	.....	.....	4,245	2	2	4	10	149	159	.....
158	Rockland	9,000	4–21	2,300	50	.....	.....	1,400	162	.....	.....	1	1	2	4	34	38	13
	MARYLAND.																	
159	Baltimore	523,800	6–21	110,731	19,000	.....	.....	69,425	201	9,215,046	45,846	4	22	26	131	1,309	1,440	12–13
160	Frederick	8,193	.....	.....	.....	566	605	1,171	b147	112,670	767	0	0	0	5	17	22	10
161	Hagerstown*	12,000	6–20	.....	250	.....	.....	1,906	151	199,622	1,322	1	0	1	7	33	40	10
	MASSACHUSETTS.																	
162	Adams	9,300	5–15	1,778	25	.....	.....	1,865	150–195	a254,254	1,397	1	1	2	4	36	40	13
163	Amesbury	.....	5–15	1,624	500	579	602	1,181	190	189,240	996	.....	.....	.....	2	29	31	12
164	Attleboro	8,000	5–15	1,272	25	856	806	1,662	188	201,536	1,072	.....	.....	.....	2	33	35	.....
165	Beverly	13,113	5–15	1,813	100	.....	.....	1,825	190	284,100	1,513	2	0	2	3	41	44	12
166	Boston	500,000	5–15	76,139	11,294	38,105	36,223	74,328	200	11,548,200	57,741	21	5	26	175	1,240	1,415	c16
167	Brockton*	.....	5–15	4,788	508	.....	.....	5,067	200	793,600	3,968	.....	.....	.....	.....	.....	108	.....
168	Brookline	14,500	5–15	2,241	100	1,276	1,321	2,597	185	315,610	1,706	4	9	13	4	69	73	13
169	Cambridge	82,000	8–14	7,717	2,376	.....	.....	13,107	243	2,447,982	10,074	3	4	7	19	278	297	14
170	Chelsea	31,000	5–15	5,037	1,000	2,482	2,625	5,107	189	664,146	3,514	1	0	1	8	91	99	13
171	Chicopee*	.....	5–15	2,906	750	.....	.....	2,109	190	266,760	1,404	2	1	3	2	37	39	.....
172	Clinton	10,379	5–15	2,152	383	911	791	1,702	189	255,339	1,351	1	0	1	1	39	40	13
173	Everett	16,000	5–14	2,774	10	.....	.....	3,547	190	462,600	2,435	2	1	3	9	62	71	13
174	Fall River	87,773	5–15	16,314	3,986	.....	.....	13,381	190	1,635,330	8,607	2	2	4	14	268	282	13
175	Fitchburg*	.....	5–15	4,625	800	2,217	2,085	4,302	190	577,410	3,039	2	1	3	9	88	97	13
176	Framingham*	9,800	5–15	1,666	25	1,103	1,060	2,163	178	281,596	1,582	1	1	2	2	43	45	13
177	Gardner	10,000	5–15	1,626	90	903	913	1,816	190	242,820	1,278	1	0	1	2	37	39	.....
178	Gloucester	26,000	8–14	2,572	300	2,126	2,228	4,354	193	736,488	3,816	5	1	6	4	109	113	13
179	Haverhill*	30,000	5–15	4,631	1,200	.....	.....	3,815	192	557,568	2,904	2	0	2	5	119	124	13
180	Holyoke	40,865	5–15	7,920	3,050	2,551	2,541	5,092	194	645,244	3,326	3	2	5	11	104	115	13
181	Hyde Park	11,000	5–15	1,991	517	1,003	964	1,967	186	262,892	1,413.4	.....	.....	.....	0	8	39	47	12
182	Lawrence	50,000	5–15	9,059	2,000	.....	.....	6,242	190	983,250	5,175	3	4	7	9	156	165	13

* Statistics of 1892–93.
a Estimated.
b The high schools were in session 195 days.
c Including 1 year in the kindergarten and 2 years in the normal school.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MASSACHUSETTS—continued.																	
183	Lowell	87,191	5–15	14,229	4,000	6,137	5,740	11,877	189	1,464,372	7,748	4	6	10	13	211	224	13
184	Lynn	65,000	5–15	9,278	750	4,849	4,835	9,684	190½	1,477,327.5	7,755	2	2	4	14	196	210	13
185	Malden	30,209	5–15	4,324	710	1,994	2,017	4,011	182	669,032	3,676	2	3	5	7	108	115	13
186	Marlboro	14,500	5–15	2,152	250	1,310	1,341	2,651	178	399,610	2,245	1	0	1	2	68	70	13
187	Medford	13,000	5–15	1,972	25	1,349	1,368	2,717	195	391,228.5	2,006.3	1	0	1	4	46	50	13
188	Melrose	10,987	5–15	1,769	0	.....	.....	1,906	189	231,506	1,754	3	0	3	4	47	51	12
189	Milford	8,500	5–15	1,265	200	873	640	1,513	*a*171	198,840	1,145	1	2	3	3	38	41	.....
190	Natick	9,500	8–14	815	0	937	966	1,903	185	270,564	1,462.5	1	2	3	6	43	49	13
191	New Bedford	52,000	5–15	9,466	2,678	3,409	3,475	6,884	192	957,254	4,985.7	5	23	28	7	148	155	13
192	Newburyport	13,947	5–15	2,341	669	.....	.....	1,912	200	289,800	1,449	1	0	1	5	35	40	13
193	Newton	24,375	5–15	4,601	529	2,242	2,183	4,425	200	746,520	3,732.6	3	2	5	15	112	127	13
194	North Adams	16,074	5–14	3,339	500	.....	.....	2,824	192	361,152	1,881	0	3	3	3	58	61	13
195	Northampton	16,500	5–15	2,583	400	.....	.....	2,423	*b*190	377,590	1,981	1	2	3	4	65	69	13
196	Peabody	11,000	5–15	1,900	300	.....	.....	2,064	193	287,956	1,492	1	1	2	5	42	47	14
197	Pittsfield	18,500	5–15	3,653	100	1,869	2,100	3,969	188	564,940	3,005	2	1	3	5	88	93	13
198	Plymouth	8,000	.....	.....	12	.....	.....	1,656	189	247,590	1,310	.....	.....	.....	4	36	40	.....
199	Quincy	20,000	5–15	4,320	100	.....	.....	4,114	180–182½	*c*555,127	3,067	1	4	5	9	76	85	12
200	Salem	32,000	5–15	5,433	1,871	2,487	1,807	4,294	193	633,233	3,281	1	2	3	9	102	111	13
201	Somerville	49,000	5–15	7,601	700	5,030	4,602	9,632	184½	1,252,755	6,790	2	4	6	11	154	165	13
202	Spencer	8,796	5–15	1,893	275	776	846	1,622	180	243,144	1,350.8	1	0	1	3	40	43	.....
203	Springfield	50,969	5–15	7,716	1,550	4,103	3,534	7,637	190	1,125,864	5,925.6	6	6	12	4	169	173	13
204	Taunton	27,000	8–14	2,665	450	2,119	2,077	4,196	*d*190	621,960	3,260	1	0	1	12	97	109	13
205	Waltham	18,522	8–15	2,160	988	1,247	1,310	2,557	186	384,311	2,111.6	1	0	1	8	64	72	13
206	Westfield	10,000	5–15	1,723	*e*123	991	953	1,944	*f*196	*c*274,988	1,403	2	1	3	6	45	51	.....
207	Weymouth	10,875	5–15	1,783	10	1,071	1,140	2,211	192	333,696	1,738	2	0	2	9	48	57	13
208	Woburn	14,000	8–14	1,989	350	1,518	1,223	2,741	200	404,800	2,024	1	0	1	5	51	56	13
209	Worcester	100,000	5–15	16,538	2,500	8,847	8,216	17,063	180	2,211,480	12,286	4	3	7	39	369	408	14

	MICHIGAN.																	
210	Adrian	9,500	.....	2,616	400	830	798	1,628	196	219,855	1,153	1	2	3	3	32	35	12
211	Alpena	12,000	5–20	4,125	1,000	950	887	1,837	192	251,913	1,260	1	1	2	3	31	34	12
212	Ann Arbor	11,000	5–20	3,036	300	1,178	1,083	2,266	190	354,160	1,864	1	0	1	9	47	56	12
213	Battle Creek	15,500	5–20	3,760	350	1,305	1,490	2,795	193	417,845	2,165	1	0	1	1	62	63	12
214	Bay City	30,000	5–20	10,023	1,200	2,241	2,326	4,567	193	617,837	3,201	.....	.....	.....	7	94	101	12
215	Detroit	240,000	5–21	73,167	13,480	16,072	14,963	31,035	190	4,554,654	22,814	15	32	47	14	572	586	12
216	Flint	9,803	5–20	2,677	340	1,106	972	2,078	195	292,695	1,501	1	0	1	4	43	47	12
217	Grand Haven	8,000	5–20	1,831	100	679	631	1,310	196	193,448	1,038	1	0	1	2	28	38	.....
218	Grand Rapids	96,680	5–20	23,432	3,438	6,798	7,041	13,839	184	1,970,111	10,376	4	23	27	10	291	301	12
219	Ironwood	10,000	5–20	2,128	500	721	634	1,355	198	.....	.....	1	0	1	2	25	27	12
220	Ishpeming*	12,000	.....	3,980	500	993	1,316	2,309	196	275,772	1,407	1	1	2	1	32	33	12
	Jackson:																	
221	District No. 1	15,000	5–20	3,700	500	1,050	1,200	2,650	192	307,200	1,600	2	2	4	4	44	48	12
222	District No. 17	21,000	5–20	3,000	800	1,052	991	2,043	192	209,088	1,089	1	0	1	2	35	37	12
223	Kalamazoo	20,000	5–20	5,971	.....	1,628	1,726	3,354	188	503,652	2,679	1	2	3	2	74	76	12
224	Lansing	20,000	5–21	5,030	500	1,571	1,741	3,312	185	433,096	2,341	1	1	2	3	63	66	12
225	Manistee	13,452	5–21	4,437	800	1,093	1,136	2,229	195	339,514.5	1,741.1	1	0	1	5	49	54	12
226	Marquette	12,000	5–20	*2,868	350	807	817	1,624	197	234,446.5	1,222	1	1	2	3	27	30	12
227	Menominee	14,000	5–20	3,563	250	*1,042	*1,083	*2,125	196	*271,350	*1,366	1	1	2	1	40	41	13
228	Muskegon	23,000	5–20	7,641	.....	.....	.....	4,639	*177	c647,289	3,657	4	1	5	5	100	105	13
229	Owasso	8,500	5–20	2,250	100	900	950	1,850	190	235,600	1,240	1	0	1	4	31	35	.....
230	Port Huron	18,000	5–20	6,178	800	1,645	1,592	3,237	200	480,960	2,405	1	0	1	2	62	64	12
231	Sault Ste. Marie	8,000	5–21	1,896	200	690	720	1,410	188	178,600	950	1	0	1	1	25	26	.....
232	Traverse City	8,000	5–20	1,861	100	812	968	1,780	180	208,620	1,159	1	2	3	2	30	32	.....
233	West Bay City	13,000	5–21	4,577	800	1,194	1,184	2,378	192	302,525	1,569	1	2	3	6	51	57	12½
	MINNESOTA.																	
234	Duluth	.....	.....	.....	.....	.....	.....	7,469	194	1,045,697	5,390	.....	.....	16	.....	.....	195	.....
235	Mankato	12,000	6–21	2,650	950	800	869	1,669	180	220,400	1,280	1	1	2	*5	*28	*33	12
236	Minneapolis	224,000	.....	.....	.....	14,180	13,906	28,086	187	4,003,239.5	21,408	7	42	49	9	574	583	12
237	St. Cloud	9,810	6–21	2,484	890	540	570	1,110	178	150,904.5	842.2	1	0	1	2	24	26	12
238	St. Paul	160,000	.....	.....	7,200	9,855	10,297	20,152	183	2,840,792	15,209	17	24	41	36	430	466	13
239	Stillwater	13,000	.....	.....	350	.....	.....	1,847	180	263,611	1,464	1	2	3	1	42	43	12
240	Winona	20,000	5–21	.....	1,200	1,680	1,690	3,370	190	495,900	2,558	1	5	6	*3	*66	*69	12
	MISSISSIPPI.																	
241	Meridian*	.....	.....	.....	.....	875	1,244	2,119	.....	.....	1,524	.....	.....	.....	2	42	44	10
242	Natchez*	.....	.....	.....	.....	690	768	1,458	.....	.....	994	.....	.....	.....	2	26	28	10
243	Vicksburg	13,373	5–21	4,420	800	853	1,104	1,957	190	.....	.....	1	2	3	3	43	46	11
	MISSOURI.																	
244	Carthage	9,000	6–20	2,732	75	934	1,160	2,094	175	283,325	1,619	1	0	1	5	38	43	12
245	Chillicothe	7,500	6–21	1,654	.....	641	712	1,353	140	120,400	860	1	.....	1	7	15	22	.....
246	Hannibal	15,815	6–20	4,274	300	1,121	1,397	2,518	177	331,848	1,870	1	0	1	4	52	56	12

* Statistics of 1892–93.
a The high school was in session 192 days.
b The two high schools were in session 200 days.
c Estimated.
d The high school was in session 200 days.
e In model school and kindergarten connected with the State Normal School.
f Average.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	MISSOURI—continued.																	
247	Joplin	15,708	6–20	4,304	150	1,513	1,594	3,107	174	381,745	2,194	2	0	2	9	42	51	11
248	Kansas City	132,716	6–20	41,540	*3,000	8,827	9,694	18,521	180	2,452,880	12,516	5	0	5	44	294	338	11
249	Moberly	11,000	6–21	3,936	200	840	880	1,720	177	213,231.9	1,204.7	1	0	1	*6	*21	*27	11
250	Nevada*	8,000	5–20	2,048	110	798	889	1,687	157	189,910	1,209	1	0	1	4	25	29	11
251	St. Joseph	52,324	6–20	21,411	1,200	3,433	3,850	7,283	194	1,008,812	5,147	1	0	1	13	148	161	12
252	St. Louis	574,569	6–20	162,878	25,000	33,719	35,120	68,839	195	9,179,721	49,591	78	44	122	80	1,332	1,412	14
253	Sedalia	.....	6–20	4,000	*200	1,559	1,596	3,155	180	419,740	2,332	3	7	10	3	61	64	12
254	Springfield	25,000	6–20	7,201	500	2,553	2,643	5,196	160	508,320	3,177	2	0	2	6	56	62	12
	MONTANA.																	
255	Butte	.....	6–21	5,145	462	.....	.....	3,797	174	467,830	2,754	.....	.....	.....	10	73	83	.....
256	Helena	16,000	.....	.....	200	926	980	1,906	173	248,898	1,426	1	1	2	1	40	41	.....
	NEBRASKA.																	
257	Beatrice	14,000	5–21	2,699	200	1,099	1,099	2,198	176	259,776	1,476	2	1	3	9	33	42	12
258	Fremont	10,000	5–21	2,300	60	909	906	1,815	184	245,640	1,335	3	6	9	3	40	43	.....
259	Grand Island	10,000	5–21	2,384	.....	867	907	1,774	178	232,122	1,304	1	0	1	4	40	44	12
260	Hastings	15,000	5–20	2,332	100	855	832	1,687	175	207,550	1,186	1	0	1	2	30	32	12
261	Kearney	10,000	5–21	2,217	12	907	934	1,841	175	203,698	1,185	2	1	3	5	30	35	12
262	Lincoln	55,000	5–21	11,693	.....	3,687	3,713	7,400	185	887,815	4,799	.....	.....	.....	7	152	159	12
263	Nebraska City	.....	5–21	2,381	.....	731	733	1,464	180	179,280	996	.....	.....	.....	5	30	35	.....
264	Omaha	140,000	5–21	29,974	.....	7,788	8,081	15,869	195	2,256,912	11,574	2	14	16	9	295	304	12
265	Plattsmouth	10,000	5–21	2,107	300	653	661	1,314	180	166,680	926	1	1	2	1	26	27	12
266	South Omaha	13,000	5–21	3,035	300	1,067	1,147	2,214	194	253,662	1,307	1	2	3	1	39	40	12
	NEW HAMPSHIRE.																	
267	Concord	15,000	.....	.....	350	1,117	1,221	2,338	171	287,109	1,679	1	0	1	1	52	53	13

268	Dover	13,000	5-15	2,030	600	734	707	1,441	177	203,373	1,149	2	1	3	4	38	42	12
269	Manchester	50,000	5-21	.....	4,000	2,445	2,330	4,775	175	544,425	3,111	8	1	9	3	89	92	13
270	Nashua	21,000	5-16	3,008	1,500	1,395	1,325	2,720	187½	341,562.5	1,827	2	1	3	5	68	73	14
271	Portsmouth	10,000	5-15	1,526	280	.....	.....	1,438	190	189,620	998	3	2	5	4	38	42	13
	NEW JERSEY.																	
272	Atlantic City	15,000	5-18	2,936	.....	1,133	1,178	2,311	185	298,268	1,612	3	0	3	3	48	51	12
273	Bayonne	20,000	5-18	5,351	1,000	2,000	1,919	3,919	200	422,200	2,111	6	1	7	0	67	67	10
274	Bridgeton	.....	5-18	3,110	.....	1,073	1,206	2,279	200	284,000	1,420	.....	.....	.....	2	36	38	.....
275	Camden	60,000	5-19	16,785	1,500	5,158	5,528	10,686	215	1,294,196	6,083	8	1	9	8	196	204	12
276	Elizabeth	40,000	5-18	10,023	2,394	2,922	2,846	5,768	205	784,532.5	3,959	5	5	10	0	83	83	13
277	Harrison	10,000	5-20	2,680	1,000	720	380	1,100	200	168,000	840	3	0	3	3	12	15	8
278	Hoboken	50,000	5-20	9,445	1,500	*3,576	*3,672	*7,248	210	1,238,367	5,872	.....	.....	.....	*9	*128	*137	13
279	Jersey City	170,000	5-18	66,047	.....	13,095	13,357	26,452	203	3,522,253	17,351	17	20	37	3	414	417	*a* 13
280	Long Branch	8,000	5-18	2,583	75	1,154	1,042	2,196	192	295,142	1,537	2	2	4	5	37	42	12
281	Millville	.....	5-18	2,961	.....	949	1,069	2,018	210	285,180	1,358	.....	.....	.....	5	37	42	.....
282	Morristown	9,000	5-18	2,291	789	533	551	1,084	200	175,669	820	1	0	1	0	22	22	12
283	New Brunswick	.....	5-18	4,872	.....	1,226	1,313	2,539	186	316,200	1,700	.....	.....	.....	1	48	49	.....
284	Newark	200,000	5-18	56,894	9,171	14,471	14,574	29,045	193	3,929,026	20,132	25	8	33	10	461	471	14
285	Orange	20,000	5-18	5,652	1,800	1,191	1,157	2,348	201	338,401	1,683	3	2	5	3	51	54	13
286	Passaic*	14,000	5-18	3,277	300	1.366	1,292	2,658	210	355,530	1,693	1	0	1	1	44	45	13
287	Paterson	90,000	5-18	22,646	2,500	6,737	6,749	13,486	201	1,844,577	9,177	18	3	21	0	239	239	13
288	Perth Amboy	13,000	5-20	.....	1,000	718	682	1,400	200	185,476	927.4	.....	.....	.....	3	17	20	.....
289	Phillipsburg	9,400	5-18	2,489	375	767	787	1,554	200	252,600	1,263	1	0	1	5	32	37	12
290	Plainfield	15,000	5-18	2,827	575	1,052	994	2,046	198	290,993	1,432.1	1	0	1	2	52	54	13
291	Rahway	9,000	5-18	1,753	0	644	635	1,279	198	*c* 153,054	*773	0	0	*b* 0	5	21	26	.....
292	Trenton*	60,000	5-18	14,130	2,811	3,473	3,701	7,174	202	999,496	4,948	5	6	11	1	149	150	12
293	Union	12,500	5-18	3,324	500	1,082	1,066	2,148	217	322,727	1,527	1	1	2	3	32	35	12
	NEW YORK.																	
294	Albany	97,120	5-21	32,138	6,000	6,709	6,782	13,491	180	1,836,086	10,209	14	9	23	23	264	287	14
295	Amsterdam: District No. 8	8,000	5-21	2,150	550	410	453	863	194	106,954	551.3	1	0	1	0	17	17	10
296	Auburn	27,000	5-21	7,689	1,400	1,772	1,841	3,613	188	533,743	2,741	2	9	11	5	104	109	12
297	Batavia	9,000	5-21	2,421	260	799	861	1,660	194	199,044	1,026	1	0	1	0	30	30	.....
298	Binghamton	41,000	5-21	10,142	404	2,992	3,050	6,042	195	896,737	4,600	1	2	3	8	134	142	12
299	Brooklyn	977,000	5-21	296,000	34,000	.....	.....	146,406	206	18,453,355	97,076	54	142	196	143	2,149	2,292	11½
300	Buffalo	300,000	5-21	108,000	19,625	22,339	22,374	44,713	194	5,795,367	29,367	53	79	132	22	903	925	13
301	Cohoes	23,234	5-21	10,036	2,235	1,451	1,313	2,764	200	369,076	1,852	2	0	2	1	60	61	12
302	Corning	10,025	5-21	2,090	0	732	763	1,495	196	207,000	1,048	1	2	3	1	27	28	12
303	Cortland*	.....	.....	.....	.....	.....	.....	967	193	135,256	701	.....	.....	.....	.....	.....	17	.....
304	Dunkirk	10,300	5-21	3,720	707	.....	.....	1,496	189	202,857	1,123	*1	*0	*1	2	43	45	13
	Edgewater:																	
305	District No. 1	.....	5-21	624	20	160	205	365	210	50,400	240	.....	.....	.....	1	8	9	.....
306	District No. 2	8,000	.....	.....	0	.....	.....	1,400	197	182,836	829	1	0	1	1	20	21	9
307	Elmira	36,000	5-21	.....	400	2.625	2,652	5,277	195	838,222	4,299	6	3	9	0	113	113	12
308	Flushing	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
309	Geneva	8,200	5-21	2,250	590	584	634	1,218	192	167,270.4	871.2	1	0	1	1	31	32	.....

* Statistics of 1892-93.
a Includes training school for teachers.
b The city superintendent is principal of 1 school.
c Estimated.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	NEW YORK—continued.																	
310	Glens Falls	11,000	5-21	2,950	750	597	642	1,239	194	173,242	893	1	0	1	0	28	28	12
311	Gloversville	.....	5-21	4,000	45	.....	.....	2,864	200	381,737	1,978	.....	.....	.....	.....	.....	49	.....
312	Hornellsville	11,000	5-21	3,289	288	842	886	1,728	193	283,457	1,468	1	1	2	1	45	46	12
313	Hudson	9,540	5-21	3,334	457	602	611	1,213	197	178,666	907	1	0	1	1	27	28	12
314	Ithaca	13,500	5-21	3,000	400	937	1,064	2,001	193	298,856	1,548	1	0	1	2	37	39	12
315	Jamestown	20,000	5-21	.....	270	1,749	1,813	3,562	191	516,022	2,704	1	1	2	3	88	91	13
316	Johnstown	10,000	5-21	2,265	.....	809	877	1,686	193	225,263	1,167	1	0	1	1	29	30	.....
	Kingston:																	
317	Kingston school district	13,000	5-21	3,401	300	991	1,045	2,036	198	277,742	1,402.7	1	2	3	4	25	29	12
318	District No. 2	24,000	5-21	1,236	.....	486	424	910	198	112,971	572	0	1	1	3	16	19	12
319	District No. 3	25,000	5-21	1,120	100	.....	.....	577	197	41,764	212	0	0	0	4	7	11	.....
320	District No. 4	3,500	5-21	869	50	215	186	401	193	46,803	243	0	0	0	1	6	7	12
321	Lansingburg*	.....	.....	.....	.....	.....	.....	1,836	.....	.....	1,308	.....	.....	.....	.....	.....	50	.....
322	Littlefalls	10,000	5-21	2,650	400	587	560	1,147	a 193	165,084	853	1	0	1	3	23	26	.....
323	Lockport	18,500	5-21	4,800	350	1,461	1,536	2,997	194	441,149	2,274	1	1	2	5	62	67	13
324	Long Island City	40,000	5-21	10,500	600	3,655	3,390	7,045	200	950,226	4,833.3	8	1	9	0	125	125	10
325	Middletown	11,977	5-21	3,362	368	912	1,060	1,972	193	286,384	1,484	1	2	3	2	40	42	12
326	Mount Vernon	16,000	5-21	4,026	140	1,252	1,530	2,782	195	362,659	1,859	2	1	3	2	57	59	11
327	New Rochelle	10,500	5-21	2,954	75	907	862	1,769	197	258,378	1,313	1	0	1	0	38	38	12
328	New York	1,850,000	5-21	486,000	69,500	119,842	108,090	227,932	196	34,960,808	167,634	70	164	234	260	3,871	4,131	b 7½
329	Newburg	24,316	5-21	7,108	1,388	1,711	1,906	3,617	198	499,399	2,574	1	0	1	8	83	91	11
330	Niagara Falls	16,000	5-21	3,816	350	.....	.....	2,346	195	294,060	1,508	3	2	5	3	47	50	.....
331	North Tonawanda	11,000	5-21	3,000	200	.....	.....	1,686	195	209,040	1,072	2	1	3	4	35	39	.....
332	Ogdensburg	.....	5-21	4,325	930	.....	.....	1,641	200	204,963	1,073	.....	.....	.....	3	37	40	.....
333	Oswego	25,000	.....	.....	1,274	.....	.....	3,425	194	501,102	2,583	1	1	2	2	22	24	13
334	Peckskill: Drum Hill district	10,080	5-21	1,327	110	379	483	862	192	100,519	552	0	0	0	1	11	12	11
335	Plattsburg	9,000	5-21	2,390	40	832	707	1,539	192	215,040	1,120	2	2	4	2	36	38	.....
336	Port Jervis*	11,000	5-21	2,967	67	980	1,002	1,982	192	275,291	1,434.2	1	1	2	2	40	42	12

337	Poughkeepsie	23,000	5-21	.....	800	1,424	1,598	3,022	192	426,250	2,220	2	2	4	3	72	75	12
338	Rochester	150,000	5-21	51,000	9,000	9,846	9,866	19,712	191	2,990,487	15,657	1	3	4	17	598	615	12
339	Rome	14,000	5-21	3,000	300	.....	.....	1,715	187	232,855	1,240	2	3	5	4	36	40	13
340	Saratoga Springs	14,000	5-20	3,312	15	1,026	1,350	2,376	195	337,643	1,649	2	0	2	4	47	51	13
341	Schenectady*	.....	5-21	5,900	1,200	.....	.....	2,796	188	376,716	2,004	.....	.....	.....	.....	.....	56	.....
342	Sing Sing	7,500	5-21	1,701	.....	408	489	897	193	124,287	644	1	1	2	0	20	20	11
343	Syracuse	104,000	5-21	26,500	3,260	7,303	7,607	14,910	195	2,351,700	12,070	12	3	15	16	304	320	11
344	Tonawanda	8,000	5-21	2,300	450	800	790	1,590	196	200,443	1,023	1	2	3	1	26	27	12
345	Troy	60,956	5-21	22,000	3,000	3,214	3,334	6,548	201	982,147	4,751	1	0	1	*13	*158	*171	13
346	Utica	48,500	5-21	15,650	1,600	3,546	3,712	7,258	185	939,336	5,077.5	5	2	7	8	162	170	14
347	Watertown	18,000	5-21	4,268	250	1,300	1,500	2,800	192	371,447	1,900	1	0	1	2	75	77	12
348	West Troy	10,000	5-21	2,500	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
249	Yonkers*	.....	5-21	10,400	1,869	.....	.....	3,844	189	525,480	2,789.0	.....	.....	.....	.....	.....	82	.....
	NORTH CAROLINA.																	
350	Asheville	12,000	6-21	3,500	400	868	864	1,732	160	.....	.....	1	0	1	4	24	28	10
	OHIO.																	
351	Akron	32,500	6-21	9,272	1,272	2,914	2,889	5,803	192	935,875	4,874	2	1	3	8	116	124	11
352	Alliance	9,000	6-21	2,264	101	771	851	1,622	186	c222,084	*1,194	3	0	3	9	24	33	11
353	Ashtabula	.....	6-21	1,304	150	476	469	945	186	431,418	849	1	0	1	3	29	32	12
354	Bellaire*	.....	6-21	3,063	.....	.....	.....	1,872	180	235,980	1,311	1	0	1	2	38	40	.....
355	Canton*	.....	6-21	8,680	.....	.....	.....	5,004	200	755,800	3,779	2	0	2	11	89	100	.....
356	Chillicothe*	11,500	6-21	3,505	250	1,047	1,033	2,080	188	310,952	1,654	2	1	3	6	46	52	12
357	Cincinnati	335,000	6-21	85,666	17,717	19,850	18,687	38,537	200	6,127,800	30,639	39	2	41	115	649	764	12
358	Circleville	8,000	6-21	1,936	.....	655	638	1,293	196	178,948	913	2	1	3	1	28	29	.....
359	Cleveland	360,000	6-21	87,887	17,950	22,385	21,617	44,002	183	6,113,115	33,405	11	37	48	42	861	903	12
360	Columbus	105,227	6-21	27,350	3,619	7,568	7,691	15,259	182	2,237,508	12,294	10	12	22	15	306	321	13
361	Dayton	72,000	6-21	18,918	*2,006	5,271	5,234	10,505	194	1,651,847	8,514.7	4	2	6	22	267	289	12
362	Defiance	8,500	.....	.....	725	751	669	1,420	192	188,717	983	1	0	1	1	29	30	11
363	Delaware	8,500	6-21	2,246	400	729	825	1,554	184	191,184	1,142	2	1	3	2	32	34	11
364	East Liverpool	13,000	6-21	4,431	100	1,110	1,141	2,251	178	277,858	1,561	*1	*0	*1	0	41	41	13
365	Findlay*	.....	6-21	5,365	.....	.....	.....	3,849	180	520,920	2,894	1	0	1	7	71	78	.....
366	Fostoria	9,000	6-21	2,349	275	700	770	1,470	180	207,000	1,150	1	0	1	2	31	33	12
367	Fremont	8,500	6-21	2,250	340	682	653	1,335	185	191,660	1,036	*1	*0	*1	3	27	30	.....
368	Hamilton*	.....	6-21	5,965	.....	.....	.....	2,883	200	443,600	2,218	1	0	1	8	47	55	.....
369	Lancaster	8,000	6-21	1,997	215	662	635	1,297	182	188,188	1,034	1	2	3	2	31	33	.....
370	Lima*	17,000	6-21	4,593	466	1,493	1,473	2,966	180	533,880	2,254	2	3	5	3	62	65	12
371	Mansfield*	.....	6-21	4,033	.....	.....	.....	2,642	180	382,860	2,127	1	0	1	3	51	54	.....
372	Marietta	9,000	6-21	2,670	150	888	1,002	1,890	186	293,225	1,576	1	0	1	6	34	40	12
373	Marion*	.....	6-21	2,450	.....	.....	.....	1,788	190	157,260	1,354	1	0	1	0	38	38	.....
374	Martins Ferry	7,000	6-21	2,246	200	690	751	1,441	d168	172,200	1,025	1	0	1	7	24	31	.....
375	Massillon*	.....	6-21	3,642	.....	.....	.....	1,827	200	288,600	1,443	1	0	1	5	29	34	.....
376	Middletown	10,000	6-21	2,538	250	638	735	1,373	190	197,792	1,041	1	0	1	3	30	33	.....
377	Mount Vernon	8,000	6-21	1,760	205	667	665	1,332	185	186,850	1,010	1	2	3	3	28	31	.....
378	Newark	16,000	6-21	4,551	365	1,146	1,396	2,542	185	382,580	2,068	1	0	1	4	59	63	12
379	Norwalk	8,000	6-21	2,195	450	652	644	1,296	190	195,130	1,027	1	0	1	2	27	29	.....

*Statistics of 1892–93.
a The academy was in session 188 days.
b There is a "supplementary year" for those not wishing to go to the colleges.
c Estimated.
d Closed two weeks on account of diphtheria.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	OHIO—continued.																	
380	Piqua*	10,000	6-21	3,294	400	868	829	1,697	175	244,650	1,398	1	0	1	3	36	39	12
381	Portsmouth	15,000	6-21	4,242	400	1,192	1,253	2,445	177	309,750	1,750	1	0	1	5	49	54	12
382	Salem	8,000	6-21	1,897	0	773	795	1,569	173	212,617	1,229	1	0	1	1	28	29	.....
383	Sandusky	22,000	6-21	5,964	1,549	1,438	1,547	2,985	182	455,000	2,591	1	0	1	4	65	69	12
384	Springfield	35,000	6-21	9,395	1,429	2,728	2,687	5,415	196	877,100	4,475	2	2	4	19	107	126	12
385	Steubenville	14,000	6-21	4,239	750	1,137	1,078	2,215	193	333,083	1,728	1	0	1	5	48	53	12
386	Tiffin*	12,500	6-21	3,384	800	810	899	1,709	186	246,078	1,323	1	0	1	5	34	39	12
387	Toledo	105,000	6-21	30,258	4,500	6,949	6,888	13,837	200	2,240,800	11,204	4	3	7	21	266	287	11
388	Warren	8,000	6-21	2,250	.....	683	731	1,414	184	248,584	1,351	1	0	1	4	26	30	.....
389	Xenia	9,000	6-21	2,214	185	752	835	1,587	192	240,960	1,255	3	1	4	3	33	36	.....
390	Youngstown	37,000	6-21	11,447	*2,000	2,843	3,029	5,872	185	886,520	4,792	3	0	3	12	104	116	9
391	Zanesville*	.....	.....	6,470	.....	.....	.....	3,570	190	556,770	2,983	1	0	1	4	82	86	.....
	OKLAHOMA TERRITORY.																	
392	Oklahoma	8,000	6-21	2,100	300	650	651	1,301	180	113,200	740	.....	.....	.....	2	23	25	.....
	OREGON.																	
393	Portland	90,000	4-20	19,819	1,017	4,999	5,209	10,208	190	1,521,919	8,010.1	8	2	10	25	200	225	12
394	Salem	12,467	4-20	2,450	0	749	729	1,478	175	211,050	1,206	1	0	1	3	26	29	.....
	PENNSYLVANIA.																	
395	Allegheny	.....	.....	.....	3,500	.....	.....	19,742	200	2,452,000	12,260	.....	.....	.....	25	277	302	.....
396	Allentown	30,000	6-21	5,500	100	2,200	2,477	4,677	193	720,276	3,732	*1	*0	*1	16	70	86	11
397	Altoona	33,756	6-21	.....	1,300	2,930	3,038	5,968	180	811,260	4,507	*1	*2	*3	15	112	127	12
398	Beaver Falls	.....	.....	.....	200	900	943	1,843	180	280,800	1,560	.....	.....	.....	1	36	37	.....

399	Braddock	10,000	6–18	1,400	400	620	635	1,255	180	168,480	936	1	1	2	6	20	26	12
400	Bradford	14,000	.....	.....	300	1,203	1,215	2,418	176	323,840	1,840	1	1	2	2	46	48	12
401	Butler	10,000	.....	.....	600	907	973	1,880	180	264,376	1,451	1	2	3	5	30	35	13
402	Carbondale	13,500	.....	.....	225	926	1,018	1,944	195	309,270	1,586	1	0	1	3	32	35	12
403	Carlisle	8,500	6–21	1,500	100	644	658	1,302	200	237,660	1,188	0	0	0	8	22	30	.....
404	Chambersburg	9,000	6–21	.....	200	882	832	1,714	180	275,400	1,530	1	0	1	5	29	34	12
405	Chester	21,000	.....	.....	350	1,633	1,813	3,446	200	468,200	2,341	1	0	1	3	72	75	13
406	Columbia	13,000	6–21	.....	425	1,004	1,042	2,046	180	277,200	1,540	3	1	4	2	34	36	14
407	Dunmore	9,000	.....	.....	*0	844	929	1,773	200	225,000	1,125	*1	*0	*1	2	29	31	10
408	Easton	16,000	6–21	.....	150	1,299	1,341	2,640	200	410,168	2,058	1	0	1	11	52	63	11
409	Erie	49,000	6–21	12,600	3,000	3,220	3,262	6,482	195	864,940.5	4,841	2	2	4	6	172	178	11
410	Harrisburg	45,000	.....	.....	600	3,797	4,051	7,848	195	1,055,191	5,289	2	0	2	22	130	152	13
411	Hazleton	13,000	.....	.....	540	1,131	1,089	2,220	180	297,540	1,653	1	0	1	6	33	39	12
412	Homestead	.....	.....	.....	25	798	762	1,560	180	193,400	1,130	.....	.....	.....	1	32	33	.....
413	Johnstown	.....	.....	.....	*1,500	1,859	1,969	3,828	180	492,660	2,737	.....	.....	*2	9	61	70	12
414	Lancaster	35,000	.....	.....	500	2,597	2,630	5,227	200	772,400	3,862	5	0	5	4	83	87	12
415	Lebanon	18,000	6–21	.....	300	1,184	1,223	2,407	120	256,920	2,141	1	0	1	7	42	49	13
416	Lockhaven	8,000	6–21	.....	200	697	761	1,458	178	195,444	1,098	1	0	1	7	20	27	.....
417	McKeesport	.....	.....	.....	450	.....	.....	4,562	180	533,700	2,965	.....	.....	.....	8	72	80	.....
418	Mahanoy City	.....	.....	.....	150	1,023	1,168	2,141	180	275,580	1,531	.....	.....	.....	3	33	36	.....
419	Meadville	10,000	6–21	.....	200	922	1,043	1,965	180	284,760	1,582	1	4	5	1	45	46*	12
420	Mount Carmel	10,000	8–16	.....	200	789	841	1,630	180	177,120	984	1	0	1	6	21	27	10
421	Nanticoke	10,025	6–21	.....	300	694	723	1,417	180	162,427	927	1	1	2	5	27	32	.....
422	New Castle	18,000	.....	3,500	850	1,400	1,500	2,900	180	352,000	2,200	5	1	6	8	50	58	13
423	Norristown	20,000	.....	.....	500	1,362	1,466	2,828	200	411,800	2,059	*2	*0	*2	5	58	63	12
424	Oil City	.....	.....	.....	450	1,036	1,148	2,184	180	291,240	1,618	.....	.....	.....	2	41	43	.....
425	Philadelphia	1,250,000	6–21	.....	41,000	.....	.....	(a)	200	.....	.....	26	60	86	111	2,791	2,902	13
426	Phœnixville	9,000	6–21	.....	250	528	555	1,083	190	155,619	819	1	0	1	2	25	27	12
427	Pittsburg	260,000	.....	.....	18,000	18,175	18,260	36,435	200	5,197,800	25,989	28	15	43	41	643	684	11
428	Pittston	.....	.....	.....	.....	639	807	1,446	180	183,420	1,019	.....	.....	.....	2	24	26	.....
429	Plymouth	11,000	6–21	2,200	500	672	796	1,468	180	175,860	977	1	0	1	5	21	26	11
430	Pottstown	15,000	6–21	.....	30	1,468	1,419	2,887	200	420,000	2,100	1	0	1	11	46	57	12
431	Pottsville	.....	.....	.....	300	1,408	1,183	2,591	200	392,400	1,962	.....	.....	.....	8	45	53	.....
432	Reading	70,000	6–21	.....	1,500	4,779	4,750	9,529	191	1,401,367	7,337	2	3	5	13	210	223	12
433	Scranton	85,000	.....	.....	2,000	5,765	6,340	12,105	195	1,764,360	9,048	2	0	2	22	203	225	.....
434	Shamokin	.....	.....	.....	965	1,694	1,736	3,420	180	447,660	2,487	.....	.....	.....	14	44	58	.....
435	Shenandoah	17,500	6–21	4,400	150	1,372	1,492	2,864	200	388,600	1,943	1	2	3	9	40	49	11
436	South Bethlehem	.....	.....	.....	675	1,109	1,098	2,207	200	375,200	1,876	.....	.....	.....	11	32	43	.....
437	South Chester	.....	.....	.....	.....	601	659	1,260	164	168,264	1,026	.....	.....	.....	4	26	30	.....
438	Steelton	11,000	.....	.....	200	787	811	1,598	180	261,716	1,450	1	0	1	15	20	35	12
439	Titusville	9,000	6–21	1,000	200	806	823	1,629	187	218,205	1,215	1	0	1	3	38	41	12
440	Uniontown	8,000	6–21	1,750	150	684	702	1,386	180	184,860	1,027	1	0	1	1	23	24	.....
441	West Chester	9,000	.....	.....	225	596	686	1,282	200	180,200	901	1	0	1	5	25	30	12
442	Wilkesbarre	45,000	6–16	8,352	1,495	3,241	3,511	6,752	186	904,146	4,861	3	2	5	21	105	126	12
443	Williamsport	29,000	6–21	.....	1,000	2,404	2,451	4,855	173	601,521	3,477	1	0	1	15	84	99	12
444	York	21,000	5–20	6,958	616	1,875	1,827	3,702	180	488,144	2,715	1	0	1	16	56	72	12
	RHODE ISLAND.																	
445	East Providence	9,500	5–16	2,091	136	1,621	1,700	3,321	200	269,380	1,346.9	1	0	1	2	44	46	.....
446	Johnston	10,000	5–15	2,102	14	878	874	1,752	200	256,600	1,283	1	1	2	6	38	44	13

* Statistics of 1892–93.

a The number belonging December 31, 1893, was 125,180.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	RHODE ISLAND—continued.																	
447	Lincoln	22,500	5–15	4,911	1,030	1,952	1,788	3,740	194	396,730	2,045	1	0	1	3	62	65	13
448	Newport	22,000	5–15	3,755	1,164	1,200	1,186	2,386	192	350,400	1,825	1	0	1	5	49	54	14
449	Pawtucket	30,000	5–16	3,825	1,646	2,679	2,528	5,207	200	646,800	3,220	3	3	6	11	102	113	13
450	Providence	153,000	5–15	26,309	4,440	11,927	11,463	23,390	187	2,794,820	14,960	2	6	8	33	453	486	13
451	Woonsocket	23,000	5–15	5,503	1,500	1,786	1,626	3,412	190	417,924	2,284	2	1	3	3	63	66	14
	SOUTH CAROLINA.																	
452	Charleston	60,000	6–16	6,000	1,250	2,025	2,594	4,619	192	812,928	4,234	7	6	13	7	95	102	10
453	Columbia	17,000	6–18	3,000	600	989	1,219	2,208	174	280,789	1,613	1	1	2	5	25	30	10
454	Spartanburg	8,500	.....	.....	300	.....	.....	1,318	178	158,242	889	1	0	1	4	14	18	.....
	SOUTH DAKOTA.																	
455	Sioux Falls	12,500	6–20	2,116	120	908	937	1,845	176	246,576	1,401	1	1	2	3	41	44	.....
	TENNESSEE.																	
456	Chattanooga	36,000	6–21	6,073	300	2,316	2,452	4,768	177	639,678	3,614	7	1	8	15	73	88	11
457	Clarksville	9,500	6–21	2,680	250	735	907	1,642	193	227,622	1,179	1	0	1	4	22	26	10
458	Knoxville	30,000	6–21	8,994	450	1,366	1,617	2,983	190	463,892	2,442	7	0	7	17	41	58	10
459	Memphis	57,951	6–21	17,831	2,000	2,896	3,707	6,603	170	726,592	4,156	1	0	1	10	109	119	11
460	Nashville*	.....	6–21	28,817	.....	4,862	5,767	10,629	187	1,593,801	8,523	.....	.....	.....	38	167	205	.....
	TEXAS.																	
461	Austin	20,000	8–19	5,179	499	.....	.....	3,254	.....	.....	.....	8	9	17	*10	*69	*79	11
462	Corsicana	10,000	7–21	.....	75	632	691	1,323	185	175,750	950	1	0	1	5	19	24	.....
463	Dallas	45,000	8–17	8,231	.....	2,389	2,748	5,137	174	663,780	3,820	1	0	1	16	83	.....	.....

464	Denison	13,000	7-19	2,761	360	1,004	1,116	2,120	176	249,981	1,420	1	0	1	2	34	36	11
465	El Paso	12,000	7-19	1,350	425	462	463	925	180	111,150	650	1	0	1	2	21	23	11
466	Fort Worth	35,000	8-17	4,522	500	1,609	1,759	3,368	175	404,930	2,650	1	1	2	14	53	67	11
467	Gainesville	10,000	8-17	.....	100	674	811	1,485	178	195,266	1,097	1	0	1	3	28	31	.....
468	Galveston*	.....	8-15	8,980	.....	.....	.....	.....	.....	604,490	.....	.....	.....	6	25	77	102	.....
469	Houston	50,000	8-16	9,403	400	2,336	2,674	5,010	174	669,264	3,835	1	1	2	24	69	93	11
470	Laredo*	.....	8-15	3,138	.....	499	515	1,014	.....	79,314	.....	.....	.....	1	1	13	14	.....
471	Paris	14,000	8-16	2,422	120	855	1,067	1,922	165	240,263	1,750	1	0	1	5	34	39	11
472	San Antonio	47,200	8-16	11,455	.....	2,386	2,685	5,071	176	713,294.5	4,054.4	1	0	1	19	101	120	11
473	Tyler	8,000	7-17	1,500	80	500	1,000	1,500	180	135,000	750	2	2	4	2	24	26	.....
474	Waco	27,000	7-18	6,485	.....	.....	.....	2,945	*180	a347,580	1,931	.....	.....	*1	7	48	55	.....
	UTAH.																	
475	Ogden	20,000	6-18	4,106	300	1,730	1,716	3,446	193	496,531.1	2,572.7	1	0	1	13	44	57	11
476	Salt Lake City	.....	6-18	11,294	.....	4,956	5,136	10,092	185	1,360,638	7,354.8	3	2	5	20	166	186	13
	VERMONT.																	
477	Burlington	15,000	5-20	4,226	1,300	1,191	1,005	2,196	b172.3	263,357	1,525.8	1	0	1	4	47	51	13
478	Rutland	10,000	5-20	*2,119	*550	982	1,058	2,040	176	223,750	1,266	*1	*2	*3	3	42	45	13
	VIRGINIA.																	
479	Alexandria	17,000	5-21	4,823	600	1,020	923	1,943	195	301,860	1,548	1	0	1	8	24	32	10
480	Danville	10,305	5-21	3,578	* 496	878	849	1,727	185	211,178	1,138	2	0	2	6	30	36	8
481	Lynchburg	19,000	5-21	6,748	350	1,389	1,702	3,091	194	455,900	2,350	1	1	2	13	51	64	10
482	Manchester*	.....	.....	.....	.....	702	858	1,560	160	152,800	955	.....	.....	.....	5	16	21	.....
483	Norfolk	40,000	5-21	9,604	2,600	1,272	1,334	2,606	187	308,257	1,637.7	1	0	1	6	33	39	8
484	Petersburg	25,000	5-21	.....	500	1,476	1,702	3,178	183	438,102	2,394	1	0	1	24	24	48	11
485	Portsmouth*	.....	.....	.....	.....	731	769	1,500	198	217,998	1,101	.....	.....	.....	2	22	24	.....
486	Richmond	90,000	5-21	.....	2,552	5,463	6,572	12,035	182	1,791,526	9,845	18	0	18	12	215	227	11
487	Roanoke	25,000	5-21	4,116	868	1,430	1,614	3,044	134	213,920	1,586	2	0	2	10	30	40	12
488	Staunton	11,000	6-21	2,377	300	534	576	1,110	180	159,300	885	1	1	2	6	22	28	.....
	WASHINGTON.																	
489	Seattle	.....	5-21	9,299	.....	3,225	3,423	6,648	193	938,366	4,862	6	0	6	13	116	129	12
490	Spokane	30,000	5-21	4,610	300	1,631	1,697	3,328	186	466,071	2,506	1	2	3	3	67	70	12
491	Tacoma	50,000	6-21	7,548	700	2,637	2,537	5,174	195	774,388	3,971	6	6	12	2	103	105	12
492	Walla Walla	8,500	6-21	1,786	300	875	867	1,742	200	172,000	860	2	2	4	3	20	23	.....
	WEST VIRGINIA.																	
493	Huntington*	13,500	6-21	3,062	100	920	1,000	1,920	158	196,495	1,254	1	0	1	4	34	38	12
494	Parkersburg	13,000	.....	.....	300	878	1,087	1,965	184	285,752	1,553	3	0	3	*9	*39	*48	12
495	Wheeling	35,917	6-21	12,024	1,000	2,964	2,972	5,936	198	842,590	4,253	4	4	8	4	123	127	.....
	WISCONSIN.																	
496	Appleton	13,000	4-20	4,641	1,318	1,068	1,026	2,094	175	273,175	1,561	2	1	3	9	43	52	12
497	Ashland	14,000	4-20	3,742	600	712	803	1,515	180	192,345	1,082	1	0	1	3	30	33	12

* Statistics of 1892-93. *a* Estimated. *b* Average number.

TABLE 1.—*Statistics of population, private schools, and public school enrollment, attendance, supervising officers, and teachers in cities of over 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Number of pupils in private and parochial schools (estimated).	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of years required to complete the course of study.
						Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	WISCONSIN—continued.																	
498	Chippewa Falls	10,000	4–21	2,994	1,000	639	698	1,337	180	172,270.4	973.2	2	0	2	4	31	35	12
499	Eau Claire	22,000	4–20	6,026	700	1,803	1,857	3,660	177	536,841	3,032.6	1	0	1	9	63	72	12
500	Fond du Lac	15,000	4–20	4,739	*380	.....	.....	2,451	*195	334,035	1,713	.....	.....	.....	3	46	49	.....
501	Green Bay	12,000	4–20	3,310	950	932	904	1,836	193	226,315	1,213	1	0	1	1	32	33	12
502	Janesville	13,000	4–20	4,326	229	1,041	1,090	2,131	180	285,449	1,586	1	1	2	2	44	46	12
503	La Crosse	30,000	4–20	9,545	984	2,480	2,487	4,967	186.2	691,158.5	3,711.5	8	2	10	11	95	106	11
504	Madison	16,000	4–20	4,584	350	1,040	1,073	2,113	185	306,156	1,655	1	0	1	2	49	51	12
505	Marinette	14,000	4–20	4,177	500	1,460	1,300	2,760	200	354,743	1,861	1	2	3	1	41	42	12
506	Merrill	8,240	4–20	2,840	.....	1,210	1,262	2,472	177	207,132	1,170	.....	.....	.....	.....	.....	.....	13
507	Milwaukee	252,448	4–20	84,488	*17,565	16,739	16,249	32,988	196	4,543,384	24,611	39	6	45	39	596	635	12
508	Oshkosh	30,000	4–20	8,810	1,800	1,623	1,562	3,185	192	429,476.5	2,237	8	1	9	3	59	62	12
509	Racine	25,000	4–20	7,893	1,000	2,025	2,048	4,073	196	638,334	3,176	1	0	1	9	70	79	.....
510	Sheboygan	22,000	4–20	7,873	1,877	1,655	1,623	3,278	200	431,711	2,236	2	0	2	9	63	72	12
511	Stevens Point	9,500	4–20	3,326	733	788	768	1,556	183	209,024.3	1,120.4	1	0	1	2	32	34	12
512	Superior	35,000	4–20	4,903	350	2,279	2,278	4,557	197	568,542	2,886	2	7	9	4	106	110	12
513	Watertown	.....	4–20	3,305	.....	.....	.....	1,140	.....	.....	864	.....	.....	.....	1	15	16	.....
514	Wausau	10,500	4–20	4,000	500	.....	.....	2,270	180	.....	.....	1	0	1	2	34	36	12
	WYOMING.																	
515	Cheyenne	10,000	.....	.....	75	571	586	1,157	174.5	154,898	896	1	1	2	0	27	27	12

* Statistics of 1892–93.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants.*

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	ALABAMA.														
1	Birmingham*	8	3,703	$225,000	$13 102	$43,970	$5,928	$835	$60,835	$64,395	$2,681	$41,361	$6,506	.....	$50,548
2	Huntsville	2	600	5,000	1,473	2,114	.....	.....	3,587	3,863	.....	3,363	500	.....	3,863
3	Mobile	19	.....	.....	18,404	59,506	3,214	314	81,438	82,556	1,882	64,577	15,192	.....	81,651
4	Montgomery	6	.....	.....	4,679	17,147	.....	2,489	24,315	24,315	.....	22,823	1,492	.....	24,315
5	Selma	3	.....	40,000	.....	.....	.....	.....	.....	.....	.....	10,880	.....	.....	14,040
	ARKANSAS.														
6	Fort Smith	8	2,200	169,300	.....	.....	.....	155	18,329	27,978	.....	(33,857)		.....	33,857
7	Hot Springs*	5	1,360	50,000	300	1,500	0	0	0	17,000	12,000	15,000	1,500	.....	28,500
8	Little Rock	12	3,857	287,450	11,485	.....	42,957	.....	54,442	68,701	11,929	39,306	10,128	.....	61,363
	CALIFORNIA.														
9	Alameda	7	2,564	193,333	20,413	26,915	16,401	27	63,756	69,170	399	55,986	7,519	$605	64,509
10	Berkeley	7	1,651	150,000	.....	.....	.....	.....	.....	.....	.....	38,000	.....	.....	51,000
11	Eureka	12	1,450	120,750	.....	.....	.....	.....	.....	.....	.....	16,840	.....	.....	.....
12	Los Angeles	37	9,750	649,870	109,702	82,083	75,420	1,649	268,854	275,371	453	195,724	44,470	475	241,122
13	Oakland	14	9,000	.....	118,660	44,593	65,269	6,150	234,674	234,674	22,826	172,447	34,285	.....	229,558
14	Pasadena	6	1,867	100,000	.....	.....	.....	.....	.....	.....	.....	26,154	.....	.....	34,129
15	Sacramento	13	3,160	268,300	36,973	42,151	3,678	26,642	109,446	122,961	.....	81,473	26,855	.....	108,328
16	San Bernardino	10	.....	133,000	.....	.....	.....	.....	.....	.....	.....	27,415	.....	.....	37,145
17	San Diego	17	2,947	110,250	25,400	41,681	13,714	32	80,827	100,077	3,719	54,068	13,952	.....	71,739
18	San Francisco	81	39,526	5,063,363	598,304	369,285	.....	11,900	979,489	1,051,153	58,207	814,110	116,692	.....	989,009
19	San Jose	18	3,880	236,450	37,748	23,197	29,350	2,631	92,926	97,587	7,108	65,984	17,450	.....	90,542
20	Santa Cruz	7	1,516	86,400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26,976
21	Stockton	11	2,868	269,875	25,884	31,899	13,386	6,481	77,650	85,800	2,712	49,437	15,172	0	67,321

* Statistics of 1892-93.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	COLORADO.														
22	Colorado Springs	7	2,350	$305,000	$11,790	$55,774	$16,138	$11,587	$95,289	$95,289	0	$46,569	$31,798	.....	$78,367
	Denver:														
23	District No. 1	19	9,080	2,100,000	*a* 103,080	*b* 211,145	(*a*)	2,547	316,772	412,843	$176,824	170,746	50,796	.....	398,366
24	District No. 2	14	4,948	600,000	7,235	81,835	54,262	1,015	144,347	146,659	23,575	82,857	36,467	.....	142,899
25	District No. 17	8	2,650	418,500	58,599	.....	60,169	79	118,847	149,942	1,070	50,964	33,589	$735	86,358
26	Leadville	5	.....	.....	25,000	34,422	110,000	16,746	186.168	.....	.....	.....	.....	.....	.....
	Pueblo:														
27	District No. 1	8	1,746	250,000	2,689	33,833	18,901	16,644	72,067	109,432	982	33,125	25,737	.....	59,844
28	District No. 2	12	2,200	190,000	21,213	40,228	26	.....	61,468	78,819	904	38,176	21,753	.....	60,833
29	Trinidad	4	1,250	82,000	.....	.....	.....	.....	.....	.....	.....	17,806	.....	.....	.....
	CONNECTICUT.														
30	Ansonia	7	2,155	*c* 110,000	5,501	36,130	.....	.....	41,632	41,632	12,285	23,460	5,887	.....	41,632
31	Bridgeport	20	8,607	761,902	30,000	121,041	.....	.....	.....	151,041	3,286	98,284	48,364	1,107	151,041
32	Bristol	13	1,800	*c* 85,050	.....	.....	.....	.....	.....	.....	.....	25,000	.....	.....	33,000
33	Danbury	18	2,949	170,000	9,997	37,387	.....	.....	.....	57,296	10,954	31,171	5,402	1,500	49,027
34	Hartford	20	8,009	*c* 1,371,100	24,797	*b* 113,864	*d* 83,553	21,115	243,329	243,329	22,021	155,898	75,890	.....	253,809
35	Manchester	9	1,875	100,000	.....	.....	.....	.....	.....	.....	.....	19,300	.....	.....	25,899
36	Meriden	19	4,120	*c* 393,122	13,993	*d* 49,584	*b* 991	13,495	78,063	78,063	29,633	53,553	24,663	.....	107,849
37	Middletown	3	1,130	*c* 50,000	3,863	*b* 18,338	*d* 5,885	2,670	30,756	60,965	14,131	14,471	6,766	.....	35,368
38	New Britain	12	2,825	300,000	.....	.....	.....	.....	.....	39,030	.....	28,939	.....	.....	39,030
39	New Haven	41	13,433	1,092,994	45,065	.....	.....	280,684	325,749	670,727	164,283	230,969	86,082	6,388	487,722
40	New London	6	2,400	300,000	6,446	26,850	.....	926	34,222	34,222	.....	24,235	7,880	538	32,653
41	Norwalk	13	2,916	110,700	9,524	29,121	.....	.....	38,645	38,645	.....	33,763	4,882	.....	38,645
42	Norwich	6	1,365	*c* 67,000	3,483	*b* 19,907	*d* 3,708	1,208	28,306	28,306	0	20,469	8,097	.....	28,566
43	Stamford	19	2,601	*c* 142,800	8,496	*d* 41,664	.....	1,127	51,287	51,287	.....	42,626	8,661	.....	51,287
44	Waterbury	15	4,630	550,000	21,113	106,237	.....	562	127,913	131,315	8,080	68,879	40,648	4,325	121,932
45	Windham	14	1,373	*c* 57,850	4,349	*d* 19,812	*b* 1,625	8,209	33,995	.....	.....	25,325	10,690	.....	36,015
	DELAWARE.														
46	Wilmington	27	10,054	622,797	20,867	133,197	0	1,229	155,293	166,287	32,894	101,459	31,372	355	166,080

	DISTRICT OF COLUMBIA.													
	Washington:													
47	First six divisions	100	34,616	3,400,000			0	0	c939,732	c939,732	95,706	648,575	186,243	6,404	936,933
48	Seventh and eighth divisions													
	FLORIDA.													
49	Key West	9		25,000	5,552		9,812	958	16,322	21,963	2,854	10,705	4,134		17,693
50	Pensacola	9	1,950	43,250	2,779	14,345	0	1,060	18,184	18,184	3,288	10,202	1,690	0	15,180
	GEORGIA.													
51	Athens	6	1,400	30,000	4,900		950		17,370			14,751	2,619		17,370
52	Atlanta	23		440,930						169,822	40,238	119,688	8,768		168,694
53	Columbus					28,676		3,458	32,134	32,134		26,105	5,526	503	32,134
54	Macon	10	2,200	103,500											
55	Savannah	9	8,900	500,000	27,173		60,000	27,082	114,255	119,648	7,681	88,594	8,180	1,500	f106,375
	ILLINOIS.													
	Aurora:													
56	East side (district No. 4.)	8	2,400	200,000	3,382	49,833		211	53,426	53,426	1,340	31,035	12,822		45,197
57	West side (district No. 5.)	3	1,100	80,000	1,057	20,000			21,057	21,057		13,939			24,939
58	Belleville	7	3,100	155,200	3,970	39,166		394	43,530	67,637	21,135	32,167	9,540		62,842
59	Bloomington	11	3,500	220,819	5,638	49,686		544	55,868	68,475	1,407	43,133	14,137		58,677
60	Cairo	9	1,813	117,575	2,100	0	24,806	21	26,927	27,478	2,334	18,183	5,691	0	26,208
61	Canton	8	1,316	85,300								15,300			21,000
62	Chicago	g269	162,127	13,843,000	490,840	5,454,954	0	331,597	6,277,391	7,934,512	2,036,437	3,034,255	1,260,572	135,731	6,466,995
63	Danville	7	2,756	200,000	3,000				55,777	72,353		25,501	10,950		36,451
64	Decatur	9	3,556	225,000	5,018	54,204	0	222	59,444	74,098	13,791	36,910	11,099	0	61,800
65	East St. Louis: District No. 1	5	1,912	135,800							40,794	26,416	13,220		80,430
66	Elgin	15	3,574	313,300	3,559		70,054	19	73,632	148,951	16,921	43,340	23,316		83,577
	Evanston:														
67	District No. 1	5	1,260	189,000	1,771	26,673	29,407	359	58,210	77,449	16,459	26,660	11,815		54,934
68	North Evanston	1	230	20,000	132		6,276		6,408	14,797	10,303	3,305	939	0	14,547
69	South Evanston	2	600	75,000	810	32,500			33,310	33,310	384	11,195	5,060		16,639
70	Freeport	8	1,735	135,000	2,351	36,125		200	38,676	38,811	2,554	21,314	9,178		33,046
71	Galesburg	8	2,600		3,589	62,000	368	1,163	67,120	78,343		29,418	16,345		45,763
72	Jacksonville *	7		152,650						43,456	2,929	22,445	3,242		28,616
73	Joliet	14	4,000	300,800	6,500	105,571		668	112,739	127,539	15,849	47,214	17,155		80,218
74	Kankakee	5	1,650	104,000	2,140	23,774		933	26,847	55,213	6,064	17,618	5,428		29,110
75	Mattoon	8	1,736	74,000								13,500			21,000
76	Moline	7	2,665	228,500	1,609	45,757	0	2,380	49,746	110,218	25,973	33,509	11,366		70,848

* Statistics of 1892-93. *a* County taxes are included in column 5. *b* District taxes. *c* Value of sites and buildings. *d* Town taxes.
e Equally divided between the United States and the District of Columbia. *f* The items amount to $105,955. *g* There are also 236 rooms in rented building.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893–94.					Total amount available for use during the year.	Expenditures for the school year 1893–94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	ILLINOIS—continued.														
77	Pekin	4	a1,074	$125,000	.....	.....	.....	.....	.....	.....	.....	$16,550	.....	.....	$22,175
78	Peoria	14	7,100	575,000	$12,826	$129,764	$406	.....	$142,996	$290,493	$3,767	93,963	$39,389	0	137,119
79	Quincy	12	3,994	257,200	7,717	60,448	.....	$378	68,543	69,196	10,870	45,261	12,292	.....	68,423
80	Rockford	15	4,260	300,500	5,418	120,946	.....	2,201	128,565	.....	27,926	56,364	32,831	$356	117,477
81	Rock Island	9	2,500	200,000	3,746	74,211	.....	815	78,772	164,280	42,793	33,639	10,402	.....	86,834
82	Springfield	12	4,152	283,372	6,480	74,223	372	1,097	82,172	103,080	10,508	55,689	13,536	.....	79,733
83	Sterling	6	1,500	100,848	.....	.....	.....	.....	.....	.....	.....	17,224	.....	.....	31,000
	INDIANA.														
84	Brazil	5	1,400	90,550	.....	.....	.....	.....	.....	.....	.....	11,525	.....	.....	21,742
85	Columbus	6	1,700	120,000	.....	.....	.....	.....	.....	.....	.....	17,368	.....	.....	.....
86	Elkhart	9	2,600	187,000	.....	.....	.....	.....	.....	36,730	8,320	23,957	4,000	.....	36,277
87	Evansville	18	7,300	450,000	.....	.....	.....	.....	134,540	173,352	9,112	96,952	15,161	831	122,056
88	Fort Wayne	15	5,413	285,000	42,189	.....	55,873	8,258	106,320	178,986	36,476	67,382	14,933	.....	118,791
89	Frankfort	5	1,600	140,000	.....	.....	.....	.....	.....	.....	.....	15,720	.....	.....	18,720
90	Goshen	5	1,305	60,000	.....	.....	.....	.....	.....	.....	.....	12,624	.....	.....	13,369
91	Hammond	6	1,513	113,000	.....	.....	.....	.....	.....	.....	.....	24,573	.....	.....	33,920
92	Indianapolis	41	.....	1,500,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	Jeffersonville	5	.....	95,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	Kokomo*	6	1,700	102,700	25,138	8,470	.....	1,150	34,758	55,954	10,805	20,441	5,024	.....	36,270
95	Lafayette*	8	2,240	.....	29,196	13,735	.....	469	43,400	77,101	.....	32,024	15,213	.....	47,237
96	Laporte	8	.....	100,000	.....	.....	.....	.....	.....	.....	.....	20,000	.....	.....	.....
97	Madison	7	.....	85,600	5,944	840	491	423	7,698	17,104	4,506	11,404	850	.....	16,760
98	Marion	10	2,688	160,000	.....	.....	.....	.....	74,288	79,588	.....	25,000	.....	.....	43,128
99	Michigan City*	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	Muncie	10	2,885	231,000	.....	.....	.....	.....	57,100	87,738	9,533	31,730	11,377	.....	52,640
101	New Albany*	12	3,500	210,650	35,135	.....	10,864	.....	45,999	73,536	22,583	29,098	6,721	.....	58,402
102	Richmond	9	3,077	269,000	.....	.....	.....	.....	73,520	127,591	7,044	39,374	14,023	.....	60,441
103	Shelbyville	4	1,400	60,000	.....	.....	.....	.....	.....	.....	.....	16,000	.....	.....	16,000
104	Terre Haute	18	6,600	371,895	55,592	0	53,331	1,759	110,682	155,616	13,295	79,954	20,861	0	114,110
	IOWA.														
105	Boone	6	1,600	150,000	.....	.....	.....	.....	.....	.....	.....	19,500	.....	.....	34,720

106	Burlington	12	4,320	182,000	9,861	0	74,601	0	84,462	84,462	5,000	57,510	17,950	0	80,460
107	Cedar Rapids*	16	3,793	263,200	7,515	(68,402)		596	76,513	116,798	12,027	41,065	22,023	300	75,415
108	Clinton	12	3,000	250,000	6,072	50,319		401	56,792	106,987	4,273	37,000	17,387		58,660
109	Council Bluffs	17	4,255	420,000	8,859	56,533		1,682	67,074	81,485	2,684	54,520	25,708	0	82,912
110	Creston	8	1,500	126,000								17,447			38,366
111	Davenport	12	4,838	340,000	10,085		82,408	5,918	98,411	123,543	12,459	71,976	18,787	280	103,502
	Des Moines:														
112	East Side	10	3,245	265,700	8,003	66,249		301	74,553	86,385	2,503	37,069	19,766		59,338
113	North Side	4	1,000	50,000						29,784		17,442	11,167		28,609
114	West Side	12	4,010	500,000	12,009		129,111	3,627	144,747	146,411	4,791	78,549	32,178		115,518
115	Dubuque	13	5,400	263,000	12,235	67,700		8	79,944	155,440	55,646	51,570	22,247		129,463
116	Fort Madison	6	1,300	46,000	2,800	(17,500)		9,000	19,300	31,500	16,000	10,700	3,500		30,200
117	Iowa City	8	1,600	115,000								20,057			32,287
118	Keokuk	9	2,500	160,400	5,658		34,666	6,749	47,073	80,120	9,852	31,190	15,309		56,351
119	Marshalltown	8	1,699	130,000	3,304	43,436		19,985	66,725	107,139	35,927	27,320	18,158		81,405
120	Muscatine	9		126,900								27,999			41,355
121	Oskaloosa	5	1,670	142,000								23,000			29,000
122	Ottumwa	8	3,350	227,000								37,507			67,420
123	Sioux City	30	5,789	600,000	14,630	144,675		10,411	169,716	250,858	92,441	86,824	53,240		222,505
	Waterloo:														
124	East Side	4	1,000	50,500								10,000			14,000
125	West Side	2	550	55,000								9,086			14,221
	KANSAS.														
126	Atchison	8	2,643	166,000	4,364	31,744		1,085	37,193	43,564	1,456	20,521	12,358	0	34,335
127	Emporia	9		90,300								b 19,800			26,286
128	Fort Scott	11	2,918	110,000	4,362	25,181		1,661	31,204	31,204	2,233	20,667	3,993		26,893
129	Hutchinson	7		110,000								b 18,648			32,250
130	Kansas City	18	5,584	195,000	11,600	63,400			75,000			61,226			83,000
131	Lawrence	9	2,250	145,000	4,171	27,259		2,314	33,744	36,834		21,945	9,523		31,468
132	Leavenworth	9	2,675	190,000					49,343	78,265		33,669	13,928		54,312
133	Ottawa	5	1,700	53,000								13,500			18,000
134	Parsons	5	1,750	161,000								13,509			18,788
135	Pittsburg	5	2,180	90,000					22,000	33,000		18,000		0	31,040
136	Topeka	22	6,000	425,000	12,247		85,000	3,185	100,432	199,917	66,765	68,693	35,757		171,215
137	Wichita	18	4,700	204,000	7,284	48,084		1,114	56,483	71,805	0	58,235	29,281		87,516
	KENTUCKY.														
138	Bowling Green	3	1,260	*32,000	*7,000	*11,000				*18,300		*13,500	*3,500		*17,000
139	Covington	8	3,889	218,977				0	0	65,450	78,981	0	54,309	19,640	0	73,949
140	Frankfort	2	1,300	45,000							20,794	2,000	15,666	3,128		20,794
141	Henderson*	6		49,200	7,389	12,802				20,191						
142	Hopkinsville	3		45,000									11,000			18,000
143	Lexington	8														
144	Louisville	44	21,000	1,319,998	202,473	261,778	0	6,968	471,219	533,441	85,270	c 367,708	c 88,925	7,554	549,457
145	Maysville	8		50,000								4,650			4,650
146	Newport*	9		243,000	24,329	124,091				148,420	148,420					
147	Owensboro	5	2,100	92,000	9,184	22,873		616	32,673	38,536	15,312	19,261	2,509		37,082
148	Paducah	7	1,900	120,000	15,445	20,324		361	36,130	36,230	10,660	19,802	5,091		35,553

* Statistics of 1892–93. *a* Some of these are double. *b* Approximately. *c* Salaries of clerks and janitors included in columns 12 and 13.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	LOUISIANA.														
149	New Orleans*	57	.....	.....	$22,475	$275,500	.....	.....	.....	.....	$28,016	$263,539	$61,724	.....	$353,279
	MAINE.														
150	Auburn	31	2,200	$100,000	8,748	21,000	.....	$321	$30,069	.....	.....	21,790	7,806	.....	29,597
151	Augusta	25	.....	125,000	7,730	8,422	0	.....	.....	$40,145	.....	.....	.....	.....	a31,000
152	Bangor	38	4,000	200,000	13,435	37,800	$250	1,245	52,730	52,730	5,263	40,482	10,270	.....	56,015
153	Bath	14	.....	100,000	7,386	20,500	0	298	28,184	28,184	0	19,974	8,210	0	28,184
154	Biddeford	23	.....	154,000	11,509	19,337	.....	22,381	53,227	53,227	.....	.....	.....	.....	51,320
155	Calais	13	1,700	35,000	.....	.....	.....	.....	.....	.....	.....	10,000	.....	.....	14,000
156	Lewiston	24	3,380	275,000	19,393	28,000	.....	178	.....	47,571	4,000	33,340	17,340	.....	54,680
157	Portland	18	6,322	300,000	26,065	140,935	.....	.....	167,000	167,000	62,692	76,977	26,365	$966	167,000
158	Rockland	10	1,500	58,383	5,623	13,960	.....	10	19,593	19,593	.....	.....	.....	.....	15,670
	MARYLAND.														
159	Baltimore	112	68,025	3,008,253	213,942	861,015	0	46,076	1,121,033	1,121,033	95,177	803,447	217,152	5,257	1,121,033
160	Frederick	6	950	29,500	.....	.....	.....	.....	.....	.....	.....	*6,813	*1,695	.....	*8,508
161	Hagerstown*	7	2,000	57,000	9,143	.....	10,358	.....	14,501	14,501	301	11,952	2,248	.....	14,501
	MASSACHUSETTS.														
162	Adams	8	2,000	105,600	.....	.....	.....	.....	.....	.....	.....	20,400	6,600	.....	27,000
163	Amesbury	17	1,278	.....	0	18,100	0	0	18,100	18,100	0	12,767	4,387	0	17,154
164	Attleboro	14	1,400	.....	.....	.....	.....	.....	.....	.....	.....	16,780	.....	.....	24,047
165	Beverly	9	.....	.....	.....	45,000	.....	548	45,548	45,548	13,651	21,015	11,518	.....	46,184
166	Boston	198	70,053	10,000,000	.....	2,288,611	.....	2,356	2,290,967	2,290,967	279,357	1,441,568	514,679	55,363	2,290,967
167	Brockton*	.....	.....	.....	.....	.....	.....	.....	.....	.....	21,090	.....	.....	.....	115,409
168	Brookline	14	.....	464,509	.....	95,350	.....	.....	.....	96,519	.....	66,758	29,104	543	96,405
169	Cambridge	38	.....	784,100	.....	315,265	.....	1,430	316,695	316,695	35,423	215,593	58,461	7,218	316,695
170	Chelsea	11	4,778	539,100	0	90,841	0	2,673	93,514	93,514	4,500	67,245	20,306	1,463	63,514
171	Chicopee*	12	.....	.....	.....	28,825	.....	105	28,930	28,930	.....	19,672	7,411	1,847	28,930
172	Clinton	11	1,907	145,000	0	31,500	.....	.....	.....	.....	.....	20,096	10,604	800	31,500

173	Everett				0	55,000		229	55,229	125,567	75,000	35,435	53,441	429	164,305
174	Fall River	44	12,026	1,337,795		158,211		2,342	160,553	160,553		148,009	64,683	11,020	223,712
175	Fitchburg*	23	4,100	388,823	0	84,164	0	90	84,254	156,669	74,680	57 910	21,675	2,404	156,669
176	Framingham*	18			0	26,500		1,165				b 23,000		b 750	28,415
177	Gardner	12	1,500	85,000								16,134			22,609
178	Gloucester	22	4,700	260,000		75,894				75,894		53,725	22,169		75,894
179	Haverhill*	26										60,672	17,388	c 1,865	78,060
180	Holyoke	19	4,473	390,646	0	167,474	1,416		168,890	168,890	61,297	73,469	29,159	4,965	168,890
181	Hydepark	6	2,050	120,000	0	37,793	0	0	37,793	38,623	510	27,059	9,650	962	38,181
182	Lawrence	23	6,400	470,000	0	111,505		177	111,682	111,682	48,959	82,489	26,297	2,897	160,642
183	Lowell	46	11,017	1,235,000	0	225,000	0	20,960	245,960	447,651	137,933	162,383	82,568		382,884
184	Lynn	39	9,423	998,470	0	196,829	0	140	196,969	196,969	0	140,571	52,643	3,755	193,969
185	Malden	16	5,277	538,022	0	132,300	0	686	132,986	153,853	23,694	69,160	32,611	2,938	128,403
186	Marlboro	9	2,350	160,194		45,060			45,060	45,735	1,980	31,754	11,681	320	45,735
187	Medford	13	2,800	385,000								38,930	17,425	700	64,530
188	Melrose	12	1,950	200,000		43,300			43,300	43,626	14,979	32,445	10,790		58,214
189	Milford	17										18,537			25,308
190	Natick	12	2,195	85,000	0	31,500	0	341	31,841	31,841	2,321	22,149	7,135	290	31,895
191	New Bedford	22	6,601	673,140		207,700		4,207	211,907	215,414	72,481	97,051	35,365	7,003	211,900
192	Newburyport	14	1,793	95,000	0	26,000	0	964	26,964	26,964	1,500	21,293	5,392	279	28,464
193	Newton	21	4,785	633,600		139,000	2,609			141,609		109,887	30,339	994	141,220
194	North Adams	12	2,400	*175,500	0	41,400	614			42,014	4,400	27,500	9,477	1,086	42,463
195	Northampton	20	2,900	155,000	0	44,437	1,000	500	45,937	45,937	0	32,542	12,054	1,341	45,937
196	Peabody	9		90,000		32,645		200		32,845		23,992	d 10,000		35,716
197	Pittsfield	26	3,891	175,000	0	57,000	0	0	57,000	57,000	0	39,658	17,067	275	57,000
198	Plymouth	30										20,235			29,938
199	Quincy	10	3,900	321,000		76,884				76,884		54,699	19,374	2,669	76,742
200	Salem	18	5,330	437,489		144,019	1,733	538	146,290	146,290	45,027	73,149	25,542	2,572	146,290
201	Somerville	23	8,324	643,500	0	176,000	0	65	176,065	176,065	5,000	126,258	42,544	2,070	175,872
202	Spencer	17	2,275	126,600								18,238			27,424
203	Springfield	31	6,953	928,647	0	204,214	0	1,106	205,320	205,320	31,965	125,025	42,953	4,980	204,923
204	Taunton	30	4,631	320,000	0	85,435	0	1,490	86,925	86,925	0	63,387	21,399	2,124	86,910
205	Waltham	14	2,896	265,625	0		0	0		67,980	1,200	49,209	15,403	2,168	67,980
206	Westfield	18		208,400								31,661			42,587
207	Weymouth	20	2,550	141,650				1,070	42,370	52,052		30,238	12,075	538	42,851
208	Woburn	14	2,650	250,000	0	45,502	0	37	45,539	45,713	0	37,248	7,760	647	45,655
209	Worcester	55	16,894	1,666,258	0	367,974	0	1,088	369,062	369,062	74,982	256,968	97,060	10,413	439,423
	MICHIGAN.														
210	Adrian	5	1,800	125,000	3,987	22,746	745	864	28,342	30,923	4,399	16,640	6,909		27,948
211	Alpena	8	1,536	85,000	6,222	23,582				29,805	2,500	14,370	13,164		30,034
212	Ann Arbor	7	a 2,300	205,000	4,702	29,350	5,821	8,909	48,782	52,914	6,432	33,008	9,474		48,914
213	Battle Creek	9	2,451	250,000	5,585	43,392		750	49,727	53,427	14,163	29,631	9,633		53,427
214	Bay City	11		250,000	15,011	43,802		785	59,598	86,624	1,990	46,984	32,536		81,510
215	Detroit	60	27,162	2,000,000	116,674	467,362		40,522	624,558	1,144,184	113,321	420,409	177,233	9,117	720,080
216	Flint	7	2,000	150,000	8,244	38,329	0	1,628	48,201	52,941	17,674	20,138	9,524	0	47,336
217	Grand Haven	7	1,250	35,000								12,700			15,284
218	Grand Rapids	35	15,215	1,170,342	34,963	215,840	10,167	10,655	271,625	362,422	25,602	182,273	60,904	649	269,428
219	Ironwood		1,200		4,704	20,114	69	66	24,953	29,917	1,575	14,928	10,248	0	26,751

* Statistics of 1892-93. a Estimated. b The sum of these items is $23,750. c Included in columns 12-13. d Approximately.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	MICHIGAN—continued.														
220	Ishpeming*	4	1,573	$90,000	$5,336	$29,657	.....	$18	$35,011	$42,059	$4,160	$18,158	$10,218	.....	$32,536
	Jackson:														
221	District No. 1	8	1,900	110,000	4,500	35,000	.....	.....	39,500	40,000	12,000	27,000	2,500	.....	41,500
222	District No. 17	7	1,377	80,000	5,500	22,250	.....	60	27,810	48,001	25,000	14,960	8,368	.....	48,328
223	Kalamazoo	8	4,400	400,000	9,865	54,543	.....	.....	64,408	71,682	3,000	35,679	24,991	.....	63,670
224	Lansing	12	2,914	200,000	10,320	54,590	$1,036	785	66,731	91,064	893	30,171	11,821	.....	42,885
225	Manistee	6	2,156	103,500	8,586	32,515	.....	663	41,766	50,815	1,956	28,362	9,490	.....	39,808
226	Marquette	7	1,588	125,000	4,355	24,000	2,923	31	31,309	33,551	510	17,408	7,816	.....	25,734
227	Menominee	8	1,938	120,000	4,716	26,275	.....	544	31,530	44,613	145	21,694	9,335	.....	31,174
228	Muskegon	15	*3,800	400,000	12,058	75,879	.....	1,066	89,003	138,003	22,473	54,533	50,594	$200	127,800
229	Owosso	4	1,960	110,000	.....	.....	.....	.....	.....	.....	.....	17,200	.....	.....	19,000
230	Port Huron	14	3,075	200,000	16,674	30,375	0	762	47,811	57,318	5,986	28,380	12,081	.....	46,447
231	Sault Ste. Marie	6	1,100	30,000	.....	.....	.....	.....	.....	.....	.....	11,898	.....	.....	14,950
232	Traverse City	7	1,371	100,000	.....	.....	.....	.....	.....	.....	.....	14,400	.....	.....	22,000
233	West Bay City	8	2,423	120,000	6,832	23,725	.....	70	30,627	41,030	.....	28,750	8,570	.....	37,320
	MINNESOTA.														
234	Duluth	28	8,072	1,471,039	.....	.....	.....	.....	405,019	772,868	.....	116,616	.....	.....	380,772
235	Mankato	6	2,000	150,000	8,000	12,000	.....	.....	27,000	27,000	4,000	16,500	6,000	.....	26,500
236	Minneapolis	48	*21,000	2,350,000	100,762	512,697	.....	30,241	643,700	1,011,764	72,045	444,269	172,788	3,749	692,851
237	St. Cloud	6	950	35,000	4,106	13,500	.....	400	18,006	21,006	200	14,438	3,113	255	18,006
238	St. Paul	43	18,137	2,343,995	73,239	(190,131)		1,177	264,547	470,604	.....	342,893	114,755	3,240	460,888
239	Stillwater	7	1,800	132,500	11,961	31,084	.....	.....	43,045	55,528	†(2,834	24,530	12,264)	.....	42,326
240	Winona	9	3,000	400,000	12,113	45,574	6,817	406	64,920	100,494	24,048	42,609	22,227	.....	88,884
	MISSISSIPPI.														
241	Meridian*	3	.....	100,000	3,660	16,269	.....	900	.....	21,728	.....	16,183	5,355	.....	21,538
242	Natchez*	.....	.....	26,500	4,543	7,576	.....	423	12,542	12,573	.....	11,394	1,146	.....	12,540
243	Vicksburg	4	.....	91,000	7,500	16,500	0	0	24,000	24,000	.....	17,745	3,000	.....	20,745
	MISSOURI.														
244	Carthage	9	2,140	110,000	a5,037	25,034	(a)	650	30,721	.....	.....	21,075	8,657	.....	29,732

245	Chillicothe	5	1,408	50,000					17,129	20,700	4,023	9,893	3,148		17,064
246	Hannibal	7	2,349	96,738	6,535	26,949			33,484	63,589	15,963	23,170	8,244		47,377
247	Joplin	11	2,671	110,000						49,004	5,748	22,100	8,027		35,875
248	Kansas City	36	19,500	1,600,000	61,982		285,305	31,683	378,970	551,270	88,935	242,494	108,952		440,381
249	Moberly	4	1,700	46,000						16,000		15,000			16,000
250	Nevada*	6	1,510	64,000	2,654	6,402	2,971	2,954	14,981	30,206	14,538	12,080	3,202		29,820
251	St. Joseph	25	6,894	413,635	18,619	85,701	10,817	30,618	145,755	145,755	1,146	99,877	60,045		161,068
252	St. Louis	120	58,190	3,950,000	133,841	1,081,725	146,508	173,912	1,535,986	1,541,886	397,877	733,942	349,902	9,187	1,490,908
253	Sedalia	12	3,036	150,000		4,565	36,948	3,846		45,359		31,622	13,737		45,359
254	Springfield	11	4,000	170,000	8,340	35,279	2,649	2,887	49,155	132,865	43,105	29,995	10,594		83,694
	MONTANA.														
255	Butte City	16		450,000	73,972	8,348		18	82,338	107,582	24,871	57,849	21,114		103,834
256	Helena	9	2,350	450,000					75,544	115,171	34,776	35,811	25,951		96,538
	NEBRASKA.														
257	Beatrice	8	2,075	155,000	4,204	14,596		10,459	29,259	30,667	0	23,202	5,945	0	29,147
258	Fremont	10	1,843									22,000			38,669
259	Grand Island	7	1,812		4,756	20,436		23,380	48,572	48,572	7,347	22,920	10,141		40,408
260	Hastings	6	1,500		4,885	23,488		11,788	40,161			18,285	11,430		29,715
261	Kearney	10	1,200	232,000	3,259		16,189		19,448	44,198	9,984	19,157	15,057		44,198
262	Lincoln	17		500,000	16,093		26,234	50,404	92,731	96,522	35,000	98,000	45,000		178,000
263	Nebraska City	9			3,764	4,651		17,283	25,698	42,484	0	15,803	6,226		22,029
264	Omaha	40	14,165	1,000,000	44,343	54,978		267,000	366,321	407,573	26,213	223,565	127,517		377,295
265	Plattsmouth	8	1,300	50,000	2,879	4,557	10,635		18,071	21,175		13,400	4,895		18,295
266	South Omaha	8	1,800	180,000	4,939		17,525	34,443	56,907	80,474	28,826	25,896	12,141		66,863
	NEW HAMPSHIRE.														
267	Concord	15	2,430	332,450		15,274		15,515	49,515	52,905		29,438	19,108		48,546
268	Dover	17	1,588	175,000	2,018	32,304		297	34,619	34,712	5,834	22,583	5,837	399	34,653
269	Manchester	22	4,000	517,000	6,941	80,408		752	88,101			62,638	23,673	1,790	88,101
270	Nashua	17	3,745	274,401	20,450	27,500	1,322		53,663	54,498		34,162	19,542	1,100	54,804
271	Portsmouth	9	1,444	225,000	1,793	33,190				34,983		23,592	10,391		33,983
	NEW JERSEY.														
272	Atlantic City	4	2,302	150,000	17,503	24,814			42,317	48,547		26,983	20,770		47,753
273	Bayonne	7	2,606	200,000	21,126	37,910		5,056	64,092	84,310		45,932	17,566		63,492
274	Bridgeton*											15,036	4,926		19,962
275	Camden	20	8,974	519,347	5,000	178,457	58,843		242,300	273,121	20,000	112,285	49,850	5,503	187,638
276	Elizabeth	9	4,282	240,400	50,679	34,303	0	0	84,982	116,982	31,806	57,812	25,340	0	114,958
277	Harrison	2	1,000	60,000	11,063	6,112				17,175		11,000	3,000	1,300	15,300
278	Hoboken	7	6,084	450,000	65,622	67,000	2,000			139,769		103,569	36,191		139,760
279	Jersey City	24	18,579	*903,387	255,943	95,721		83	351,747	528,964		b150,000	48,828	4,276	339,252
280	Long Branch	9	2,550	170,800	15,966		33,500	1,572	51,038	80,682	26,226	27,288	17,934		71,448
281	Millville*											17,083	6,376		23,459
282	Morristown	2	1,100	90,000	10,584	15,000		1,029	26,613	27,495	1,948	15,246	6,061		23,255

* Statistics of 1892–93.

† The sum of these items is $39,628.

a Receipts from county taxes are included in column 5.

b Approximately.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	NEW JERSEY—continued.														
283	New Brunswick*											$26,755	$8,650		$35,405
284	Newark	47	25,749	$1,506,875	$337,766	$159,800		$697	$498,263	$550,045	$13,202	372,641	104,118	$23,950	513,911
285	Orange	5	2,175	167,000	38,067	9,562		563	48,194	49,636	2,220	32,096	15,053	267	49,636
286	Passaic*	6	2,272	89,000	(49,490)				49,490	49,490	10,600	22,033	14,444	1,343	48,420
287	Paterson	19	10,899	* 500,000	96,361	137,000			233,361	253,567	40,912	135,560	43,977		220,449
288	Perth Amboy	3	943	55,000	11,047	8,500	0				6,523	11,447	4,212		22,182
289	Phillipsburg	6	1,562	77,000	11,506	12,743		571	24,820	27,820	629	18,083	5,005		23,717
290	Plainfield	5	2,220	220,000	667	35,684	$12,957	3,346	52,654	61,285	171	32,751	16,368	0	49,290
291	Rahway	4	1,203	46,781								14,523			18,779
292	Trenton*	26	6,801	430,000	117,375	38,182		256	155,813	176,112	13,890	98,885	40,378	1,448	154,601
293	Union	3	1,864	125,000	11,854	17,450		1,682	30,986	79,810	19,478	17,729	9,477	526	47,210
	NEW YORK.														
294	Albany	21	12,942		46,306	193,960		5,758	246,025	341,761	3,777	183,734	59,154	910	247,575
295	Amsterdam (District No. 8)	3	740	45,000	3,039	8,600		23	11,662	13,145		8,432	4,420		12,852
296	Auburn	15	4,192	290,000	15,155	75,244		2,782	93,181	99,825	1,959	51,855	17,620	776	72,210
297	Batavia	7	1,640	202,500								14,628			28,170
298	Binghamton	15	6,298	361,500	20,749	78,040	0	1,368	100,157	100,772	14,980	67,915	19,497	0	102,392
299	Brooklyn	124	108,903	7,953,230	401,047	a2,492,449		73,205		4,198,334	b 338,570	1,895,102	b 413,941	38,717	2,686,270
300	Buffalo	91	37,988	2,566,562	129,626	747,893		4,725	882,244	971,741	204,115	605,357	129,998	9,638	949,108
301	Cohoes	10	2,433	140,000	11,997	39,272		196	51,465	72,251		37,948	18,532		56,480
302	Corning	3	1,502	100,000	5,344	17,342		389	23,075	27,511		14,469	5,861		20,330
303	Cortland*				3,895	7,200		2,780	13,875	38,877	25,376	8,430	5,071		38,877
304	Dunkirk	10	1,600	117,000	7,357	23,775	0	25	31,157	32,166	3,784	20,656	6,861	0	31,301
	Edgewater:														
305	District No. 1	1	400	22,000								5,774			8,703
306	District No. 2	2	1,031		3,775	11,567		6,319	21,661	23,855		14,660	7,515		22,175
307	Elmira	10	4,800	460,000	18,499	56,973		1,277	76,749	128,534	33,261	56,639	19,213		109,113
308	Flushing														
309	Geneva	5	1,239	86,560								14,500			19,500
310	Glens Falls	4	1,227	90,000	5,095	15,770	0	1,372	22,237	22,991		13,044	6,233		19,277
311	Gloversville*	8		c 210,300	8,864	26,875				59,992	17,384	21,570	12,925		51,879

312	Hornellsville	4	1,800	38,152	7,087	22,252	0	1,358	30,697	44,354	14,062	20,363	6,968	41,393
313	Hudson	3	1,428	82,600	5,194	7,000	.....	648	12,842	49,145	30,013	13,657	1,498	45,168
314	Ithaca	6	1,958	153,100	8,317	22,150	.....	4,443	34,910	47,503	12,720	22,068	7,296	42,084
315	Jamestown	12	3,249	227,107	12,104	43,561	.....	3,334	58,999	58,999	6,134	40,937	11,928	58,999
316	Johnstown	4	1,700	110,000	5,383	28,378	.....	1,940	36,201	72,828	50,230	16,485	6,113	72,828
	Kingston:													
317	Kingston School District	5	1,978	190,000	7,747	21,887	.....	1,367	31,001	35,010	2,540	23,425	9,045	0 35,010
318	District No. 2	1	779	48,334	2,482	12,211	.....	928	15,621	18,675	849	11,435	2,289	 14,573
319	District No. 3	2	367	12,000	.....	.....	.....	.....	.....	.....	.....	7,430	.....	 11,615
320	District No. 4	1	322	10,700	1,106	3,633	.....	.....	4,739	5,171	400	3,950	566	 4,916
321	Lansingburg*	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
322	Little Falls	4	1,129	85,000	4,966	.....	.....	.....	.....	26,812	.....	14,325	12,173	 26,498
323	Lockport	8	3,400	293,500	10,496	34,000	.....	3,317	47,813	51,704	3,482	34,089	13,155	 51,126
324	Long Island City	13	.....	575,000	19,449	100,000	.....	.....	119,449	180,731	2,336	77,297	32,180	 111,813
325	Middletown	6	1,672	90,000	7,408	17,135	0	950	25,493	48,721	198	20,758	8,638	0 29,594
326	Mount Vernon	7	2,489	246,467	.....	86,250	.....	51	86,301	159,342	44,907	46,811	16,272	0 108,050
327	New Rochelle	4	1,860	105,875	5,801	34,209	.....	2,905	42,915	91,732	12,830	25,057	8,975	 46,862
328	New York	143	222,491	20,695,854	711,423	3,468,550	.....	.....	4,179,978	5,633,353	1,485,221	2,956,343	1,027,422	164,367 5,633,353
329	Newburg	6	3,050	325,000	13,320	58,768	.....	2,679	74,767	75,015	7,202	48,868	18,943	 75,013
330	Niagara Falls	4	.....	96,000	.....	.....	.....	.....	.....	.....	.....	23,445	.....	 44,673
331	North Tonawanda	4	1,500	115,159	.....	.....	.....	.....	.....	.....	.....	17,409	.....	 58,721
332	Ogdensburg*	10	.....	c96,388	5,913	17,228	.....	1,638	24,779	36,051	2,129	18,558	6,677	 27,364
333	Oswego	14	3,600	175,000	11,593	35,000	.....	911	47,504	47,504	4,876	32,584	6,738	0 44,198
334	Peeksville (Drum Hill District)	2	548	35,850	1,985	8,805	.....	240	11,032	16,332	6,177	6,432	3,523	 16,132
335	Plattsburg	7	1,250	71,000	.....	.....	.....	.....	.....	.....	.....	15,600	.....	 22,048
336	Port Jervis*	5	1,836	80,000	8,745	20,093	.....	1,477	30,315	34,054	205	21,719	4,623	 26,547
337	Poughkeepsie	11	2,700	175,000	12,390	36,000	.....	1,969	50,359	70,673	.....	35,742	13,520	 49,262
338	Rochester	46	19,233	1,242,000	50,732	377,612	0	1,805	430,149	483,309	81,087	290,489	93,754	2,427 467,757
339	Rome	8	1,850	100,000	7,831	16,802	.....	775	25,408	25,451	.....	19,565	5,886	 25,451
340	Saratoga Springs	6	2,600	157,500	8,423	35,029	.....	206	43,658	86,813	4,174	28,333	11,430	 43,937
341	Schenectady*	6	.....	c136,000	9,797	22,000	.....	523	32,320	32,320	1,506	25,366	5,448	 32,320
342	Sing Sing	2	1,000	74,400	4,661	20,496	.....	1,227	26,384	31,221	1,791	12,913	4,639	 19,343
343	Syracuse	28	14,374	815,000	48,664	236,597	.....	1,860	287,121	471,941	60,258	187,097	57,749	1,833 306,937
344	Tonawanda	5	1,200	70,000	4,407	26,952	.....	437	31,796	32,659	2,270	15,001	8,702	204 26,177
345	Troy	17	8,567	450,000	29,585	101,375	.....	2,500	133,460	148,612	200	110,098	23,642	 133,940
346	Utica	21	7,056	490,000	26,743	93,500	.....	2,101	122,344	139,035	11,620	88,630	23,033	765 124,048
347	Watertown	9	3,000	156,700	11,837	35,000	.....	612	47,449	47,836	5,860	30,334	18,087	100 54,381
348	West Troy	.....	.....	108,000	5,200	27,799	.....	.....	.....	.....	.....	.....	.....	....
349	Yonkers*	8	.....	c345,000	13,713	81,647	.....	.....	.....	140,040	33,675	61,806	29,283	 124,764
	NORTH CAROLINA.													
350	Asheville	4	1,200	70,000	.....	10,000	4,000	0	14,000	14,000	.....	.....	.....	....
	OHIO.													
351	Akron	12	6,170	631,000	14,586	149,715	.....	4,827	169,128	248,510	39,311	64,285	36,374	 139,970
352	Alliance	6	1,600	210,000	3,396	27,220	250	246	31,112	39,593	3,178	17,936	5,110	0 26,224

* Statistics of 1892–93.

a Receipts from sale of bonds are included in column 6.

b Rents are included in column 11.

c Value of sites and buildings.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	OHIO—continued.														
353	Ashtabula	8	1,200	*$35,000						*$30,564		*$11,526			*$24,212
354	Bellaire	7		60,600						33,929		14,773			27,507
355	Canton									136,373		62,457			105,900
356	Chillicothe	5	2,271	80,000	$5,254	($26,183)		$778	$32,215			25,714	$9,594	$480	35,788
357	Cincinnati	58	39,338	4,000,000	127,374	799,852		30,947	958,173	1,058,545	$154,382	650,681	165,196	9,768	980,027
358	Circleville	2	1,300	115,000								15,900			26,800
359	Cleveland	52	45,000	*3,605,225	129,885	906,698	6,215	167,246	1,210,044	1,710,503	256,017	634,534	285,112		1,175,663
360	Columbus	34	15,609	2,000,000	41,035	352,815		3,538	397,388	574,888	133,855	256,003	102,396	2,227	494,481
361	Dayton	30		1,125,000	28,377	248,640	2,628	4,649	284,294	520,630	152,965	183,104	91,562	1,446	429,077
362	Defiance	5	1,200	90,000						20,000		13,000			17,000
363	Delaware	7	1,450	*130,500	*3,213	*23,213		*948	*27,374	*33,356		*18,000	*6,245	*156	*24,401
364	East Liverpool	8	2,500	*100,000	3,392	(16,536)		1,181	21,109	82,888	21,411	15,514	13,633	0	50,558
365	Findlay*	14		230,000						89,239		32,545			75,997
366	Fostoria	6	1,400	80,000	3,248	(22,938)		2,740	28,927	49,074	15,957	14,723	7,412		38,092
367	Fremont	6	1,300	75,000								16,215			22,580
368	Hamilton*	8		206,100						103,571		32,905			84,382
369	Lancaster	4		100,000								18,317			*25,322
370	Lima*	10	3,000	183,000	7,281	(40,454)		2,280	50,015	74,408	a2,360	a29,096			53,695
371	Mansfield*	9		270,000						77,259		28,729			53,668
372	Marietta	9	1,950	80,000	*4,067	*22,254		*1,974	*28,295	*42,919		20,090			30,000
373	Marion*	8		*97,000						75,245		18,207			37,159
374	Martins Ferry	3	1,500	60,000								14,000			*21,722
375	Massillon*	6		143,000						46,392		19,536			34,594
376	Middletown	4	1,842	185,000	4,412		33,731	60	38,203	50,241		20,350	11,073		31,423
377	Mount Vernon	6	1,340	115,000								15,800			21,000
378	Newark	11	2,700	175,600	7,254	43,121		2,017	52,392	72,399		31,012	19,119	240	50,371
379	Norwalk	6	1,500									13,650			28,000
380	Piqua*	7	2,478	175,000	5,587	30,753		168	36,508	36,508	3,630	21,398	10,814		35,842
381	Portsmouth	8		190,000	6,363	27,754	925	755	35,797	55,064	1,500	25,427	10,006		36,933
382	Salem	4	1,546	100,495								16,075			28,968
383	Sandusky	10	3,500	220,000	8,965	(48,066)		2,684	59,715	73,986	0	33,363	10,630	200	44,193
384	Springfield	18	5,871	256,000	14,092	88,764	307	100	103,263	135,481		70,705	20,577		91,282

385	Steubenville	6	2,276	163,000	6,359	32,017		365	38,741	55,667	1,018	28,458	7,650		37,126
386	Tiffin*	4	1,800	150,000	5,077	24,339	40	62	29,518	88,762	23,572	18,083	7,145		48,800
387	Toledo	35	13,000	1,020,000	*b* 138,331	126,418	1,079	2,386	268,214	392,733	110,418	166,179	49,841		326,438
388	Warren	9	1,450	200,000								23,000			28,000
389	Xenia	6	1,678	125,000								22,430			39,394
390	Youngstown	20	5,806	550,000	17,167	101,800	837	142	119,948	196,894	20,741	64,695	35,233		120,669
391	Zanesville*	6		260,000					65,724	89,853	3,000	46,875	16,226		66,101
	OKLAHOMA TERRITORY.														
392	Oklahoma	13	866	3,500								15,025			23,943
	OREGON.														
393	Portland	34	8,567	748,000	26,593		255,384	2,436	284,413	384,804	46,400	193,903	46,747		324,050
394	Salem	6	1,581	126,414								18,955			29,611
	PENNSYLVANIA.														
395	Allegheny	25	16,000	*1,317,633	93,437	246,418				458,235		202,392			380,535
396	Allentown	12	4,800	580,848	28,719	74,211	834		103,735	117,834	38,590	42,521	37,244		118,355
397	Altoona	11	5,275	429,248	29,195	74,060		652	103,907	114,417	982	56,269	44,325	0	101,576
398	Beaver Falls	4	1,900	*108,000	7,459	23,200		500	31,160	31,160		15,775			23,394
399	Braddock	2	1,255	124,000	7,540			18,534	26,074		8,850	16,655	7,706		33,211
400	Bradford	8	2,550	100,000	8,943	26,889		3,355	39,187	46,109	3,336	23,856	11,354		38,546
401	Butler	5	1,889	100,000	8,768	23,179			31,947	31,947	918	16,428	15,414		32,760
402	Carbondale	9	2,280	118,000	12,042	22,198			34,240	34,240	4,140	15,519	13,615		33,274
403	Carlisle	8	1,400	65,000								12,106			19,004
404	Chambersburg	6	1,800	75,000	8,000	15,000		1,000	24,000	24,000	2,000	14,000	10,000		26,000
405	Chester	13	3,436	195,000	17,682	43,905		4,582	66,169	86,668	4,221	36,699	17,794		58,714
406	Columbia	5	1,840	47,800	8,642	15,487	0	108	24,237	27,340	897	13,869	10,084	0	24,850
407	Dunmore	9	1,800	*70,000	9,376	18,846			28,222	28,222		13,905			24,161
408	Easton	10	2,968	437,000	17,912	48,788	1,126	571	68,397	111,650	50,403	36,003	22,555	112	109,073
409	Erie	16	6,403	592,000	33,063	135,522	1,525	687	170,797	171,132	26,796	73,773	42,193	1,571	144,333
410	Harrisburg	22	7,497	555,070	39,472	87,412		225	127,109	155,900	16,979	71,234	61,596		149,809
411	Hazleton	7	2,120	150,000	10,297	36,784			47,081	83,495	44,502	17,929	11,038		73,469
412	Homestead	4	1,700	*90,000	6,503	23,590				66,257		18,567			73,474
413	Johnstown	14	4,208	*250,000	19,621	64,548				102,566		41,096			84,978
414	Lancaster	13	4,900	357,150	30,135	58,852		2,053	91,040	106,278	7,872	51,308	13,968	(*c*)	73,148
415	Lebanon	9	2,500	225,000	15,081	28,323		579	43,983	50,583	16,889	18,142	11,252		46,283
416	Lock Haven	4	1,620	80,000								13,000			18,000
417	McKeesport	7	3,840	*236,500	19,431	77,162				162,173		43,372			93,384
418	Mahanoy City	5	2,691	*61,000	13,655	19,554				50,695		16,979			50,431
419	Meadville	4	2,000	200,000	10,759	25,763		3,145	39,667	44,800	2,593	26,136	8,999		37,728
420	Mount Carmel	5	1,548	45,000	7,248	8,417		429	16,094	21,170	3,434	11,369	5,396		20,199
421	Nanticoke	5	1,208	65,000	9,000	16,000			25,000	30,285	8,000	16,048	6,240	325	30,613
422	New Castle	6	3,000	100,000	13,626	19,926	600	202	34,352	37,952	2,000	22,500	10,300		34,800
423	Norristown	6	2,725	195,000	16,535	29,684		1,093	47,312	53,587	3,238	32,962	13,380		49,580
424	Oil City*	8	1,950	112,500	9,783	32,175		293	42,251	42,251		22,581			42,286
425	Philadelphia*	288	130,556	9,801,939	1,000,000	2,461,183			3,461,183	3,461,183	837,091	2,062,625	502,966	58,501	3,461,183

* Statistics of 1892–93.

a The sum of these items is $31,456.

b Including $101,000 advanced by the county auditor.

c Accounts of evening schools are not separated.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	PENNSYLVANIA—continued.														
426	Phœnixville	4	1,200	$75,000	$8,063	$14,873	.....	$375	$23,312	$30,110	$9,186	$12,186	$8,691	.....	$30,063
427	Pittsburg	66	30,870	3,276,000	219,433	661,922	.....	65,129	946,484	1,240,671	299,988	469,558	177,998	$2,861	950,405
428	Pittston	.....	.....	.....	8,807	15,075	.....	.....	.....	29,105	.....	12,486	.....	.....	29,441
429	Plymouth	4	1,400	65,000	9,677	9,545	0	132	19,354	20,333	.....	12,315	5,969	314	18,598
430	Pottstown	21	2,970	166,000	12,036	31,695	.....	359	44,090	49,052	7,160	24,359	15,982	.....	47,501
431	Pottsville	9	2,500	*306,000	17,055	13,761	.....	.....	.....	30,816	.....	25,770	.....	.....	126,231
432	Reading	32	9,450	475,000	52,817	145,764	.....	916	199,497	257,860	58,889	89,155	39,334	.....	187,378
433	Scranton	34	10,000	585,000	74,989	175,713	.....	10,000	260,702	460,516	61,585	112,038	63,565	3,627	240,815
434	Shamokin	7	3,012	*175,000	14,654	28,156	.....	.....	.....	58,040	.....	25,776	.....	.....	57,230
435	Shenandoah	8	3,056	105,000	18,138	36,836	.....	677	55,651	65,458	16,792	27,519	19,318	759	64,388
436	South Bethlehem	6	2,166	*114,524	14,615	28,425	.....	.....	.....	57,377	.....	20,961	.....	.....	58,608
437	South Chester	.....	.....	.....	6,070	19,916	.....	.....	.....	40,418	.....	12,873	.....	.....	40,168
438	Steelton	6	1,800	145,200	9,738	22,105	.....	569	32,412	45,072	1,827	18,877	8,527	.....	29,231
439	Titusville	5	1,650	97,867	9,547	26,430	.....	397	36,374	52,123	14,350	18,690	13,212	.....	46,252
440	Uniontown	1	1,300	100,000	.....	.....	.....	.....	.....	.....	.....	12,000	.....	.....	17,200
441	West Chester	3	1,160	105,000	8,177	25,910	.....	.....	34,087	38,705	5,958	16,561	12,597	.....	35,116
442	Wilkesbarre	17	6,450	400,000	36,383	94,184	$549	.....	131,116	133,373	17,329	71,095	24,301	.....	112,725
443	Williamsport	15	5,306	290,000	27,850	48,664	.....	1,251	77,765	99,359	23,600	49,384	21,016	.....	94,000
444	York	15	3,982	220,500	22,084	.....	46,149	630	68,863	75,974	2,996	29,698	20,712	.....	53,406
	RHODE ISLAND.														
445	East Providence	16	1,935	150,000	.....	.....	.....	.....	.....	.....	3,306	20,535	16,052	.....	39,893
446	Johnston	18	2,073	133,900	4,013	a16,525	b10,369	720	31,628	86,735	36,917	17,173	6,566	1,022	61,678
447	Lincoln	18	3,071	.....	7,216	65,064	.....	1,154	73,434	74,840	8,099	31,219	30,951	1,320	71,589
448	Newport	12	2,480	283,843	5,926	61,822	.....	5,264	73,012	99,529	.....	43,522	24,232	1,533	69,287
449	Pawtucket	28	3,682	400,000	8,395	107,290	.....	958	116,643	177,688	34,512	75,258	25,182	4,180	139,132
450	Providence	74	21,480	1,732,096	28,439	487,439	0	2	515,880	774,029	244,568	322,748	167,740	25,673	760,729
451	Woonsocket	19	2,786	250,000	7,902	37,500	0	3,157	48,559	48,559	2,836	30,075	13,499	2,149	48,559
	SOUTH CAROLINA.														
452	Charleston	6	5,000	150,000	0	41,419	38,943	.....	.....	80,362	.....	56,388	23,974	.....	80,362

453	Columbia	4	1,300	34,600								11,970			15,000
454	Spartanburg	3	1,200	18,500								5,846			6,200
	SOUTH DAKOTA.														
455	Sioux Falls	10	1,672	255,000		26,271	8,811		35,082	45,082	537	23,230	20,259		44,026
	TENNESSEE.														
456	Chattanooga	6	4,315	345,000		25,000	22,000			47,000	716				46,906
457	Clarksville	3	1,300	34,630	11,066	6,880		70	18,024	19,868		11,562	5,310		16,872
458	Knoxville	9	3,000	111,500	1,709	15,162	28,056		44,927	45,447	1,364	39,942	4,098		45,404
459	Memphis	13	5,000	342,857	(c)	45,412	c 40,112	6,823	92,347	110,981	0	60,444	24,426	896	85,766
460	Nashville*	18		386,250							57,241	118,244	24,410		199,898
	TEXAS.														
461	Austin	16	3,254	113,378	21,028	28,160		2,675	51,863	79,273	18,680	38,999	8,702		66,381
462	Corsicana	4	1,057	87,500								15,828			17,900
463	Dallas	13	4,637	642,005	36,420	37,345	614	193	74,572	99,407	23,853	60,015	13,790		97,658
464	Denison	9	1,769	168,000	10,500	9,638	575	900	21,413	25,413	4,000	16,182	3,231		23,413
465	El Paso	5	1,050	65,000	7,038	14,483	0	81	21,602	26,476	1,747	20,204	4,508		26,459
466	Fort Worth	11	3,076	234,700	19,161	34,019	2,730	0	55,911	59,723	11,500	41,062	4,486	0	57,048
467	Gainesville	5	1,324	122,500								20,388			32,836
468	Galveston	* 11	*4,640	* 428,500	40,404	40,972	1,489	668	83,533	85,746	3,154	69,915	15,656		88,725
469	Houston	16	4,572	237,175	35,395	37,515		523	73,433	167,398	86,000	52,023	22,794		160,817
470	Laredo	* 2	* 606	* 11,500	9,187				9,187	13,178	434	10,672	1,641		12,747
471	Paris	5	2,000	75,000	7,678	8,716	306		16,700	22,109	866	17,590	2,507		20,963
472	San Antonio	15	5,057	316,809	51,547	44,363			95,910	107,526	15,616	57,172	21,367		94,155
473	Tyler	3	2,000	7,500	5,153	8,285		20	13,458	14,557	122	13,079	1,139		14,340
474	Waco	11	* 2,618	* 265,000	14,306	27,640		160	42,106	42,106		37,920	5,440		43,360
	UTAH.														
475	Ogden City	17	3,300	295,478	16,000	36,000		75	52,075	52,075		36,270	16,000	0	52,270
476	Salt Lake City	34	0	1,500,000	47,774	81,617	80,797	7,382	217,570	476,714	155,099	142,033	85,305		382,437
	VERMONT.														
477	Burlington	10	1,825	136,000	1,938	38,010		3,206	43,154	55,346	21,748	23,332	10,266		55,346
478	Rutland	* 6	* 1,365	* 100,000		28,000		965	28,965	28,965	1,632	22,154	8,747		32 533
	VIRGINIA.														
479	Alexandria	5	2,000	37,800	6,901	13,500		13	20,414	20,776		14,830	4,568		19,398
480	Danville	3	1,250	33,400	5,120	13,153	0	272	18,545	21,515		14,463	3,240		17,703
481	Lynchburg	10	3,000	91,000	9,655	38,686		1,241	49,582	49,763	17,424	27,504	4,653		49,581
482	Manchester*	2	1,000	30,000	5,110	4,289			9,399	9,403	130	7,128	4,141		9,399
483	Norfolk	8	2,400	125 000	13,742	18,798	0	0	32,540	41,995	7,663	24,915	2,504		35,082
484	Petersburg	9	2,350	68,000	10,660	11,988	0	438	23,086	23,086	0	19,201	3,875	0	23,076
485	Portsmouth*	3	1,212	14,462	5,163	9,911			15,074	15,117	521	11,381	2,215		14,117

* Statistics of 1892–93. *a* Town taxes. *b* District taxes. *c* State taxes are included in column 7.

TABLE 2.—*Statistics of property, receipts, and expenditures of public school systems of cities of over 8,000 inhabitants*—Continued.

	City.	Number of buildings used for school purposes.	Total number of seats or sittings for study.	Value of all public property used for school purposes.	Receipts for the school year 1893-94.					Total amount available for use during the year.	Expenditures for the school year 1893-94.				
					From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	For current and incidental expenses.	For evening schools.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	VIRGINIA—continued.														
486	Richmond	18	10,908	$432,050	$35,733	$113,007	.....	$2,356	$151,096	$151,096	$3,568	$124,347	$22,146	$1,035	$151,096
487	Roanoke	8	2,850	93,928	5,889	10,378	.....	1,411	17,678	18,119	82	15,866	2,088	0	18,036
488	Staunton	3	1,250	57,600	.....	.....	.....	.....	.....	.....	.....	11,931	.....	.....	14,164
	WASHINGTON.														
489	Seattle	19	7,728	684,544	8,375	.....	$204,422	409	213,206	213,206	38,715	122,789	75,755	.....	237,259
490	Spokane Falls	11	3,178	468,550	3,878	71,621	69	254	75,822	104,311	38,614	53,093	34,567	.....	126,274
491	Tacoma	16	5,800	752,000	6,153	133,809	.....	100	140,062	202,911	65,815	99,259	48,670	.....	213,744
292	Walla Walla	4	.....	101,500	.....	.....	.....	.....	.....	.....	.....	14,577	.....	.....	21,971
	WEST VIRGINIA.														
493	Huntington	7	2,100	84,645	3,578	25,092	1,581	45	30,296	.....	9,977	15,065	4,541	.....	29,583
494	Parkersburg	7	1,950	.....	.....	.....	.....	.....	.....	121,159	.....	.....	.....	.....	.....
495	Wheeling	10	5,000	350,000	12,188	98,822	1,873	2,009	114,892	.....	28,052	61,053	29,394	.....	118,499
	WISCONSIN.														
496	Appleton	8	2,800	186,000	6,154	36,500	3,704	7,099	53,457	87,837	27,974	28,650	16,317	0	72,941
497	Ashland	8	1,400	175,000	*a* 4,040	9,985	(*a*)	290	14,315	27,155	1,012	18,002	5,750	.....	24,764
498	Chippewa Falls	8	1,268	96,000	5,230	14,218	5,000	.....	24,448	39,405	6,827	15,722	5,855	.....	28,404
499	Eau Claire	15	3,146	93,205	8,177	50,000	7,750	34,600	100,527	100,527	33,473	34,383	15,188	0	83,044
500	Fond du Lac	*13	.....	.....	6,275	17,000	6,061	816	30,152	42,721	1,387	21,787	6,161	.....	29,335
501	Green Bay	6	1,610	80,000	4,492	13,134	4,094	435	22,155	53,706	31,984	15,948	5,753	0	53,685
502	Janesville	7	1,600	200,000	6,089	18,000	5,641	960	30,690	33,870	0	21,405	7,935	.....	29,340
503	La Crosse	*15	*4,437	*275,000	12,155	53,000	11,613	2,445	79,213	110,240	1,725	59,758	17,044	.....	78,527
504	Madison	9	2,120	225,000	6,220	28,525	6,060	10,705	51,510	91,510	36,749	27,991	13,084	.....	77,824
505	Marinette	8	2,351	75,000	7,056	23,000	5,414	.....	35,470	36,917	2,000	23,468	10,868	.....	36,336
506	Merrill	5	.....	37,000	4,578	8,848	3,300	5,351	22,077	32,207	10,000	13,008	2,610	0	25,618
507	Milwaukee	43	31,910	2,000,000	114,650	240,205	110,000	7,323	.....	.....	(*b*)	448,835	102,093	5,605	*b* 556,533
508	Oshkosh	10	3,475	243,000	14,537	52,430	0	247	67,214	71,275	16,195	41,905	9,248	320	67,668

509	Racine	11	3,764	241,000	10,993	32,500	12,000	396	55,889	80,486	564	43,974	10,634	0	55,172
510	Sheboygan	8	3,200	125,000	20,649	34,808	9,965	482	65,901	81,076	1,000	34,917	15,576	.....	51,493
511	Stevens Point	8	1,680	75,000	.....	30,500	3,773	1,526	35,799	45,389	12,500	15,329	11,343	.....	39,172
512	Superior	21	3,765	380,000	6,053	137,109	10,165	2,454	155,772	311,693	73,432	74,534	31,972	402	180,340
513	Watertown	.....	.....	.....	4,781	5,997	4,557	308	15,643	22,474	303	11,598	3,254	.....	15,155
514	Wausau*	9	1,800	.....	4,902	13,400	.....	2,848	26,114	26,114	.....	13,467	2,856	.....	16,323
	WYOMING.														
515	Cheyenne	5	1,000	134,641	.....	.....	24,336	100	24,436	34,920	.....	22,309	10,086	.....	32,396

*Statistics of 1892–93.
a Receipts from county taxes are included in column 5.
b The expenditures for sites, buildings, etc., are controlled by the board of public works and do not appear in the accounts of the board of education.

List of cities containing over 8,000 inhabitants concerning which no recent school data are at hand.

States.	Cities.	States.	Cities.
Alabama	Anneston.	Maryland	Cumberland.
Arkansas	Pine Bluff.	Michigan	Iron Mountain.
California	Fresno.		Ludington.
Florida	Jacksonville.		Saginaw (East).
Georgia	Augusta.		Saginaw (West).
	Brunswick.	Nevada	Virginia City.
Illinois	Alton.	New York	Amsterdam (district No. 11).
	East St. Louis (2 districts.)		Edgewater (district No. —).
	Lasalle.		New Brighton.
	Ottawa.		Peekskill (Oakside district).
	Streator.	North Carolina	Charlotte.
Indiana	Anderson.		Newbern.
	Huntington.		Raleigh.
	Logansport.		Wilmington.
	South Bend.		Winston.
	Vincennes.	Ohio	Ironton.
Kansas	Arkansas City.	South Carolina	Greenville.
Louisiana	Baton Rouge.	Tennessee	Jackson.
	Shreveport.	Wisconsin	Manitowoc.

TABLE 3.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.*

	City.	Total population (estimated).	School census age.	Number of children of school-census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all schools.	Value of all public property used for school purposes.	Cost of teaching and supervision.	Total expenditure of public funds for school purposes.
						Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Bessemer	4,000	7-21	704	30	342	339	681	173	62,107	359	1	3	7	10	3	553	$25,000	$3,809	$4,361
2	Florence	6,000	7-21	1,392	50	328	303	631	160	54,320	352	1	5	6	11	5	650	23,000	4,640	5,250
3	Tuscaloosa	5,000	7-21	1,936	215	213	135	348	124	28,520	230	2	2	6	8	2	450	35,000	2,800	3,228
	CALIFORNIA.																			
4	Napa	5,000	5-17	1,342	150	425	500	925	182	140,050	775	0	1	17	18	4	1,000	40,000	12,000	14,500
5	Riverside	6,000	6-17	1,402	28	.....	.....	.....	180	.....	.....	.....	4	29	33	9	.....	150,000	24,000	.....
6	Santa Barbara	7,500	5-17	1,537	224	605	560	1,165	170	143,480	844	1	2	22	24	7	1,095	61,000	14,471	22,002
7	Santa Rosa	7,000	5-17	1,491	150	638	695	1,333	191	165,539.7	866.7	1	4	20	24	3	1,050	65,000	17,800	.....
8	Vallejo	6,000	5-17	1,483	405	464	379	843	190	119,510	629	0	4	20	24	5	750	40,000	17,891	23,590
	CONNECTICUT.																			
9	Derby	6,000	4-16	1,100	260	443	371	814	193	116,379	603	1	2	19	21	3	808	55,000	11,000	13,000
10	Wallingford	6,500	4-16	1,270	2	610	563	1,173	193	158,932	824	1	3	24	27	5	1,200	53,000	13,054	17,952
11	Winsted	7,000	4-16	1,400	300	.....	.....	1,000	190	114,000	600	.....	2	23	25	7	.....	35,000	.....	15,000
	DELAWARE.																			
12	Newcastle	5,000	.....	.....	50	276	358	634	193	93,219	483	0	1	11	12	3	656	.....	5,150	6,875
	FLORIDA.																			
13	St. Augustine	6,000	6-21	750	100	273	327	600	151	78,369	519	2	4	15	19	4	600	13,100	5,598	6,374
14	Tampa	.....	6-21	2,378	.....	510	561	1,071	.....	.....	719	0	4	18	22	6	.....	16,950	7,825	8,150
	GEORGIA.																			
15	Americus	7,500	6-18	1,879	100	595	719	1,314	184	171,488	932	1	3	26	29	2	1,310	80,000	12,980	14,555
16	Griffin	5,000	6-18	1,405	50	267	336	603	176	96,624	549	1	4	12	16	3	700	30,000	8,105	9,240
17	Rome	7,875	.....	2,250	400	600	700	1,300	.....	.....	.....	.....	3	21	24	4	1,000	18,000	11,000	.....

TABLE 3.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all schools.	Value of all public property used for school purposes.	Cost of teaching and supervision.	Total expenditure of public funds for school purposes.
						Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ILLINOIS.																			
18	Austin	5,966	6-21	1,615	100	631	738	1,369	184	187,680	1,020	8	4	38	42	4	1,320	$177,700	$30,072	$71,553
19	Beardstown	5,000	6-21	1,200	75	480	541	1,021	190	166,250	875	0	1	20	21	6	915	20,000	9,150	11,200
20	Centralia	6,000	6-21	1,604	60	640	655	1,295	169	179,985	1,065	1	1	22	23	4	1,150	40,000	13,000	14,500
21	Champaign	7,348	6-21	2,069	159	614	653	1,267	.....	.....	943	4	5	24	29	4	1,155	65,000	14,000	18,000
22	Charleston	5,000	6-21	1,597	35	535	695	1,230	171	.....	.....	3	1	25	26	4	1,062	.....	11,446	16,570
23	Duquoin	5,000	6-21	1,253	85	549	551	1,100	163	133,497	819	1	1	16	17	4	950	35,000	7,200	9,250
24	Galena	6,000	6-21	1,100	200	425	375	800	195	117,000	600	1	.....	.....	.....	5	850	25,000	9,000	13,000
25	Litchfield	7,500	6-21	2,085	300	624	736	1,360	166	159,360	960	1	1	20	21	3	1,212	60,000	8,695	14,628
26	Macomb	5,000	6-21	1,500	0	459	516	975	200	.....	.....	.....	4	19	23	4	1,000	50,000	11,250	14,000
27	Monmouth	7,000	6-21	1,931	0	700	733	1,433	209	230,109	1,101	1	1	27	28	5	1,325	80,000	13,500	16,000
28	Oak Park	6,900	6-21	1,750	20	.....	.....	1,310	183	178,791	977	4	5	34	39	8	1,300	275,000	38,115	102,817
	Pana:																			
29	East Side	.....	6-21	.....	.....	320	334	654	183	93,147	509	2	3	12	15	2	650	30,000	4,300	7,400
30	West Side	6,500	6-21	.....	200	220	245	465	195	70,590	362	1	1	10	11	2	500	39,000	5,140	5,500
31	Peru	7,500	6-21	1,800	500	500	506	1,006	198	168,894	853	1	2	19	21	4	900	50,000	9,760	12,000
	INDIANA.																			
32	Connersville	6,000	.....	1,800	120	512	545	1,057	178	145,960	820	.....	2	18	20	3	1,100	70,000	9,000	11,000
33	Crawfordsville	7,000	6-21	2,744	300	736	681	1,417	176	193,600	1,100	3	3	29	32	4	1,600	93,150	14,919	15,130
34	Greencastle	4,500	6-21	1,271	75	398	455	853	175	113,925	651	1	4	18	22	4	875	81,500	9,883	15,599
35	Lawrenceburg	5,000	6-21	1,500	250	365	380	745	180	105,300	585	2	2	15	17	2	850	15,000	8,600	19,000
36	Mount Vernon	6,000	6-21	2,200	100	579	593	1,172	178	149,876	842	1	7	15	22	4	1,300	50,000	10,310	.....
37	Seymour	6,000	6-21	1,800	300	529	569	1,098	175.5	146,562.5	837	2	2	21	23	4	1,050	45,000	9,940	.....
38	Valparaiso	7,500	6-21	2,547	400	623	598	1,221	180	178,920	994	2	2	20	22	2	1,340	75,000	9,715	11,231
39	Washington	7,600	6-21	2,593	350	719	714	1,433	176.5	186,396	1,058	1	7	17	24	4	1,440	70,000	11,245	13,368
	IOWA.																			
40	Atlantic	5,000	5-21	1,594	25	568	620	1,188	178	171,414	963	1	1	26	27	4	1,235	65,000	12,975	17,454
41	Fort Dodge	7,000	5-21	1,966	225	582	635	1,217	180	167,040	928	5	1	25	26	7	1,200	66,500	11,932	18,613

42	Lyons	7,000	5-21	1,700	300	522	621	1,143	200	172,600	863	1	1	21	22	5	900	18,000	1,048	12,000
43	Mason City	6,000	5-21	1,575	200	.....	.....	1,250	180	.....	.....	.....	5	22	27	5	1,250	75,000	15,000	20,000
	KANSAS.																			
44	Argentine	6,000	6-21	1,418	200	.....	.....	924	135	.....	.....	1	14	2	16	4	.....	41,500	6,110	10,905
45	Junction City	6,000	5-21	1,867	200	590	615	1,205	180	.....	.....	1	3	17	20	4	1,100	45,000	12,600	.....
46	Newton	6,000	5-21	2,014	90	709	743	1,452	177	190,275	1,075	2	8	19	27	3	1,200	100,000	14,961	20,207
47	Salina	7,000	5-21	2,251	100	703	704	1,407	178	187,434	1,053	2	6	24	30	6	1,500	85,000	17,000	21,000
48	Wellington	5,000	5-21	1,616	25	559	639	1,198	170	142,800	840	1	3	24	27	4	1,215	120,000	13,000	16,991
49	Winfield	6,300	5-21	2,025	25	754	761	1,515	160	176,558.4	1,098.8	1	6	20	26	5	1,550	80,000	12,440	19,000
	KENTUCKY.																			
50	Ashland	7,000	6-20	1,673	200	520	555	1,075	175	138,250	790	2	3	17	20	9	1,100	20,000	8,095	10,095
51	Dayton	4,000	6-20	1,503	300	422	421	843	194	121,832	628	1	1	16	17	3	900	30,000	7,260	11,186
52	Paris	7,500	6-20	1,372	300	282	353	635	192	87,936	458	1	1	12	13	2	720	35,000	7,400	9,200
53	Richmond	5,350	6-20	667	200	.....	.....	219	180	.....	.....	.....	1	2	3	.....	.....	4,000	1,750	.....
54	Winchester	6,000	6-20	650	175	225	250	475	200	75,000	375	1	1	7	8	2	500	20,000	4,000	6,600
	MAINE.																			
55	Belfast	5,300	4-21	1,355	25	400	425	825	161	122,360	760	.....	2	24	26	18	1,025	20,000	9,300	13,225
56	Brewer	4,300	4-21	1,284	0	.....	.....	765	160	104,000	650	1	1	25	26	12	.....	35,000	7,161	9,456
57	Ellsworth	5,000	4-21	1,617	0	400	565	965	150	123,450	823	1	6	20	26	22	1,200	20,000	10,300	11,210
58	Gardiner	5,300	4-21	1,677	35	424	496	920	.....	.....	.....	3	3	19	22	12	1,100	55,000	9,940	15,758
59	Saco	7,000	4-21	1,719	50	.....	.....	1,065	185	173,900	940	3	6	32	38	17	1,150	86,000	20,294	21,874
60	Waterville	7,107	5-21	2,500	150	611	648	1,259	178	166,074	933	1	3	32	35	10	1,250	.....	16,573	24,114
	MARYLAND.																			
61	Cambridge	4,650	6-21	.....	30	380	501	881	.....	.....	.....	1	7	10	17	4	925	24,000	5,110	6,026
	MASSACHUSETTS.																			
62	Danvers	7,800	5-15	1,209	.....	.....	.....	1,343	193	206,124	1,068	2	4	28	32	11	1,450	60,000	15,300	21,224
63	Dedham	7,123	5-15	1,167	120	579	557	1,136	184	189,704	1,031	.....	6	37	43	12	.....	.....	25,441	38,218
64	Southbridge	7,747	5-15	1,783	959	625	562	1,187	186	129,708.6	694.9	1	2	25	27	12	1,020	99,700	12,210	17,780
65	Stoutham	6,500	5-15	914	0	553	506	1,059	200	165,400	827	3	2	27	29	7	.....	89,000	13,098	18,370
66	Watertown	7,800	5-15	1,215	450	477	502	979	194	161,020	830	7	4	28	32	7	1,092	110,000	20,800	28,500
	MICHIGAN.																			
67	Ausable	4,000	5-20	963	300	266	229	495	199	79,202	398	.....	1	9	10	3	519	70,000	4,591	5,319
68	Big Rapids	6,000	5-20	1,490	219	602	646	1,248	184	166,520	905	1	1	23	24	4	130	100,000	10,595	15,595
69	Cadillac	5,100	5-20	1,450	.....	520	674	1,194	180	.....	.....	2	2	26	28	5	1,150	50,000	11,000	15,000
70	Coldwater	5,291	5-20	1,345	25	548	576	1,124	194	.....	.....	3	2	23	25	4	1,250	90,000	12,888	19,090
71	Escanaba	7,600	5-20	2,214	885	560	560	1,120	188	159,756	637	1	1	14	15	5	771	51,000	8,113	12,217
72	Ionia	5,020	5-20	1,375	250	775	750	1,525	196	161,308	823	1	.....	26	26	4	1,026	75,000	12,083	17,799
73	Monroe	5,600	5-20	2,100	600	406	349	755	194	94,090	485	1	2	18	20	3	700	35,000	8,125	9,625
74	Mount Clemens	6,000	5-20	1,804	235	402	459	861	200	141,600	708	2	1	20	21	5	821	50,000	9,884	4,388

TABLE 3.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all schools.	Value of all public property used for school purposes.	Cost of teaching and supervision.	Total expenditure of public funds for school purposes.
						Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MICHIGAN—continued.																			
75	Niles	4,554	5–20	1,231	100	453	512	965	185	148,000	800	2	2	20	22	5	890	$65,000	$10,235	$15,314
76	Pontiac	7,500	5–20	1,400	0	660	655	1,255	193	170,297.3	881.5	1	3	21	24	6	1,200	100,000	12,000	15,000
77	Ypsilanti	6,184	5–20	1,607	400	475	524	999	184	124,468	677	2	2	19	22	4	981	50,000	10,977	17,736
	MINNESOTA.																			
78	Anoka	4,800	6–21	1,400	85	330	506	836	180	131,940	753	6	2	18	20	4	1,000	50,000	10,825	16,250
79	Faribault	7,000	5–21	1,900	200	605	637	1,242	177	157,619.7	889.3	1	2	27	29	10	1,390	76,833	14,366	20,500
80	Red Wing	7,500	.....	.....	40	.....	.....	1,701	180	216,000	1,200	2	3	30	33	5	1,400	60,000	17,500	.....
81	Rochester	7,000	5–21	900	80	450	480	930	195	.....	.....	3	2	27	29	4	1,300	50,000	12,960	18,000
	MISSISSIPPI.																			
82	Columbus	7,000	5–21	2,600	0	650	740	1,390	180	180,000	1,000	1	5	14	19	3	1,300	33,000	9,000	10,000
83	Greenville	7,000	5–21	2,400	300	240	260	500	160	.....	.....	.....	1	9	10	2	600	10,000	10,000	.....
	MISSOURI.																			
84	Boonville	4,500	6–20	1,154	220	321	329	650	180	80,820	449	2	3	9	12	3	677	30,000	5,806	7,482
85	Brookefield	5,000	6–21	1,305	100	475	412	887	180	112,680	626	1	2	12	14	4	990	25,000	5,500	12,127
86	Columbia	4,500	6–20	1,400	125	486	543	1,029	175	110,600	532	1	3	13	16	2	450	20,000	7,560	9,875
87	Clinton	6,500	6–20	2,091	.....	649	748	1,397	180	180,540	1,003	1	2	27	29	4	1,460	69,000	11,300	20,594
88	Fulton	4,500	6–20	1,320	400	380	440	820	180	95,400	530	1	4	9	13	3	1,400	36,000	7,150	.....
89	Independence	6,000	6–20	1,856	200	716	740	1,456	173.3	167,363.1	966.2	1	2	21	23	4	1,210	80,000	11,495	12,700
90	Jefferson City	8,000	6–20	2,250	700	560	540	1,100	178	146,028	826	1	1	0	1	4	1,000	70,000	9,400	.....
91	Lexington	5,000	6–20	1,711	205	465	525	990	182	124,670	685	1	2	15	17	4	700	50,000	7,590	14,832
92	Louisiana	6,000	6–20	1,665	80	513	531	1,044	152	120,080	790	1	3	13	16	3	993	22,000	6,400	.....
93	Marshall	4,500	6–21	1,622	.....	625	705	1,330	176	165,958	945	1	5	20	25	4	1,178	65,000	11,408	15,000
94	Maryville	6,000	6–20	1,541	50	502	551	1,053	180	152,820	849	1	3	14	17	4	1,060	50,000	8,300	13,800

95	Mexico	6,000	6–20	1,838	75	639	717	1,356	180	172,440	958	4	6	18	24	2	1,216	35,000	10,595	13,540
96	Rich Hill	5,000	6–20	1,330	25	.....	.....	1,330	158	135,722	859	1	4	17	21	4	1,189	25,000	7,705	10,673
97	Trenton	6,200	6–20	1,662	100	556	680	1,236	176	148,368	843	1	3	18	21	2	1,147	50,000	8,760	.....
98	Webb City	6,000	6–20	2,000	50	.....	.....	1,496	177	179,124	1,012	1	3	18	21	3	1,030	35,000	8,528	13,933
	NEW HAMPSHIRE.																			
99	Keene	7,700	6–16	1,055	25	572	534	1,106	185	171,645	917	.....	2	25	27	7	1,125	100,000	11,202	17,386
100	Rochester	8,000	5–21	1,442	233	599	584	1,183	164	144,632	888	1	7	41	48	21	1,364	59,783	14,896	19,082
	NEW JERSEY.																			
101	Bordentown	5,000	5–18	1,400	250	293	256	549	210	75,180	338	0	1	11	12	2	600	15,000	6,225	8,000
102	Salem	5,500	5–18	1,500	75	553	585	1,138	190	171,840.9	903.3	2	3	20	23	5	1,100	58,000	10,473	14,051
103	South Amboy	5,000	5–18	.....	600	100	300	400	185	925,000	500	.....	1	10	11	4	3,000	34,720	6,267	.....
	NEW MEXICO.																			
104	Santa Fe	5,800	6–21	856	400	235	240	470	170	77,350	455	.....	3	8	11	6	.....	50,000	7,200	10,500
	NEW YORK.																			
105	Albion	5,000	5–21	1,350	150	373	483	856	192	102,912	536	1	1	21	22	6	1,100	70,000	11,000	18,000
106	Catskill	5,200	5–21	1,368	155	410	400	810	189	101,493	537	4	3	10	19	2	768	55,000	9,765	16,500
107	College Point	6,000	5–21	2,020	.....	.....	.....	696	199	116,614	586	3	2	13	15	2	600	.....	.....	.....
108	Fulton	5,000	5–21	1,200	0	600	700	1,300	191	175,911	921	1	1	22	23	2	1,026	60,000	10,350	13,000
109	Green Island	4,690	5–21	1,177	25	455	470	925	200	114,800	574	.....	1	13	14	2	774	38,000	7,814	11,280
110	Hempstead	4,500	5–21	999	100	.....	.....	592	196	74,284	379	0	1	11	12	1	510	35,000	6,642	9,726
111	Hoosick Falls	7,000	5–21	1,400	.....	.....	.....	800	188	.....	.....	2	5	17	22	3	.....	46,000	10,425	16,880
112	Ilion	4,100	5–21	1,100	0	315	500	815	189	132,300	700	1	1	20	21	2	910	30,000	11,000	.....
113	Lyons	5,000	5–21	1,300	0	489	499	988	191	145,351	761	1	4	17	21	1	900	64,893	10,311	15,941
114	Malone	6,800	5–21	1,952	500	503	730	1,233	190	164,920	868	2	2	26	28	12	1,790	90,000	13,466	22,689
115	Matteawan	5,000	5–21	.....	.....	320	339	659	188	88,172	469	.....	1	17	12	2	600	25,000	5,834	8,177
116	Nyack	6,594	5–21	2,100	120	545	471	1,016	191	171,900	900	1	0	24	24	2	1,025	40,000	14,516	20,415
117	Oneida	.....	5–21	900	0	383	428	811	188	116,560	620	0	1	17	18	2	900	27,344	8,787	12,131
118	Onconta	7,000	5–21	1,575	200	460	528	988	190	129,200	680	1	.....	20	20	2	998	43,000	9,382	14,435
119	Owego	.....	5–21	1,330	.....	404	375	779	194	126,488	652	.....	2	27	29	6	960	48,000	13,637	.....
120	Penn Yan	4,500	5–21	1,325	178	403	456	859	194	106,506	549	1	2	16	18	5	900	22,000	5,070	.....
121	Port Chester	6,500	5–21	1,800	150	.....	.....	1,076	210	156,240	744	.....	1	25	26	3	1,022	80,000	15,514	22,869
122	Saugerties	4,287	5–21	1,145	209	287	268	555	192	76,416	398	1	1	9	10	3	511	20,000	5,033	9,451
123	Seneca Falls	7,000	5–21	1,763	550	454	481	935	196	138,768	708	1	0	23	23	4	1,000	41,800	10,710	18,499
124	Waterford	6,250	5–21	1,647	150	473	523	996	192	139,968	729	4	1	21	22	3	1,100	125,000	12,125	15,000
125	White Plains	7,000	5–21	1,033	400	300	372	672	189	77,301	409	.....	1	14	15	1	546	40,000	7,639	12,099
126	Whitehall	5,000	5–21	1,400	250	.....	.....	.....	200	140,000	700	.....	1	20	21	5	800	.....	4,500	7,500
127	Woodhaven	7,000	5–21	.....	150	617	592	1,209	197	169,223	859	5	1	28	29	4	1,255	75,000	15,200	.....
	NORTH CAROLINA.																			
128	Durham	7,500	6–21	1,326	50	400	525	925	190	.....	.....	2	4	11	15	2	750	30,000	8,000	9,000
129	Goldsboro	9,000	6–21	2,243	10	585	683	1,268	.....	.....	780	1	3	16	19	3	1,268	20,000	7,128	9,445

TABLE 3.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all schools.	Value of all public property used for school purposes.	Cost of teaching and supervision.	Total expenditure of public funds for school purposes.
						Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NORTH DAKOTA.																			
130	Fargo	7,500	6–20	1,635	50	623	605	1,228	191	169,594.4	887.2	3	1	26	27	5	1,250	$150,000	$20,298	$30,000
131	Grand Forks	6,000	6–20	1,741	250	653	667	1,320	179	145,348	812	6	1	26	27	3	1,248	100,000	18,115	42,888
	OHIO.																			
132	Avondale	5,000	6–21	1,386	.....	399	389	788	188	120,508	641	1	1	17	18	2	650	150,000	12,325	15,000
133	Bellefontaine	5,000	6–21	1,415	125	498	490	988	180	157,140	873	2	3	20	23	3	970	45,000	11,280	12,365
134	Bucyrus	7,000	6–21	1,863	160	623	669	1,292	185	174,270	942	2	2	23	25	2	1,240	110,000	10,975	.....
135	Cambridge	6,000	6–21	1,700	0	670	620	1,290	180	176,400	980	1	3	24	27	4	1,300	75,000	13,500	15,000
136	Delphos	5,000	6–21	1,651	200	513	462	975	180	152,460	847	1	6	15	21	3	900	50,000	9,328	10,876
137	Elyria	6,000	6–21	1,739	435	485	532	1,017	188	158,108	841	1	.....	23	23	5	1,075	94,277	13,256	14,816
138	Galion	6,500	6–21	2,000	250	613	619	1,232	190	193,420	1,018	1	4	20	24	2	.....	120,000	12,113	16,666
139	Greenville	6,000	6–21	1,215	105	483	498	981	176	137,456	781	1	3	21	24	2	1,050	85,000	13,380	18,000
140	Lorain	5,500	6–21	1,613	250	496	542	1,038	185	.....	.....	1	2	22	24	4	1,100	49,000	9,779	.....
141	Nelsonville	5,480	6–21	1,944	50	656	723	1,379	178	196,156	1,102	1	0	26	26	4	1,120	.....	9,928	11,532
142	New Philadelphia	6,000	6–21	1,499	320	547	582	1,129	176	163,152	927	2	3	22	25	3	1,300	90,000	10,670	12,760
143	Niles	5,693	6–21	1,839	200	571	568	1,139	176	152,592	867	1	2	20	22	6	1,000	73,000	9,000	16,947
144	Oberlin	4,700	6–21	1,507	.....	421	433	854	185	124,320	672	2	0	17	17	3	900	72,000	10,553	12,569
145	Painesville	5,000	6–21	1,149	250	465	487	952	184	140,944	766	1	3	19	22	4	885	86,790	12,597	27,898
146	Sidney	6,000	6–21	1,650	.....	600	650	1,250	180	171,000	950	4	2	23	25	5	.....	30,000	18,000	19,500
147	South Brooklyn	.....	6–21	572	0	215	201	416	177	49,383	279	1	4	5	9	6	475	15,000	3,989	.....
148	Troy	5,300	6–21	1,371	78	472	493	965	192.5	151,008	786	3	2	23	25	3	1,000	180,000	15,500	15,746
149	Urbana	7,000	6–21	1,797	207	608	553	1,161	178	154,860	870	1	7	18	25	5	1,185	113,000	16,350	.....
150	Van Wert	6,000	6–21	1,860	0	672	729	1,401	177	195,231	1,103	2	4	27	31	3	1,500	77,200	13,225	20,000
151	Washington C. H	6,500	6–21	1,542	0	622	603	1,225	187	.....	.....	3	2	26	28	4	1,225	50,000	14,000	15,000
152	West Cleveland	5,000	6–21	1,695	200	433	423	856	182	125,762	691	1	1	17	18	2	875	50,000	10,500	12,500
	OREGON.																			
153	Astoria	8,000	4–20	1,757	50	447	537	984	186	158,286	851	.....	4	22	26	8	1,068	110,560	15,597	31,921

	PENNSYLVANIA.																		
154	Archbald	4,500	6–21	{1,200 / 1,400}	5	383	456	839	180	98,640	548	0	2	14	16	6	800	20,000	5,600	.....
155	Ashland	7,350	6–21	1,600	150	694	729	1,423	180	.....	.....	0	3	24	27	4	1,606	53,000	11,314	27,279
156	Bloomsburg	5,500	6–21	1,150	70	540	515	1,055	180	152,100	845	1	4	17	21	3	600	60,000	9,000	17,000
157	Bristol	6,523	6–21	1,200	150	495	519	1,014	200	125,800	629	2	0	18	18	4	893	.....	8,925	11,612
158	Connellsville	7,500	6–21	1,500	300	615	618	1,233	180	157,860	877	1	1	18	19	4	.....	52,000	9,920	12,750
159	Conshohocken	6,721	6–21	1,200	450	321	311	632	200	83,400	417	2	1	15	16	2	770	31,500	12,238	.....
160	Corry	6,000	6–21	1,500	300	495	518	1,013	180	142,920	794	1	2	21	23	4	1,200	67,600	9,038	13,316
161	Danville	8,000	6–21	1,600	150	623	635	1,258	120	122,160	1,018	.....	2	27	29	7	800	90,000	9,913	16,637
162	Dubois	7,600	6–21	1,800	400	500	700	1,200	.....	.....	.....	1	5	19	24	4	1,200	54,000	10,750	70,000
163	Greensburg	5,000	6–21	900	50	375	410	785	180	120,960	672	2	3	16	19	2	.....	125,000	10,204	17,443
164	Huntingdon	6,500	6–21	1,300	.....	600	650	1,250	180	184,500	1,025	2	6	19	25	2	1,260	54,000	10,976	15,771
165	Lansford	4,200	6–21	1,300	0	389	422	811	180	97,560	542	1	3	11	14	3	800	25,000	5,950	9,000
166	Mauchchunk	4,900	6–18	730	150	346	384	730	200	117,200	586	.....	2	13	15	3	.....	50,000	3,030	.....
167	Middletown	7,006	6–21	1,200	100	545	655	1,200	180	154,440	858	1	6	16	22	6	.....	52,000	12,000	.....
168	Monongahela City	5,000	.....	.....	.....	.....	.....	1,040	180	.....	.....	.....	0	18	18	2	.....	60,000	.....	.....
169	New Brighton	7,000	6–21	1,500	200	657	658	1,315	180	212,500	1,125	1	0	25	25	3	1,200	120,000	12,500	18,000
170	Renovo	4,200	.....	.....	300	317	326	643	180	103,500	575	.....	2	14	16	3	.....	35,000	6,300	12,000
171	South Easton	7,000	6–21	1,550	200	617	615	1,232	202	199,374	987	1	8	15	23	6	1,276	78,000	12,000	15,000
172	Sunbury	7,000	6–21	1,460	25	585	636	1,221	180	172,440	958	1	5	18	23	6	1,423	34,000	8,725	21,241
173	Tamaqua	6,500	6–21	1,500	0	579	655	1,234	200	168,800	844	1	2	15	17	3	1,200	40,000	8,020	12,124
174	Tarentum	6,000	.....	.....	250	676	516	992	180	121,680	676	2	1	15	16	3	1,135	40,000	8,000	17,000
175	Tyrone	7,000	6–21	1,156	200	544	612	1,156	180	.....	.....	1	8	20	28	3	1,156	68,000	12,746	20,146
176	Wilkinsburg	9,000	6–20	.....	200	500	600	1,100	180	150,300	835	3	1	24	25	.....	.....	120,000	14,700	20,000
	RHODE ISLAND.																			
177	Bristol	6,000	5–15	1,225	59	410	422	832	200	140,000	700	1	2	23	25	9	1,053	.....	11,517	16,072
178	Westerly	5,000	4–15	1,500	20	700	600	1,300	.....	.....	1,100	5	4	37	41	17	1,400	75,000	20,000	.....
	TENNESSEE.																			
179	Johnson City	4,250	6–21	1,093	100	284	286	570	177	67,083	379	1	5	6	11	2	800	.....	6,025	.....
	TEXAS.																			
180	Brenham	7,000	7–17	1,312	150	460	486	946	192	122,880	640	1	3	16	19	4	950	20,000	11,570	14,000
181	Brownsville	6,500	8–17	1,957	300	381	224	605	191	86,523	453	1	1	15	16	2	630	45,000	6,550	10,500
182	Corpus Christi	4,840	8–16	.....	700	264	297	561	177	.....	.....	1	2	11	13	2	584	24,000	9,750	10,124
183	Temple	7,500	8–16	1,030	150	560	470	1,030	186	139,500	750	1	2	14	16	5	900	30,000	7,933	12,000
	UTAH.																			
184	Logan	5,800	6–18	1,616	300	586	573	1,159	150	138,900	926	1	6	14	20	9	1,400	75,808	7,388	38,320
185	Provo City	6,000	6–18	1,823	600	604	550	1,154	193	147,066	762	2	10	10	20	6	1,210	58,813	7,528	13,941
	VERMONT.																			
186	Barre	.....	5–21	1,500	.....	.....	.....	.....	.....	.....	.....	4	5	39	44	10	.....	85,000	15,300	.....
	VIRGINIA.																			
187	Fredericksburg	5,000	5–21	1,553	75	373	372	745	180	53,320	574	1	1	10	11	3	761	11,713	3,599	4,943

TABLE 3.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Total population (estimated).	School-census age.	Number of children of school-census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all schools.	Value of all public property used for school purposes.	Cost of teaching and supervision.	Total expenditure of public funds for school purposes.
						Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	WASHINGTON.																			
188	Fairhaven	3,000	5–21	529	30	241	234	475	180	73,150	349	1	1	10	11	2	500	$48,500	$6,749	$10,199
189	New Whatcom	8,000	5–21	1,348	30	526	596	1,122	185	150,960	816	1	3	24	27	5	1,400	120,000	22,000	.....
190	Olympia	6,500	6–21	1,235	75	458	463	921	178	136,882	769	3	1	20	21	4	860	125,000	14,250	19,260
191	Port Townsend	3,000	5–21	712	0	225	247	472	.....	.....	.....	.....	3	7	10	2	500	125,000	6,300	7,290
	WEST VIRGINIA.																			
192	Martinsburg	7,200	6–21	2,171	200	578	585	1,163	191	149,744	784	6	7	16	23	6	720	33,120	9,025	14,197
	WISCONSIN.																			
193	Antigo	5,100	4–20	1,456	350	.....	.....	783	173	84,251	487	1	1	15	16	7	825	36,500	4,867	10,160
194	Baraboo	7,012	4–20	1,557	0	.....	.....	1,259	177.5	178,504.5	1,008	1	1	26	27	5	1,300	75,000	13,057	17,588
195	Berlin	4,600	4–20	1,438	125	389	373	762	178	95,586	537	1	3	14	17	3	866	25,000	6,885	9,060
196	Fort Howard	6,000	4–20	2,000	100	596	592	1,188	190	154,660	814	1	1	22	23	6	1,129	50,000	10,250	14,213
197	Kaukauna	6,500	4–20	2,116	897	335	314	649	.....	.....	388	.....	4	12	16	3	850	50,000	7,163	12,282
198	Kenosha	7,000	4–20	2,338	750	449	466	915	182	120,484	662	.....	2	18	20	3	960	72,950	10,500	19,122
199	Menasha	5,000	4–20	1,944	509	286	367	653	182	77,532	426	5	1	13	14	7	860	30,500	6,720	17,241
200	Menomonee	6,500	4–20	2,016	165	715	688	1,403	167	173,553.6	1,038.2	1	4	27	31	9	1,107	115,300	15,686	27,132
201	Neenah	5,300	4–20	2,242	50	498	600	1,098	228	.....	.....	.....	1	24	25	5	.....	90,000	9,180	39,000
202	Oconto	6,500	4–20	2,050	756	406	368	774	192	102,144	532	0	5	18	23	4	800	52,000	8,486	10,858
203	Portage	5,511	4–20	1,950	352	.....	.....	950	190	121,600	640	.....	1	19	20	5	1,000	41,500	8,760	10,974
204	Waukesha	7,000	4–20	1,772	318	593	600	1,193	178	152,190	855	1	3	21	24	4	1,141	100,000	11,838	16,991
205	Whitewater	4,100	4–20	1,044	100	.....	.....	740	190	103,550	545	2	2	16	18	3	750	25,000	9,000	12,188
	WYOMING.																			
206	Laramie	6,600	6–21	1,030	175	425	430	855	200	130,800	654	2	2	17	19	2	900	50,000	14,150	18,000

TABLE 4.—*Statistics of public high schools for 1893–94.*—(*See also supplementary table, page 1920.*)

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	ALABAMA.																					
1	Alexander City	Graded High School	James M. Pearson	1	1	12	18	0	0	70	80	....	....	....	....	....	....	....	....	....	.....	.....
2	Bear Creek	Public School	Miss Belle Phillips	1	1	2	8	....	....	30	22	2	....	....	....	2	....	2	....	....	.....	$500
3	Bessemer	High School (dept.)	A. M. Hendon	1	0	0	3	0	0	342	336	0	0	0	0	....	3	0	0	....	0	.....
4	Dadeville	High School	S. O. Townsend	1	1	10	10	....	....	30	40	2	2	....	....	....	....	....	....	....	.....	8,000
5	Decatur	....do	C. G. Lynch (supt.)	1	....	4	5	....	....	97	104	....	....	....	....	....	....	....	....	....	.....	.....
6	Echo	....do	E. B. Turner	1	1	21	20	....	....	34	32	0	0	0	0	0	0	0	0	....	250	500
7	Enfaula	Sanford Street School	J. J. Kilpatrick	0	2	25	15	0	0	160	116	0	0	0	0	1	0	0	0	....	0	15,000
8	Forney	Cherokee Normal Institute	Thos. E. Wilkinson	1	1	5	5	0	0	65	50	22	18	12	50	0	0	0	0	....	0	1,500
9	Fort Deposit	High School	Dent F. Green, B. S	1	1	36	29	0	0	12	13	18	12	7	5	0	0	0	0	....	.....	2,000
10	Glenallen	....do	—— McPearce	1	2	45	45	0	0	25	20	23	21	....	....	....	....	....	....	....	0	.....
11	Hamilton	....do	W. A. Dunn	1	0	10	5	0	0	25	25	0	0	3	2	0	0	0	0	....	0	3,000
12	Hanceville	....do	R. L. Hipp	1	....	15	20	....	....	51	54	6	6	2	4	....	....	....	....	....	....	450
13	Huntsville	High School (white)	S. R. Butler	1	....	11	10	0	0	199	165	0	0	0	0	0	0	0	0	....	500	.....
14	Jasper	Male and Female Academy	T. J. Lamar	1	2	18	22	0	0	30	25	18	22	0	0	....	....	....	....	....	50	3,000
15	Jemison	High School	J. L. Ruffin	1	....	11	8	0	0	31	28	....	....	....	....	....	....	....	....	....	.....	1,000
16	Kymulga	Lanier's Academy	Miss Mollie Oden	1	....	6	4	....	....	32	19	....	....	....	....	....	....	....	....	....	.....	500
17	Loachapoka	High School	T. J. Carlisle	1	1	10	16	....	....	28	19	4	3	0	0	0	0	0	0	....	0	800
18	Marion	Academy (white)	H. Y. Weissinger	1	....	7	13	0	0	37	25	....	....	....	....	....	....	....	....	....	75	3,650
19	Mobile	Boys' High School	Benj. S. Woodcock	4	0	95	0	0	0	11	0	....	....	....	....	....	....	....	....	....	.....	.....
20	Mobile	Girls' High School	Mrs. E. S. Colston	0	5	0	232	0	0	0	0	0	0	....	....	0	30	....	....	....	.....	50,000
21	Montgomery	....do	Miss E. M. Bullock	0	4	0	106	0	0	0	0	....	....	....	....	0	6	....	....	....	600	10,000
22	Murphrees Valley	Enterprise Academy	T. G. Whaley	1	....	20	15	....	....	55	45	10	12	8	5	....	....	....	....	....	.....	1,500
23	New Decatur	City High School	R. R. Harris	1	0	7	14	0	0	133	186	0	0	1	0	2	2	1	0	....	150	15,000
24	Oakman	....do	G. W. Brock	2	1	30	37	....	....	46	53	....	....	....	....	....	....	....	....	....	.....	2,000
25	Pollard	....do	Theo. W. Bailey	1	1	8	....	....	....	18	28	....	....	....	....	....	....	....	....	....	.....	.....
26	Randolph	Randolph High School	G. Abney	1	....	7	9	....	....	16	11	....	....	....	....	....	....	....	....	....	.....	600
27	Sandusky	Crumly High School	J. F. Elliott	1	....	4	4	0	0	26	24	....	....	....	....	0	0	....	....	....	0	300

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	ALABAMA—cont'd.																					
28	Selma	Dallas Academy	R. E. Hardaway	1	4	16	70	0	0	184	210	4	50	....	....	0	8	0	4	....	900	$20,000
29	Silverrun	High School	M. T. Linder	1	0	2	1	0	0	36	32	....	....	....	....	0	0	0	0	....	0	275
30	Spring Garden	Institute	C. H. Little	1	0	6	5	0	0	41	17	2	....	....	....	0	0	....	....	....	0	700
31	Tuscumbia	High School (dept.)	W. F. Trump	1	2	17	17	0	0	160	130	....	....	4	0	7	4	4	0	....	100	15,000
32	Uniontown	High School	A. M. Spessard	1	....	5	12	....	....	36	49	3	5	0	0	0	6	0	5	....	.....	6,500
33	Vernon	Institute	C. V. Thompson	1	1	19	17	0	0	21	29	4	3	5	2	0	0	0	0	....	.....	500
34	Warrior	High School	A. G. Spinks	1	1	2	8	0	0	28	37	0	0	0	0	0	0	0	0	....	0	1,200
	ARIZONA.																					
35	Phœnix	High School	J. M. Wollom	3	0	36	68	0	0	0	0	....	....	....	....	7	12	....	....	....	654	101,000
36	Prescott	do	J. E. Mannix	1	0	8	12	0	0	88	100	....	....	2	0	0	0	....	....	....	214	38,300
37	Tucson	do	Chas. H. Tully	1	....	6	9	0	0	2	5	1	4	2	6	....	5	....	5	....	262	60,000
	ARKANSAS.																					
38	Augusta	Graded School	W. A. Ramsey	1	1	10	4	0	0	70	55	....	....	....	....	0	0	0	0	....	150	3,800
39	Benton	High School (dept.)	J. A. Kimbrough	1	0	25	20	0	0	155	153	0	0	0	0	0	0	0	0	....	.....	.....
40	Charleston	High School	A. L. Peacher	1	1	20	16	0	0	49	50	6	9	0	0	1	0	1	0	....	10	1,800
41	Dardanelle	do	P. L. Burrow	1	....	25	30	.....	.....	150	209	....	....	....	....	....	....	....	....	....	.....	12,000
42	Dover	do	A. S. Hays	1	0	15	18	0	0	80	85	....	....	....	....	....	....	....	....	....	.....	1,000
43	Eureka Springs	do	C. S. Barnett	1	3	28	26	0	0	300	333	2	2	5	2	2	5	2	1	....	210	6,500
44	Evening Shade	do	W. M. Wilson	1	0	14	9	0	0	36	45	0	0	0	0	0	0	0	0	....	.....	.....
45	Fort Smith	do	B. W. Torreyson	3	1	53	97	0	0	0	0	....	....	....	....	7	20	....	....	4	200	.....
46	Green Forest	do	H. P. Burney	1	2	21	24	0	0	74	62	7	10	....	....	0	0	....	....	....	0	1,500
47	Harrison	do	C. L. Scott	1	1	31	32	.....	.....	139	166	....	....	139	166	1	....	1	....	3	.....	15,000
48	Hot Springs	High School (central)	Mrs. Bettie W. Hollom	1	3	24	50	1	1	1,216	1,210	24	31	30	10	7	9	4	6	....	800	50,000
49	Lagrange	Lee High School	W. J. Hamilton	1	....	12	20	.....	.....	47	49	....	....	....	....	....	2	....	....	....	.....	3,000
50	Little Rock	Union High School (colored).	J. O. W. Alexander	2	0	16	44	16	44	281	438	0	0	0	0	5	14	0	0	....	0	20,000

51	Lonoke	High School	J. J. Doyne (supt.)	2	....	21	39	....	....	133	127	4	9	....	....	9	13	3	5	....	120	6,000
52	Malvern	do	W. D. Leiper	1	....	23	18	0	0	208	233	2	3	0	0	0	0	0	0	....	0	2,600
53	Marianna	Male and Female Institute	Thos. A. Futrall	1	....	20	25	....	....	60	60	10	15	8	12	2	4	2	4	....	2,000	7,000
54	National	Graded School	F. P. Turner	1	1	8	11	0	0	61	66	5	3	3	0	0	0	0	0	....	75	1,000
55	Ozark	do	D. F. Withers	2	....	15	11	....	....	73	81	....	....	....	....	2	1	....	....	....	.....	5,000
56	Paragould	High School (dept.)	Geo. R. Hopkins	1	....	23	32	0	0	160	227	....	....	....	....	0	0	0	0	....	68	7,000
57	Paris	Academy	W. R. Shinn	1	2	17	9	0	0	119	128	....	....	....	....	1	0	....	....	....	300	8,000
58	Prescott	Tom Allen High School	W. C. Parham	1	2	23	50	0	0	108	165	1	20	0	0	0	0	0	0	....	.....	4,000
59	Valley Springs	Academy	Thos. F. Allbright	3	0	52	50	....	....	55	50	0	0	0	0	0	0	0	0	....	50	2,500
60	Van Buren	High School	J. C. Massie	2	0	18	11	0	0	365	385	....	1	....	....	0	1	0	1	3	380	10,000
61	Wheatley	do	Miss Gray Taylor	0	1	2	10	0	0	25	44	....	....	....	....	....	....	....	....	....	.....	1,000
	CALIFORNIA.																					
62	Azusa	Union High School	C. T. Meredith	1	1	24	26	....	....	0	0	....	....	....	....	1	3	....	....	....	60	1,500
63	Bakersfield	High School	E. F. Goodyear	1	1	17	29	0	0	0	0	0	0	6	1	0	3	0	0	3	50	300
64	Benicia	do	Emma M. Garretson	0	1	4	10	....	....	270	244	....	....	....	....	0	0	0	0	....	809	.....
65	Berkeley	High School (dept.)	S. D. Waterman	4	3	82	121	....	....	695	720	4	6	40	42	16	23	14	20	3	300	90,000
66	Cambria	High School	M. R. Trace	1	0	9	14	0	0	0	0	0	0	0	0	0	0	0	0	....	14	225
67	Cloverdale	Union High School	E. E. Hollopeter	1	....	7	18	....	....	0	0	....	....	1	4	....	3	....	2	....	40	1,500
68	Colton	High School	W. F. Bliss	1	1	5	15	0	0	160	180	0	0	4	6	0	0	0	0	....	340	.....
69	Coronado	do	Hugh J. Baldwin	2	3	20	34	0	0	0	0	1	....	5	6	0	2	0	2	....	357	40,000
70	Crescent City	do	F. A. Weeman	1	0	10	7	0	0	0	0	0	0	0	0	0	0	0	0	....	.....	.....
71	Dixon	Union High School	G. C. Russell	2	0	19	20	0	0	e	0	....	....	....	....	5	4	3	0	....	40	3,000
72	Elcajon	do	I. C. Adams	1	0	5	7	0	0	0	0	0	0	0	0	1	0	0	0	....	0	180
73	Elkgrove	do	R. T. McKisick	1	0	10	7	0	0	0	0	....	....	....	....	0	0	....	....	....	50	3,350
74	Elmira	do	Henry R. Timm	1	0	12	11	....	....	0	0	....	....	3	1	0	0	....	....	*3	.....	2,000
75	Elsinore	do	F. A. White	1	1	8	9	0	0	0	0	3	3	....	....	3	2	3	2	....	150	100
76	Escondido	High School	C. H. Meeker	1	1	12	14	....	....	9	12	....	....	10	12	....	....	....	....	....	109	.....
77	Esparto	Union High School	L. B. Scranton	1	0	8	14	....	....	....	....	....	....	2	1	....	....	....	....	....	103	7,000
78	Etna Mills	do	Frederick Liddeke	1	0	18	13	0	0	0	0	0	0	4	3	0	0	0	0	....	189	3,500
79	Fresno City	High School	T. L. Heaton	2	3	35	40	1	0	30	45	0	0	....	....	13	16	13	16	....	210	4,000
80	Fullerton	Union High School	W. R. Carpenter	1	0	5	3	0	0	0	0	....	....	....	....	0	0	0	0	....	40	.....
81	Gilroy	High School	F. N. Chaplin	1	1	11	19	....	....	....	....	....	....	....	....	1	2	1	....	....	499	2,000
82	Grass Valley	do	Hamilton Wallace	2	1	40	50	0	0	0	0	2	2	2	0	5	16	2	1	....	625	20,000
83	Hanford	Union High School	E. H. Walker	2	....	26	28	0	0	....	....	....	....	....	....	....	....	....	....	....	200	3,000
84	Hemet	do	Dr. A. W. Plummer	1	....	13	7	0	0	1	5	....	....	....	....	0	0	0	0	....	50	.....
85	Hollister	High School	C. S. Smyth	2	....	17	25	0	0	0	0	....	....	8	7	0	0	0	0	....	100	.....
86	Julian	Cayamaca High School	Walter Maxwell	1	0	3	3	0	0	0	0	0	0	0	2	0	0	0	0	4	171	200
87	Lompoc	do	Joseph S. Denton	2	0	16	20	0	0	0	0	1	3	....	....	3	1	3	0	....	35	600
88	Los Angeles	High School	E. E. Cates	8	12	268	354	0	1	26	20	....	....	....	....	36	28	38	26	4	50	.....
89	Los Gatos	do	A. E. Shumate	1	1	15	18	0	0	0	0	....	....	....	....	0	0	....	....	3	400	18,000
90	Marysville	do	G. H. Stokes	1	1	11	39	1	0	0	0	2	2	....	....	2	5	2	0	....	250	300
91	Mendocino	do	R. Y. Glidden	1	1	13	13	0	0	8	20	....	....	13	13	....	....	....	....	....	100	10,000
92	Menifee	Union High School	Warren Lorce	1	....	10	10	....	....	1	1	....	....	4	4	0	0	....	....	....	.....	0
93	Monrovia	High School	J. H. Strine	1	1	11	18	0	0	0	0	....	....	....	....	0	0	0	0	....	.....	293
94	Nevada City	do	A. M. Gray	2	1	15	33	....	....	304	273	7	20	8	13	3	6	3	6	....	378	20,000
95	Oakdale	Union High School	W. L. Webster	2	0	19	27	0	0	0	0	0	0	1	5	1	5	1	0	3	75	5,100
96	Oakland	High School	J. B. McChesney	6	16	342	416	0	0	0	0	19	12	54	30	47	60	30	22	4	500	40,000
97	Pasadena	Wilson High School	Jas. D. Graham	2	3	84	80	....	....	....	....	20	21	15	16	6	13	2	5	....	300	25,000
98	Paso Robles	High School	J. F. West	1	1	13	23	....	....	168	183	....	....	4	7	....	....	....	....	....	.....	30,000
99	Pomona	do	F. A. Mollyneaux	2	2	36	50	0	0	540	560	0	0	16	27	2	2	2	0	....	400	40,000

* From catalog.

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	CALIFORNIA—continued.																					
100	Redlands	Union High School	Henry F. Wegener	2	2	56	58	0	0	0	0	5	4	....	....	6	6	5	6	4	312	.....
101	Riverside	High School	Miss Eugene Fuller	1	2	20	26	0	0	63	35	....	....	....	....	15	6	....	....	....	350	$70,000
102	Sacramento	.....do	James H. Pond	3	4	74	116	....	2	0	0	0	0	6	0	9	15	6	0	....	432	18,000
103	Salinas	.....do	A. C. Barker	2	2	44	57	0	0	0	0	0	0	9	4	5	5	4	0	....	250	.....
104	San Bernardino	.....do	W. Scott Thomas	4	2	67	106	0	0	0	0	....	....	....	....	0	0	0	0	4	530	75,000
105	San Diego	.....do	F. P. Davidson	3	5	123	173	....	....	0	0	0	0	25	20	11	17	3	6	4	.....	.....
106	San Francisco	Lowell High School	Frank Morton	11	2	383	185	0	0	0	0	156	54	27	5	52	37	32	15	3	800	20,000
107	.....do	Girls' High School	Elisha Brooks	3	14	0	662	....	....	0	0	....	....	....	....	0	87	....	....	3	540	290,000
108	.....do	Polytechnic High School	Walter N. Bush	6	12	302	269	0	0	0	0	0	0	40	10	64	48	....	....	*3	800	.....
109	San José	High School	L. B. Wilson	2	5	146	147	....	....	....	....	....	....	40	25	26	21	12	6	3	640	70,000
110	San Rafael	.....do	F. Dunn	2	2	17	34	0	0	0	0	0	0	1	0	2	3	1	0	....	150	.....
111	Santa Ana	.....do	Frank E. Perham	2	2	48	61	....	....	.....	.....	3	4	20	9	6	3	6	3	4	800	23,000
112	Santa Barbara	.....do	C. Y. Roop	3	1	52	76	0	0	0	0	15	20	20	42	10	8	10	8	....	.....	3,000
113	Santa Clara	.....do	John Manzer	1	3	22	32	....	....	176	188	....	....	2	0	2	9	2	....	....	696	.....
114	Santa Cruz	.....do	D. C. Clark	2	4	57	85	0	1	814	785	2	3	12	15	11	20	5	3	....	500	86,400
115	Santa Monica	.....do	Nathan F. Smith	3	0	24	20	....	....	259	222	....	....	18	16	2	3	2	2	....	117	500
116	Santa Paula	.....do	Watson Nicholson	1	1	16	23	0	0	0	0	0	0	3	1	0	4	0	4	....	500	20,000
117	Santa Rosa	.....do	Frederick L. Burk	2	2	57	102	....	....	.....	.....	....	....	....	....	4	9	4	4	....	200	.....
118	Selma	Union High School	C. J. Walker	2	1	20	27	....	....	12	14	0	0	4	5	6	7	1	2	....	280	25,000
119	Sonoma	.....do	A. C. Atshire	1	1	8	7	0	0	7	7	0	0	0	0	1	1	....	....	....	50	500
120	Stockton	High School	Herbert Miller	2	3	53	110	0	3	17	0	....	....	....	....	18	32	5	2	†3	678	45,000
121	Sutter City	Union High School	J. C. Ray	1	1	26	17	0	0	0	0	0	0	26	17	0	0	0	0	†3	50	15,000
122	Tulare	High School	J. A. Guttery	2	2	25	30	0	0	0	0	0	0	0	0	2	5	0	0	....	110	25,000
123	Vacaville	Union High School	W. S. Hall	1	0	20	20	0	0	0	0	0	0	4	5	....	....	....	....	†4	100	1,000
124	Vallejo	High School	C. B. Towle	1	1	36	52	0	0	456	376	0	0	....	....	5	8	....	....	3	645	.....
125	Ventura	.....do	P. W. Kauffman	2	1	19	49	0	0	0	0	....	....	....	....	2	6	2	....	....	150	.....
126	Winters	Union High School	T. J. Goin	1	1	14	19	0	0	.....	.....	14	19	....	....	0	0	0	0	....	25	5,000

	COLORADO.																				
127	Akron	High School	G. E. Osborne	1	0	2	7	0	0	46	91	0	0						3	50	15,000
128	Arvada	do	Samuel T. Jones	1	1	6	9	0	0	16	12	0	0	0	0	1	1			85	3,500
129	Aspen	do	Jno. F. Keating	1	1	16	31	0	0	562	437			2	3	0	2	0	1	1,500	60,000
130	Bald Mountain	Nevadaville High School.	Elbert M. Fisher	1		1	6									0	5			150	
131	Black Hawk	do	J. H. Matthews	1		5	10			105	105	1	1	1	1					150	
132	Boulder	State Preparatory School.	Wm. L. Burdick	4	3	80	66	0	0	0	0	12	18	16	20	14	13	14	13	467	
133	Brighton	High School	Wm. Shumway	1	0	4	6	0	0	0	0	1	2	3	3	0	0	0	0	15	1,000
134	Canyon City	do	J. H. Allen	2	1	14	32	0	0	0	0	0	0	8	20	0	0	0	0	303	20,000
135	Colorado Springs	do	G. B. Trumbull	3	5	61	95	1	3	64	79	5	9	3		7	7	4	5	5	150	125,000
136	Del Norte	do	Hugh C. Laughlin	1		11	12	0	0	92	109	2	3	2	2	4	1	2	1		150	
137	Delta	do	W. G. Harris	1	1	11	23					0	1	2	0	1	2	1	1	3	200	
138	Denver	High School (dist. No. 1)	Wm. H. Smiley	13	9	321	479	1	6	0	0	25	26	4	2	38	72	10	6	4	1,300	
139	do	Manual Training High School (dist. No. 1).	Chas. A. Bradley	3	3	65	46	0	1	0	0					0	0	0	0		400	
140	do	High School (dist. No. 2)	Ed. F. Hermanns	5	5	89	152	0	1	0	0	10	4	22	24	11	13	8	1	4		100,000
141	do	High School (dist. No. 7)	W. J. Wise	1	2	20	34	0	0	320	340			3	5	0	0				700	85,000
142	do	High School (dist. No. 17)	C. L. Hays	3	5	38	119					4	3			2	11				600	150,000
143	Durango	High School	G. F. Hoff	1		10	11			20	39										100	25,000
144	Florence	do	Emma G. Leake	0	1	10	9									1					200	
145	Fort Collins	do	A. H. Dunn	2	2	29	46	0	0	0	0					2	7	1	3		1,000	40,000
146	Georgetown	do	M. H. Lobdell	1	2	22	35	0	0			1	6	3	2	4	4	3	3		265	
147	Golden	do	W. Triplet	3	0	26	54	0	0	236	250			26	20	0	7	0	5		700	30,000
148	Grand Junction	do	E. W. Elder	1	1	28	22			336	358			8	6	1	3	1	3		300	20,000
149	Gunnison	do	W. B. Swearingen	1	6	25	45	0	3	107	121					5	5				300	50,000
150	Leadville	Central High School	Mary W. Maxwell	1	2	18	19									3	5				1,400	
151	Longmont	High School	W. V. Casey	1	1	14	30									3	12				280	
152	Loveland	do	W. P. Roberts	1	0	18	20	0	0	157	169	0	0	0	0	2	3				250	
153	Montevista	do	Grant Karr	1	1	10	20	0	0	130	140	2	2			3	3	2	2		20	
154	Montrose	do	Esra E. Sollar	1		20	14	0	0	185	161	3	0			1		1			60	30,000
155	Pueblo	High School (dist. No. 1)	Dimon Roberts	2	6	35	55	1		20	30	2	3	14	12	3	10	2	6		900	150,000
156	do	Central High School	Ida Haslup	4	5	63	60	0	0	16	21	4	6			1	7		2		150	
157	Salida	High School	A. L. Penhallow	1	1	6	17			7	35	1	5				4		1		450	
158	Sterling	do	Frank H. Blair	2	0	26	30	0	0	9	16			4	6	4	6	3	4		15	8,000
159	Trinidad	do	R. M. Rolfe	2	2	32	47							3	10	5	4	5	4			
	CONNECTICUT.																					
160	Ansonia	High School	Wm. H. Angleton	2	2	32	39	0	0	3	4					1	4	1	3		2,000	90,000
161	Bethel	do	E. M. Crofoot	1	2	22	37	0	0	0	0	0	2	0	0	5	10	0	0	3	176	10,000
162	Branford	do	C. H. Harriman	1	1	11	44	0	0	0	0			2		2	5				700	
163	Bridgeport	do	H. D. Simonds	2	7	125	186	1	1			46	13	37	0	17	43	9	5	4	750	90,000
164	Bristol	do	Elmer S. Hosmer	1	4	81	97	0	0			3	5									37,000
165	Canaan	do	S. J. Roraback	0	1	20	24	0	0	55	56										50	5,000
166	Collinsville	do	G. W. Flint	1	1	32	38	0	0	0	0	2	1	1	0	4	10	2	1	4	500	
167	Danbury	do	Frank H. Bennett	1	1	26	47	0	0	0	0					3	5	3	0		200	1,200
168	Danielsonville	Killingly High School	A. P. Soules	1	2	28	29	0	0	0	0	3	5	2		3	3				875	30,000
169	Derby	High School	J. W. Peck	2	2	27	35			4	4					4	4	2	0			
170	Durham	Coginchang High School	Miss L. S. Merwin	0	1	9	14	0	0	4	3			1	2					4	95	3,000
171	East Hartford	High School	Hudson H. Lyon	1		7	9	0	0	24	30	2	0	1	0	3	2				0	
172	East Norwalk	High School (dept.)	Edw. H. Gambart	1	1	12	18	0	0	244	252			0	2	0	2	0	0		200	10,000

* From catalog.

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	CONNECTICUT—continued.																					
173	Gildersleeve	High School	Gilbert F. Burnett	1	1	8	4	0	0	67	61	1	0	1	0	0	0	0	0	....	250	$10,000
174	Groton	do	Daniel Webster	1	0	4	7	0	0	9	3	4	0	3	0	0	0	0	0	3	2,500	5,000
175	Guilford	Institute and High School	Wilbur E. Soule	1	1	7	20	0	0	16	22	1	14	.....	.....	0	5	0	3	....	250	.....
176	Hartford	High School	Chas. H. Douglas	15	15	357	420	0	8	0	0	102	56	123	12	38	62	30	10	....	3,862	400,000
177	Hazardville	do	Elmer E. E. Randall	1	0	8	8	0	0	.....	.....	0	0	.....	.....	1	2	0	0	....	350	.....
178	Lakeville	do	Jos. E. Marvin	1	0	10	14	0	0	0	0	0	0	0	0	0	4	0	0	....	.....	.....
179	Litchfield	Center High School	Robt. L. Zink	1	1	38	25	1	0	95	89	7	0	5	0	2	4	1	0	....	50	15,000
180	Madison	Hand High School	Mrs. Cora K. Clifford	0	1	12	18	0	0	0	0	0	1	.....	.....	0	0	.....	.....	....	260	15,000
181	Meriden	High School	S. T. Frost, A. M	2	7	177	174	0	1	.....	.....	15	2	12	.....	12	22	2	6	4	1,200	.....
182	Middletown	do	W. B. Ferguson	3	4	83	98	0	0	0	0	.....	.....	.....	.....	4	13	4	13	....	700	.....
183	Milford	Graded High School	H. I. Mathewson	1	0	1	12	0	0	172	168	0	0	0	0	2	4	0	0	....	274	20,000
184	Mystic	Broadway High School	Harriet E. Park	0	1	6	10	0	1	46	57	0	0	0	0	2	3	0	0	....	.....	.....
185	do	Academy or High School	Henry C. Moore	1	0	14	17	0	0	0	0	2	4	2	0	1	6	1	4	....	3	.....
186	New Britain	High School	Jno. H Peck	4	4	92	104	0	0	0	0	17	4	.....	.....	14	14	6	3	4	550	30,000
187	New Hartford	do	Edgar H. Lane	1	1	9	9	0	0	15	18	0	0	0	0	0	0	0	0	....	52	8,000
188	New Haven	Boardman Manual Training High School.	T. W. Mather	10	3	140	56	1	5	.....	.....	0	0	0	0	0	0	.....	.....	.....	.....	150,000
189	do	Hillhouse High School	Isaac Thomas	8	15	370	451	2	3	0	0	93	108	194	0	80	83	58	14	4	4,000	150,000
190	Norwalk	Center High School	Chas. A. Tucker	1	1	15	15	0	0	159	160	0	0	0	0	0	0	.....	.....	.....	300	15,075
191	Orange	High School	Jennie E. Campbell	0	1	6	4	.....	.....	3	10	.....	.....	.....	.....	0	3	.....	.....	.....	40	2,500
192	Plainville	High School (dept.)	Myron E. Powers	1	1	16	17	0	0	140	174	1	....	1	....	2	2	2	0	....	0	10,000
193	Plymouth	High School	Nellie M. Griggs	0	1	6	3	.....	.....	14	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	.....
194	Poquonock	do	Edgar M. Johnson	1	0	19	12	0	0	5	2	0	0	0	0	3	3	0	0	....	23	.....
195	Portland	High School (dept.)	Martin W. Griffin	1	1	8	21	0	0	0	0	4	1	1	8	2	3	1	0	4	432	.....
196	Putnam	High School	F. E. Burnette	2	2	39	43	0	0	0	0	10	8	6	0	6	5	3	1	....	500	26,000
197	Rockville	do	Isaac M. Agard	3	3	38	74	1	0	0	0	.....	.....	.....	.....	5	9	3	2	....	600	50,000
198	Simsbury	McLean Seminary	J. B. McLean	1	0	1	20	.....	.....	7	32	....	5	8	....	....	13	....	4	....	1,000	.....
199	Southington	Lewis High School	H. W. Rice	1	3	44	77	.....	.....	.....	.....	1	1	2	0	6	5	.....	.....	.....	350	10,000
200	South Manchester	High School	Fred A. Verplanck	2	2	22	33	0	0	14	16	.....	.....	.....	.....	1	5	0	1	.....	.....	.....

201	South Norwalk	do	Wm. C. Foote	1	2	31	26	0	1	0	0			4		5	2	2			850	
202	Stafford Springs	do	Francis A. Bagnall	1	2	29	29					4		2	5	5	4	3		4	1,631	25,000
203	Stamford	do	Wilmot R. Jones	3	5	70	87	0	0	0	0	9	4			1	9	1	1	4	500	30,000
204	Terryville	do	F. H. Davis	1	0	17	10	0	0	86	79	0	1	2	3	0	0	0	0		350	6,000
205	Thompsonville	Enfield High School	E. H. Parkman	1	2	20	42					3	4	1		4	4	3		4	1,200	
206	Wallingford	Central High School	Daniel Howard	2	1	21	25	0	0	0	0	6	1	1	0	4	4	4	0		300	
207	Waterbury	High School	Geo. H. Tracy	4	3	151	157	0	1	0	0	24	2			16	22	8	0		500	
208	West Hartford	do	Alfred F. Howes	1	1	24	20	1		0	0		3	1		3	2	1	0	4	250	12,500
209	West Winsted	do	Geo. L. Lamphier	1	3	45	53	0	0	0	0	3	5	2	1	3	10	1	2		150	
210	Wethersfield	do	Herman N. Durham	1		4	8			24	30	1	1			2						
211	Willimantic	do	F. H. Beede	1	5	53	67	0	0	0	0	8	9	1		3	10	1	3		200	
212	Windsor	do	R. A. Hutchinson	1	1	20	21	0	0	3	1	2	0	0	0	3	7	2	0		283	
213	Windsor Locks	do	W. H. Ronse	1	0	5	2	0	0	120	85	0	0	0	0	5	2					30,000
214	Winsted	do	Walter G. Mitchell	1	1	20	16	0	0	132	133	2	0			2	1	2	0			12,000
	DELAWARE.																					
215	Delaware City	High School	Willard Smith	1	0	11	25	0	0	93	93			1		1	6	1			30	7,000
216	Felton	do	Jas. W. Lattomus	1		6	5			9	5						1				450	4,000
217	Georgetown	do	D. B. Jones	1	0	15	19	0	0	114	123	1				0	0	0	0		0	6,000
218	Lewes	Union High School	Walter Sparklin	1	1	20	30	0	0	125	125	0	0			0	0	0	0		1,200	
219	Middletown	Academy	W. B. Tharp	1		4	20			110	120						2					10,000
220	Milford	High School (north)	Daniel S. Ells	1	0	3	8			69	107					1	1	0	0			5,000
221	do	High School (south)	C. B. Morris	1	6	42	33			233	110	62	54			9	14	9	14		381	8,000
222	Newcastle	High School	Allen H. Knapp	1	1	21	20	0	0	0	0					0	0	0	0	4		
223	Seaford	do	A. C. Brower	1	0	19	20	0	0	5	8	5	8	0	0	2	0	2	0	4	0	
224	Smyrna	do	A. Duncan Yocum	1	0	16	23	0	0	0	0	0	0	3	1	2	4	1	1		60	21,000
225	Wilmington	High School (boys)	A. H. Berlin	5	5	213	0	0	0	81	0	0	0	5	0	33	0			3	200	83,000
226	do	High School (girls)	Miss Mary Miller	0	7	0	286									0	36			3	300	
	DIST. OF COLUMBIA.																					
227	Washington	Central High School	Dr. F. R. Lane	22	20	344	572	0	0	0	0					42	126	27	12	4	6,000	
228	do	Colored High School	F. L. Cardozo	12	7	140	320	140	320	0	0	6	12	4	6	28	71	0	0	4	1,250	
229	do	Eastern High School	C. M. Lacey Sites	6	12	145	234	0	0	0	0					34	54	9	11	4	750	
230	do	Western High School	Edith C. Westcott	1	9	61	138	0	0	0	0	11	4	8	0	13	48	3	1	4	410	
	FLORIDA.																					
231	Anthony	Graded School	M. J. Turner	1		4	5			51	40			4	5							1,000
232	Bartow	Summerlin Institute	Wm. Hood	2	0	8	17	0	0	162	167					3	2			3		25,000
233	Dade City	Graded and High School	L. C. Ray	1	0	8	24	0	0	54	59										0	3,000
234	Eustis	do	P. J. Carmichael	1	1	8	9			67	64	4										3,000
235	Gainesville	East Florida Seminary	Edwin P. Cater	5	0	23	27	0	0	21	15	0	0	0	0	5	2	0	0		1,000	25,000
236	Jacksonville	Duval High School	Frederick Pasco	2	2	33	65					4		8	6					4	200	
237	Kissimmee	High School	David L. Ellis	1	1	20	18	0	0	7	10	2	3	1	1	2	3	2	3			1,000
238	Lady Lake	Graded High School	A. A. Turner	0	1	15	15	0	0	17	11											600
239	Leesburg	High School	J. H. Fulks	1	1	7	19	0	0	83	85	0	0	0	0	0	2	0	2	4	50	5,000
240	Marianna	do	L. H. Carter, A. M	1	1	9	20			56	52		4				1		1			2,000
241	Monticello	Collegiate Institute	B. C Bondurant	1	2	12	21			53	56	1		7	10	2	3	1	2		0	
242	Ocala	High School	Chas. E. Richards	2	1	37	44	0	0	133	187	1	10	1	0	1	2	1	0		42	10,000
243	Palatka	Putnam High School	I. I. Himes	1	1	10	18							6	10						200	5,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	FLORIDA—cont'd.																					
244	Sanford	High School	W. B. Lynch	1	0	9	26	0	0	0	0	2	0	0	0	1	0	----	----	----	0	$2,500
245	Starke	Institute and High School.	W. W. McDonald	3	2	31	36	0	0	126	103	----	----	----	----	0	0	0	0	4	------	3,500
246	Tampa	High School	Benjamin C. Graham	2	1	22	25	----	----	0	0	----	----	----	----	2	3	2	2	----	100	2,000
	GEORGIA.																					
247	Acworth	High School	R. Johnston	1	0	11	13	----	----	39	31	----	----	2	----	0	0	0	0	----	0	1,500
248	Alpharetta	....do	C. F. Casteel	1	----	20	30	0	0	50	25	----	----	----	----	0	0	----	----	----	------	1,000
249	Americus	....do	J. E. Mathis	2	1	30	68	0	0	0	0	----	----	----	----	3	8	2	----	4	33	15,000
250	Antioch	....do	Lewa Harris Cox	1	1	15	20	----	----	10	5	4	6	2	2	----	----	----	----	----	------	500
251	Athens	Washington Street High School.	F. M. Harper	1	3	40	35	----	----	70	80	----	----	----	----	5	4	5	4	4	3,323	30,000
252	....do	West Broad Street High School.	A. J. Carey	1	1	16	21	16	21	177	233	16	9	----	12	2	5	2	5	4	154	3,000
253	Atlanta	High School (girls)	Nettie C. Sergeant	0	12	0	447	----	----	----	----	----	----	----	----	0	58	----	----	4	2,300	----------
254	Attapulgus	Academy	A. B. Bethea	1	1	2	2	----	----	19	21	2	2	----	----	2	2	2	2	----	------	1,000
255	Augusta	Tubman High School	John Neely	2	8	0	247	0	0	0	0	----	----	----	----	0	27	----	----	4	520	20,000
256	....do	Ware High School	Henry L. Walker	1	1	17	44	17	44	0	0	2	5	----	----	2	7	2	5	4	200	2,000
257	Austell	High School	J. A. Camp	1	----	15	12	----	----	45	38	2	----	----	----	----	----	----	----	----	------	3,000
258	Ball Ground	....do	W. V. Martin	1	----	4	4	----	----	61	31	----	----	----	----	----	----	----	----	----	------	1,200
259	Belleview	Valley Grove Academy	L. B. McCrorey, jr	1	1	7	10	0	0	12	13	4	6	2	2	0	1	2	2	----	------	750
260	Blakely	Institute	W. H. Kilpatrick	1	1	12	22	0	0	68	78	5	20	3	4	2	3	2	3	----	------	6,000
261	Bronco	High School	Jno. W. Wood	1	2	20	14	0	0	23	28	4	3	3	1	----	----	----	----	----	0	500
262	Brooks Station	....do	L. T. F. Arnall	1	2	10	15	----	----	41	29	2	5	----	----	----	----	----	----	----	100	1,000
263	Byron	....do	E. H. Ezell	1	0	11	9	0	0	38	49	11	9	0	0	0	0	0	0	----	0	3,000
264	Carrollton	....do	T. E. Hollingsworth	1	1	16	26	0	0	13	10	----	----	0	0	0	7	----	----	----	200	----------
265	Cartersville	High School (dept.)	W. W. Davis	1	1	16	32	----	----	----	----	----	----	----	----	1	4	----	----	----	------	----------
266	Cedartown	High School	Henry L. Sewell	1	1	20	30	2	0	125	140	10	15	5	8	----	----	----	----	----	185	----------
267	Centerville	Academy	Jack Westley	1	1	30	20	0	0	30	25	----	----	----	----	10	4	4	0	----	------	300
268	Coleman	High School	R. B. Daniel	1	1	17	19	0	0	32	28	4	6	0	0	3	0	2	4	----	0	2,000

269	Conyers	do	Wm. P. Fleming	1		19	17	0	0	94	90					0	0	0	0		0	6,000
270	Cove City	do	Rev. A. J. Mann	1		7	8			46	82	2	1			0	0	0	0			1,000
271	Culloden	Institute	P. F. Brown, jr	1		30	15			20	20											5,000
272	Dalton	High School	Rev. Wm. Shelton	1		18	20	0	0	182	200	0	3	0	0	0	3	0	3	4	450	
273	Darien	Academy	Jas. H. Clark	1	1	18	11	0	0	64	53	2	1	3	0	0	0	0	0			4,000
274	Eatonton	Male and Female Academy	C. H. Bruce	2	1	56	57	0	0	31	39					1	3	0	2			10,000
275	do	Rockville Academy	F. G. Branch	1	0	19	10	0	0	50	48	0	0	7	6						0	1,500
276	Elgin	High School	H. V. Jackson	1	1	16	19	0	0	23	12	6	5	2	0	1	2	1	2		0	400
277	Faceville	do	C. A. Crews	0	1	0	5	0	0	14	26	0	0	0	0	0	0	0	0		0	100
278	Flovilla	do	Carl R. Thompson	0	1	59	58			25	23	28	10	6	13	0	0			3	0	1,000
279	Ford	Oak Grove High School	J. J. Greer	2	0	7	21	0	0	39	33											250
280	Fort Valley	Grady Institute	W. J. Scroggs	1	3	24	23			73	69	10	9	3	7	1	2	1	2			4,000
281	Frolona	Walnut Hill Seminary	E. E. Lewis	1	0	5	4	0	0	43	58	0	0	0	0	0	0	0	0		0	600
282	Harmony Grove	Academy	W. H. Cobb	2		17	19			83	87	3	7			2	1	1	5		50	8,150
283	Hawkinsville	High School	N. E. Ware	3	1	50	50	10	10	150	200	30	50	0	0	2	4	1	2		0	15,000
284	Hillsboro	Ben Hill Academy	W. B. R. Nicholson	1	0	5	6			22	19											
285	Hoschton	High School	U. C. Bauman	1	1	10	5	0	0	36	33	3	1	0	0	0	0	0	0		0	1,000
286	Kingston	do	W. T. Freeman	1	1	10	13			48	48	4	6	1								400
287	Leesburg	do	C. A. Castellow	1		4	4	0	0	16	11	2	4	0	0	0	0	0	0		0	300
288	Lexington	Meson Academy	M. S. Weaver	1	1	20	25	0	0	10	15	15	15	5	2	0	0	0	0		150	3,000
289	Linton	Washington Institute	A. M. Duggan	1	0	13	15	0	0	18	16											
290	Mableton	High School	E. N. Ellis, A. B.	0	1	16	21	0	0	44	19	5	4	3	2	0	0	0	0			1,500
291	McDonough	do	O. E. Howe	1	1	20	16	0	0	34	32	4	3	2	1	0	0					1,200
292	Macon	Gresham High School	C. B. Chapman	1	7	79	159	0	0	0	0					15	41			3	200	30,000
293	Madison	Male and Female Institute	Andrew J. Burrus	1	1	55	45			25	30	25	30	0	0	0	6	0	6			3,000
294	Marshallville	High School	J. W. Frederick	0	2	22	20	0	0	28	33	9	4	3	2	0	0	0	0		150	5,000
295	Milner	do	John Hale	1	0	11	23			39	37											2,400
296	Montezuma	Institute	J. M. Caldwell	1		9	7	0	0	45	53	1	4	0	0	4	1	1	0		0	3,500
297	Mount Vernon	High School	A. G. Brewton	1	0	5	6	0	0	11	11	2	0	0	0							800
298	Newnan	do	Daniel Walker	2	1	34	37	0	0	0	0					3	7			2	100	20,000
299	Pendergrass	Academy	W. K. Hall	1	1	6	12			59	48	2	2									800
300	Penfield	Mercer High School	Jno. S. Calloway	1	1	20	15	0	0	8	17	2	11			0	0	0	0		0	2,000
301	Point Peter	Glade High School	H. A. Lawrence	1	1	6	9	0	0	28	25	0	0	0	0	0	0	0	0		125	750
302	Quitman	Graded High School	Z. I. Fitzpatrick	1		12	28			38	32											
303	Rockmart	Piedmont Institute	Rev. E. W. Ballinger	4	2	48	31			114	86	15	11			4	3					15,000
304	Rome	High School	R. J. Gwaltney	2	0	25	45	6	12	0	0					6	12	3	9			20,000
305	Roopville	Henry Grady Institute	V. D. Whatley	1	1	25	16			43	27	4	8									
306	Roscoe	Alex. Stephens Academy	L. E. Bevis	1	1	8	7			27	23	0	0	0	0	0	0	0	0		0	600
307	Roswell	High School	J. L. Strozier	1	1	32	37	32	37	111	109											1,200
308	Rutledge	do	Le Roy A. Murphey	1	2	52	35			10	15	15	10									1,500
309	Sandersville	do	A. W. Evans	1	0	23	17	0	0	63	54	4	3	0	0	2	3	1	2	4	65	6,000
310	Savannah	do	H. F. Train	5	7	86	137	0	0	0	0					13	18			3	0	
311	Shellman	Institute	J. A. Cox	0	2	18	22			24	28	2	6			2	6	2	6			2,500
312	Smithville	High School	G. M. Patterson	1	1	47	47	0	0	4	6	4	6									1,000
313	Soque	Providence High School	J. M. McGuire	2		18	10	0	0	55	36	7	0	4	0	0	0	0	0		0	1,050
314	Sparta	High School	Wm. T. Dumas	1	1	20	35			41	49					0	1	0	1			
315	Stilesboro	Academy	J. A. Sharp	2	0	35	26	0	0	29	30	2	3	1	0	1	2	1	1		94	6,000
316	Stone Mountain	High School	C. W. Moore	0	2	15	20			65	50	0	10	6								1,000
317	Temple	Academy	E. L. Connell	1	1	10	6			60	59											
318	Tennille	Institute	I. L. McNain	1	1	54	31	0	0	22	17											2,000
319	Tilton	High School	G. C. Ingram	0	1	4	5			41	56		4									
320	Union Point	do	Geo. W. Tribble	1	1	6	12			38	27	3	7			2		2				2,500

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	GEORGIA—cont'd.																					
321	Villa Rica	High School	J. R. Linn	2	0	35	40	0	0	11	18	6	4	7	9	4	5	6	7	3	250	$7,000
322	Waycross	do	R. M. Bridges	1	3	34	41	----	----	116	134	12	13	2	----	2	5	1	4	----	125	30,000
323	West Point	do	W. J. McKensie	2	----	30	45	0	0	77	93	6	9	0	0	7	14	6	9	----	0	11,800
324	Whigham	Connell Academy	Miss Dollie Weldon	1	0	8	10	----	----	17	15	12	6	2	----	----	----	----	----	----	----	----------
325	White Plains	Dawson Institute	M. A. Rose	1	2	17	25	----	----	53	30	7	5	----	----	----	----	----	----	----	------	1,500
326	Woodbury	High School	W. G. Post	1	1	40	45	----	----	20	25	7	12	----	----	15	20	15	20	----	------	3,500
	IDAHO.																					
327	Boise City	High School	C. M. Kiggins	1	2	18	29	0	0	421	399	----	----	----	----	2	6	2	6	----	800	75,000
328	Caldwell	do	Chas. O. Broxon	1	0	9	10	0	0	0	0	5	5	0	0	1	1	1	1	----	1,000	15,000
329	Hailey	do	N. I. Garrison	1	----	25	25	0	0	100	125	10	5	5	6	6	----	6	----	----	1,124	40,000
330	Moscow	do	J. C. Murman	1	1	18	26	0	1	365	301	----	----	----	----	0	3	----	----	4	100	40,000
	ILLINOIS.																					
331	Albion	High School	J. D. Samuell	1	----	7	12	----	----	15	13	----	----	----	----	5	3	5	3	3	252	----------
332	Alton	do	G. E. Wilkinson	3	2	38	76	----	8	----	----	----	----	----	----	7	11	----	----	*4	250	50,000
333	Amboy	do	T. Frank Edwards	1	1	20	40	----	----	120	135	----	----	----	----	3	14	----	----	----	------	----------
334	Annawan	do	Edward J. Riley	1	1	6	11	0	0	7	12	----	----	----	----	1	4	----	----	----	27	3,000
335	Apple River	do	Jno. E. Hirst	1	0	6	17	0	0	19	15	0	0	0	0	2	6	0	3	----	35	200
336	Arcola	do	Miss Helen Sheridan	0	1	16	36	----	----	0	0	----	----	----	----	1	7	----	----	----	525	----------
337	Ashland	do	Elijah Needham	1	----	9	17	0	0	0	0	----	----	----	----	2	2	----	----	----	10	100
338	Astoria	High School (dept.)	Horace N. Foltz	1	1	20	37	----	----	----	----	----	----	----	----	3	5	----	----	----	120	2,000
339	Athens	High School	Wm. Aldrich	1	----	8	23	0	0	167	177	1	4	0	0	0	3	0	2	4	108	12,000
340	Atlanta	do	J. H. Pugh (supt.)	1	1	15	29	1	----	134	131	7	23	3	6	4	2	4	2	----	300	----------
341	Auburn Park	Calumet High School	A. S. Hall	3	3	31	87	0	0	0	0	1	1	----	----	0	11	0	5	----	225	1,500
342	Augusta	High School	Anna H. McKee	0	2	21	26	0	0	0	0	10	4	5	9	4	1	4	1	----	300	12,700
343	Aurora	East High School	Wm. J. Pringle	2	4	80	100	----	----	----	----	8	6	12	0	12	16	6	4	4	------	60,000
344	do	West High School	Katherine Reynolds	1	3	36	58	0	0	0	0	12	25	6	----	11	16	6	12	4	200	----------

345	Austin	High School	B. F. Buck	1	4	41	92	0	0	.....	.....	....	1	8	20	4	9	4	2	....	500	41,000
346	Avon	.....do	H. L. Roberts	1	....	11	12	0	0	4	6	0	0	3	2	2	1	2	0	....	600	12,000
347	Barry	.....do	H. C. McCarrel	1	1	11	16	1	....	160	160	....	....	....	....	1	4	....	....	....	50	15,000
348	Batavia	West High School	C. H. Crandell	1	1	14	13	0	0	0	0	....	....	1	....	0	0	0	0	....	42	.....
349	Beardstown	High School	M. Moore (supt.)	2	1	18	36	....	....	346	400	....	....	....	....	2	7	2	7	3	1,300	6,000
350	Belleville	.....do	H. W. Brua	4	....	69	96	....	5	....	....	....	....	....	....	10	15	....	....	4	260	200
351	Belvidere	North High School	J. C. Zinser	1	1	19	43	.....	.....	170	192	....	....	....	....	1	3	....	1	4	550	12,700
352	Bement	High School	J. M. Martin	2	0	13	18	0	0	0	0	....	....	....	....	0	2	0	1	4	170	.....
353	Bloomington	.....do	F. B. Spaulding	4	2	43	127	0	1	0	0	10	14	8	18	4	13	1	7	....	.....	.....
354	Brimfield	.....do	M. O. Keller	1	1	8	20	0	0	79	86	....	....	....	....	....	....	....	....	....	150	1,000
355	Bunkerhill	.....do	Miss Mary E. Woodruff	1	1	10	20	0	0	0	0	0	0	0	0	1	6	0	0	....	150	.....
356	Bushnell	.....do	Miss Alma Toms	1	1	6	9	.....	.....	8	11	.....	.....	6	10	....	9	....	6	....	200	10,000
357	Byron	.....do	G. N. Maxwell	1	1	18	17	0	0	97	103	.....	.....	18	17	6	3	6	3	4	175	10,000
358	Cairo	Douglas High School	Jno. Snyder	1	3	47	102	0	0	0	0	2	6	4	10	8	25	4	3	4	622	3,500
359	.....do	Sumner High School	J. C. Lewis	1	1	6	15	6	15	0	0	0	0	0	0	2	3	0	0	4	25	2,500
360	Cambridge	High School	Laura J. Haggart	0	2	20	33	0	0	0	0	....	....	....	....	2	8	2	8	....	150	.....
361	Campoint	Maplewood High School	Jno. W. Creekmur	1	1	20	24	.....	.....	164	144	2	6	3	5	4	9	2	1	....	250	18,300
362	Canton	High School	Chas. S. Aldrich	3	5	89	184	0	1	.....	.....	0	0	2	5	4	18	2	5	*4	456	27,000
363	Carlinville	.....do	Edwin H. Owen	1	1	8	26	0	0	12	16	0	3	4	2	3	10	2	5	....	700	3,750
364	Carlyle	.....do	E. E. Van Cleve	1	1	16	30	0	1	161	154	....	....	....	....	2	2	1	2	....	300	11,500
365	Carmi	.....do	D. L. Boyd	2	0	27	26	0	0	.....	.....	3	10	3	10	0	3	0	3	....	526	.....
366	Carrollton	.....do	Clyde Slone	2	1	47	66	0	0	0	0	0	0	....	....	5	11	2	2	3	481	.....
367	Carthage	.....do	W. K. Hill	1	1	23	40	0	0	160	264	4	18	0	0	3	0	1	0	....	100	.....
368	Centralia	.....do	Miss Lulu Clark	1	3	42	76	2	0	0	0	3	6	6	10	4	9	2	4	4	300	.....
369	Cerrogordo	.....do	A. L. Starr	1	0	16	20	0	0	93	102	....	....	....	....	1	3	....	....	....	300	4,300
370	Champaign	.....do	Lottie Sintzer	3	1	24	76	0	0	0	0	14	30	10	46	0	10	0	5	....	250	19,000
371	Chatsworth	.....do	F. P. Manley	1	....	12	19	0	0	.....	.....	....	....	....	....	7	4	....	....	....	300	6,000
372	Chebanse	.....do	A. Leachman	1	1	15	25	0	0	69	89	....	....	....	....	0	5	0	2	....	430	10,000
373	Cherry Valley	.....do	W. H. Outman	0	2	6	16	....	....	44	44	....	....	....	....	3	1	1	....	....	50	20,000
374	Chester	.....do	Jas. M. Dickson	1	1	15	25	.....	.....	270	300	.....	.....	2	3	2	2	....	....	....	100	20,000
375	Chicago	Englewood High School	Jas. E. Armstrong	10	10	168	470	2	6	0	0	....	....	....	....	12	50	....	....	4	.....	.....
376	.....do	English Manual Training and High School.	Albert R. Robinson	13	0	269	0	2	0	0	0	0	0	25	0	51	0	10	0	3	450	75,000
377	.....do	Hyde Park High School	C. W. French	12	13	237	497	2	0	0	0	....	....	....	....	12	45	7	25	4	1,500	250,000
378	.....do	Lake High School	Edw. F. Stearns	6	6	35	181	0	0	0	0	0	0	....	....	4	36	1	2	4	700	64,000
379	.....do	Lake View High School	James H. Norton	7	11	140	364	1	0	0	0	....	....	....	....	9	31	9	1	4	1,624	55,000
380	.....do	North Division High School.	Oliver S. Westcott	10	12	169	453	0	0	0	0	....	....	....	....	14	61	4	4	4	1,200	.....
381	.....do	Northwest Division High School.	Franklin P. Fisk	9	4	131	357	1	0	0	0	....	....	14	1	7	39	3	....	4	500	.....
382	.....do	South Division High School.	Jeremiah Slocum	8	18	188	625	5	6	0	0	6	18	28	60	17	86	5	18	4	1,473	125,000
383	.....do	West Division High School.	Geo. M. Clayberg	17	19	331	1,179	1	10	0	0	30	17	....	....	25	155	9	7	4	1,000	125,000
384	Chillicothe	High School	J. L. Robertson	1	1	23	27	....	....	.....	.....	....	....	1	3	2	11	1	2	4	465	.....
385	Chrisman	.....do	Jas. H. Browning	2	0	13	24	0	0	77	95	....	....	2	4	2	6	1	2	....	65	15,000
386	Coffeen	.....do	J. C. Wilson	1	1	7	6	0	0	121	95	....	....	3	....	2	5	....	....	....	.....	3,500
387	Colchester	.....do	E. J. Skidmore	1	1	14	28	0	0	208	185	14	28	14	28	1	8	1	5	....	239	6,000
388	Colfax	.....do	L. W. Haviland	1	1	13	15	0	0	117	123	....	1	4	2	0	0	0	0	4	80	10,000
389	Creston	.....do	Richard Heyward	1	0	2	7	0	0	67	38	0	0	0	0	0	2	0	0	....	61	12,000
390	Danville	.....do	S. A. D. Harry	2	3	60	119	2	....	0	0	....	2	1	0	6	14	2	3	....	1,200	2,500

* From catalog.

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
	1	2	3	4	5	6	7	8	9	10	11	13	13	14	15	16	17	18	19	20	21	22
	ILLINOIS—cont'd.																					
391	Decatur	High School	Louis B. Lee	5	7	162	276	.....	.....	.....	.....	1	2	.....	.....	16	33	.....	.....	4	1,044	$71,500
392	Dekalb	....do	Jno. T. Bowles	1	2	22	34	0	0	0	0	0	0	0	0	3	11	1	2	....	300	29,175
393	Delavan	....do	Geo. A. Franklin	1	2	27	41	....	1	.....	.....	.....	.....	2	1	4	2	2	1	....	1,300	.....
394	Dixon	....do	M. Joice Adams	1	3	45	65	0	0	.....	.....	.....	.....	.....	.....	3	6	.....	.....	....	232	.....
395	....do	North High School	E. C. Smith	1	1	30	34	1	0	0	0	.....	.....	.....	.....	5	13	.....	.....	....	105	.....
396	Downers Grove	High School	Jno. K. Rassweiler	1	1	14	30	.....	.....	.....	.....	.....	.....	.....	.....	1	5	0	3	....	375	10,000
397	Dundee	....do	S. M. Abbott	1	2	33	27	0	0	235	229	0	0	0	0	3	6	1	2	....	75	30,000
398	Duquoin	....do	J. E. Wooters	2	1	25	25	0	1	.....	.....	5	7	10	2	0	5	0	3	....	200	300
399	Durand	....do	Thomas A. Gallagher	1	1	19	23	.....	.....	50	65	0	0	0	0	.....	.....	.....	.....	.....	90	7,000
400	Dwight	....do	W. T. Wilson	1	2	25	34	.....	.....	200	164	0	0	3	4	0	3	0	3	....	500	11,000
401	Earlville	....do	J. H. Morton	1	0	11	16	0	0	0	0	2	5	3	2	1	3	0	3	....	300	.....
402	East Dubuque	....do	H. P. Caverly	1	1	16	19	.....	.....	109	119	.....	.....	.....	.....	3	2	.....	.....	.....	150	20,000
403	East St. Louis	....do	Chas. L. Manners	2	1	16	53	0	0	0	0	.....	.....	.....	.....	2	6	.....	.....	4	250	500
404	Edinburg	Township High School	J. W. Carle	2	....	18	14	.....	.....	.....	.....	.....	.....	.....	.....	4	2	3	.....	.....	40	12,000
405	Effingham	High School	H. C. Miller	2	....	10	20	.....	.....	.....	.....	.....	.....	.....	.....	4	4	.....	.....	.....	20	1,000
406	Elgin	....do	K. D. Harger	1	5	71	124	0	1	0	0	.....	.....	.....	.....	6	13	1	2	4	.....	20,700
407	Elizabeth	....do	Richard Rodgers	1	1	20	15	0	0	.....	.....	.....	.....	.....	.....	1	2	0	0	.....	.....	32,000
408	Elkhart	....do	S. Arthur Johnson	1	0	4	0	0	0	24	13	0	0	0	0	3	0	0	0	....	0	1,000
409	Elmshurst	....do	A. R. Moore	1	....	11	14	.....	.....	125	136	.....	.....	.....	.....	.....	.....	.....	.....	....	362	20,000
410	Elmwood	....do	S. B. Allison	1	1	16	44	0	0	0	0	3	3	.....	.....	3	7	1	1	....	700	.....
411	El Paso	East Side High School	H. E. Kanaga	1	1	28	31	.....	.....	77	91	.....	.....	.....	.....	4	10	4	6	4	.....	20,350
412	....do	West Side High School	Anna E. Hill	0	1	14	9	0	0	6	11	0	0	6	5	2	5	1	3	4	50	3,500
413	Eureka	High School	B. F. Vaughan	1	1	15	30	1	1	0	0	.....	.....	.....	.....	2	6	.....	.....	....	300	.....
414	Evanston	Township High School	Henry L. Boltand	3	7	128	183	....	2	0	0	12	10	.....	.....	16	20	10	16	....	800	65,000
415	Fairbury	High School	Edward Bangs	1	1	25	41	.....	.....	14	16	.....	.....	.....	.....	4	12	.....	.....	....	300	20,000
416	Fairmount	....do	W. D. Fairchild	1	0	6	19	0	0	0	0	.....	.....	.....	.....	1	2	0	1	....	80	12,000
417	Farmer City	....do	C. C. Covey (supt.)	3	0	42	23	0	0	0	0	8	7	10	5	5	0	5	0	4	200	.....
418	Farmington	....do	R. V. De Groff	1	1	22	37	0	0	.....	.....	.....	.....	3	3	4	8	.....	.....	....	500	26,000
419	Forrest	....do	O. J. Condon	0	4	20	38	.....	.....	108	113	.....	.....	.....	.....	1	5	.....	.....	4	.....	.....
420	Forreston	....do	Lyman H. Coleman	1	1	7	13	0	0	0	0	.....	.....	1	....	1	3	1	0	....	200	15,000
421	Freeport	....do	W. D. Hawk	2	3	75	78	0	0	0	0	6	0	12	16	7	16	2	2	....	606	.....

422	Galena	do	Lawrence De Graff	2	1	30	46	....	1	.....	.....	2	....	1	....	8	6	2	....	....	2,600	6,000
423	Galesburg	do	Mrs. Mary E. Gettemy	1	5	60	133	1	5	0	0	....	....	....	....	8	29	....	....	3	438	25,000
424	Galva	do	F. U. White	2	2	27	49	0	0	0	0	....	....	....	....	4	5	1	....	3	950	14,500
425	Geneseo	do	Miss Ada Schnabell	1	3	47	63	....	....	250	280	....	....	....	....	4	5	....	....	4	400	60,000
426	Geneva	do	H. H. Robinson	1	0	9	12	....	....	13	14	....	....	....	....	4	1	2	....	....	400	.....
427	Genoa	do	F. M. Overaker	1	4	100	120	0	0	0	0	40	72	....	....	3	5	....	....	....	400	.....
428	Georgetown	do	W. T. Crow	1	0	10	14	0	0	72	88	....	....	10	14	3	3	3	3	4	50	7,650
429	Gibson City	do	Maud E. Bristol	1	1	30	34	1	0	0	0	....	....	....	....	5	9	1	6	....	250	800
430	Gilman	High School (dept.)	F. E. Hobart	1	1	15	19	0	0	115	136	0	0	0	0	7	4	0	0	4	100	18,000
431	Golconda	High School	Otto J. Rude	1	0	10	11	0	0	139	140	0	0	0	0	2	2	2	2	....	312	5,100
432	Grayville	do	R. W. Jennings	2	0	21	21	0	0	133	134	....	....	....	....	5	6	....	....	....	143	15,000
433	Greenfield	do	A. D. Snyder	2	0	31	29	0	0	.....	.....	0	0	2	1	0	2	0	0	3	200	4,000
434	Greenville	do	D. W. Lindsay	2	....	25	35	....	1	220	250	....	....	....	....	4	9	....	....	....	150	25,000
435	Griggsville	do	W. R. Hatfield	1	1	15	25	0	0	177	183	....	....	....	....	3	5	2	0	....	.....	20,500
436	Hampshire	do	C. F. Hobert	1	2	12	22	....	....	90	98	....	....	3	3	4	1	2	1	....	300	5,000
437	Hanover	do	P. A. Mortenson	1	0	15	18	0	0	15	13	....	....	....	....	5	4	....	....	....	600	90
438	Harvard	do	Chas. W. Groves	2	....	22	46	....	....	....	....	....	....	....	....	1	13	1	13	3	500	.....
439	Havana	do	Mrs. S. E. Pierce	1	2	25	51	0	0	....	....	....	....	....	....	2	7	....	....	....	.....	.....
440	Henry	do	W. S. Wallace	1	1	15	34	....	....	12	13	....	....	....	....	1	7	....	....	....	375	30,000
441	Highland Park	Deerfield Township High School.	Edw. W. Chase	1	1	17	27	0	0	0	0	3	2	3	3	2	6	1	1	....	20	300
442	Hillsboro	High School	Margaret Hubbard	2	2	23	55	....	....	210	220	11	20	....	....	1	8	1	4	....	560	2,000
443	Hinsdale	do	Miss Johnson	....	2	12	13	....	....	....	....	....	....	....	....	....	1	....	....	....	100	150
444	Hoopston	do	R. A. Bayne	1	1	18	22	....	....	14	16	....	....	....	....	2	7	....	....	....	30	16,000
445	Ipava	do	J. C. Olson	1	....	10	25	0	0	.....	.....	....	....	1	2	2	5	....	....	....	300	5,000
446	Jacksonville	Washington High School.	Virginia Graves	2	3	51	86	5	3	.....	.....	....	....	....	....	4	12	....	....	....	700	30,000
447	Joliet	High School	J. Stanley Brown	1	2	35	50	....	....	41	93	....	....	....	....	10	19	....	....	....	200	24,000
448	Kankakee	do	E. D. Walker	1	3	30	45	0	1	13	42	0	0	7	5	1	13	1	4	4	.....	64,000
449	Kansas	do	N. G. Wark	2	3	15	20	....	....	110	155	....	....	....	....	3	7	....	....	....	25	8,000
450	Kewanee	do	Horace Phillips	1	4	42	64	0	0	22	39	0	0	....	....	2	7	2	7	4	916	50,000
451	Kinmundy	do	J. H. G. Brinckerhoff	1	1	24	32	....	....	.....	.....	1	....	....	....	0	0	....	....	....	15	3,000
452	Kirkwood	do	Chas. E. Lauder	1	0	15	28	....	1	75	70	5	12	3	4	3	3	2	2	....	215	.....
453	Lacon	Union High School	Jno. C. Mountjoy	1	1	6	15	....	....	7	16	....	....	....	....	1	3	1	2	....	700	.....
454	Lagrange	Lyons Township High School.	E. G. Cooley	3	3	40	77	0	0	0	0	2	1	....	....	5	6	5	6	4	600	60,000
455	Lanark	High School	L. J. Hancock	2	1	28	37	....	....	137	158	....	....	....	....	5	6	....	1	....	.....	30,000
456	Lasalle	do	T. C. Kohin	2	1	25	59	0	0	0	0	3	12	6	5	2	9	2	3	*4	200	20,000
457	Leaf River	do	Emery I. Neff	1	....	12	6	....	....	50	64	....	....	....	....	0	0	....	....	....	75	3,000
458	Lena	do	S. A. Harker	1	1	21	23	0	0	124	105	0	0	0	0	3	4	0	0	4	175	.....
459	Lewistown	do	Burton E. Nelson	1	1	20	42	0	0	214	236	2	....	2	....	4	5	4	0	....	274	10,000
460	Lexington	do	Ira M. Ong	1	1	24	24	0	0	0	0	0	0	6	6	2	4	2	4	....	156	.....
461	Lincoln	do	A. L. Anderson	1	2	31	43	0	1	0	0	4	....	....	....	5	9	....	....	4	120	70,000
462	Litchfield	City High School	G. P. Randle	2	2	49	77	3	1	0	0	0	0	5	4	3	4	2	2	....	250	60,000
463	Lockport	High School	W. D. Edmunds	1	1	15	20	....	....	154	159	0	0	2	1	....	1	....	....	....	500	.....
464	Lyndon	do	C. H. Marcy	1	2	30	32	2	2	40	48	....	....	....	....	1	4	1	2	....	28	2,000
465	Macomb	do	C. M. Brunson	2	1	18	47	1	1	.....	.....	....	....	....	....	5	14	5	7	3	50	18,000
466	Mansfield	do	L. B. White	1	....	5	12	....	....	10	13	1	2	....	....	1	3	....	....	....	40	10,000
467	Manteno	High School (dept.)	E. Gates	1	....	3	7	0	0	18	9	0	0	3	3	1	6	1	1	....	60	9,000
468	Marengo	High School	C. W. Hart	1	1	12	21	0	0	150	162	....	....	....	....	4	5	....	....	....	350	15,000
469	Maron	do	C. V. McReynolds	1	1	22	28	0	0	99	101	....	....	....	....	8	9	....	....	3	.....	.....
470	Marseilles	do	H. C. Waddle	1	....	4	18	....	....	276	308	....	....	....	....	1	4	....	....	....	300	.....

* From catalog.

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	ILLINOIS—cont'd																					
471	Marshall	High School	L. A. Wallace	1	2	23	36	....	1	20	25	....	....	4	5	1	5	....	....	....	150	.....
472	Martinsville	....do	F. W. Arney	1	....	5	13	....	....	104	112	....	....	....	....	1	2	....	....	....	200	$12,000
473	Mason City	....do	J. P. W. Brouse	1	2	60	37	....	....	10	28	6	8	4	3	13	6	....	....	....	500	60,000
474	Mattoon	....do	E. Kate Carman	1	4	37	74	1	3	0	0	20	15	5	0	6	15	4	3	....	1,200	18,000
475	Mayfair (Chicago)	Jefferson High School	Charles A. Cook	5	5	42	118	0	0	0	0	7	6	10	23	4	15	4	7	4	804	60,000
476	Mazon	High School	Casper G. Hanswalt	1	1	13	12	0	0	52	52	....	....	....	....	2	2	....	....	....	1,067	12,500
477	Medora	....do	Geo. W. Walker	1	2	14	13	2	4	46	57	3	4	2	1	1	2	1	2	....	.....	.....
478	Mendota	East High School	W. R. Foster	1	1	22	20	1	....	.....	.....	....	....	....	....	1	7	....	....	....	.....	.....
479	Meredosia	High School	Heywood Coffield	1	3	20	20	0	0	79	81	0	0	0	0	1	5	0	0	3	29	10,000
480	Metamora	....do	I. N. Warner	1	2	5	10	0	0	18	13	....	....	1	0	2	0	1	0	....	30	.....
481	Milford	....do	Frank Harry	1	1	19	27	0	0	14	12	....	....	....	....	3	7	3	7	....	60	9,000
482	Milledgeville	High School (dept.)	Jno. H. Shirk	1	0	12	21	0	0	77	58	0	0	0	0	2	4	0	0	4	175	5,800
483	Minier	High School	H. R. Tanner	1	1	12	19	0	0	92	71	4	5	2	3	3	5	2	3	....	153	4,000
484	Minooka	....do	Jno. Davies	1	0	2	11	0	0	41	52	0	0	0	0	0	6	0	0	2	100	3,410
485	Momence	....do	Miss Clementine Luther	1	2	40	35	0	1	0	0	8	12	10	8	6	3	3	....	....	75	47,800
486	Monmouth	....do	W. D. McDowell	2	2	28	65	0	1	0	0	....	....	....	....	6	10	5	3	....	11	.....
487	Monticello	....do	Frank M. Brown	2	0	29	31	0	0	0	0	....	....	....	....	2	2	2	0	....	150	.....
488	Morris	....do	Miss Mary B. Holderman.	1	2	7	45	0	1	0	0	....	....	7	45	1	8	1	8	....	271	40,705
489	Morrison	....do	Mrs. P. F. Burtch	1	2	18	33	0	0	24	34	....	....	....	....	4	9	....	....	....	276	31,800
490	Morrisonville	....do	Oliver De Motte	1	0	8	7	4	2	.....	.....	....	....	....	....	....	3	....	....	....	144	11,500
491	Mount Carmel	....do	Wm. Henry Lee	2	1	47	58	....	....	.....	.....	2	8	4	15	1	4	....	....	....	.....	19,000
492	Mount Carroll	....do	S. A. Maxwell	1	1	16	20	0	0	7	10	0	0	0	0	3	3	0	0	4	1,100	15,000
493	Mount Pulaski	....do	Wm. Miner	1	1	23	42	0	0	192	151	0	0	3	0	4	9	3	0	....	133	2,000
494	Mount Sterling	....do	Henry E. Hammond	1	1	16	27	1	0	21	19	0	0	0	0	6	7	....	....	....	400	.....
495	Naperville	Ellsworth Graded High School.	F. A. Kendall	1	0	7	13	0	0	1	9	0	0	0	0	0	0	0	0	....	50	.....
496	Nashville	High School	J. B. Bundy	3	0	16	23	....	....	34	8	....	....	....	....	1	7	1	7	....	400	36,000
497	Nauvoo	....do	Sherman Cass	1	0	6	4	....	....	13	21	0	1	0	0	1	2	....	....	....	100	6,000
498	Neoga	....do	S. S. Frederick	1	....	14	20	....	....	120	130	....	....	....	....	1	6	....	....	....	25	.....
499	Newman	....do	J. L. Hughes	1	1	43	42	....	....	0	0	....	....	10	15	6	5	....	....	....	250	3,000

500	Newton	do	J. F. Arnold	1	9	00	260									6	2					14,000
501	Nokomis	do	Miss M. L. Himmelrick	1	1	21	26	0	0	12	0					4	5	2			350	20,000
502	Normal	do	H. B. Price	2	0	10	16	0	1	14	22					2	6	0	0		585	
503	Oakland	do	J. W. Hesler	1	1	14	7			110	121	0	0	0	0	1	3				200	2,500
504	Oakpark	do	D. O. Barto	4	4	73	110	0	0	0	0					7	8				350	70,000
505	Odell	do	C. E. De Butts	1	1	20	30	0	0	110	90						3				150	10,000
506	Olney	do	H. W. Shryock	2	2	31	71	0	0	14	19			3		5	12	3	0	4	50	500
507	Onarga	do	J. R. Freebern	1	1	10	12	0	0	25	20	0	0	10	12	0	9	0	9		50	3,000
508	Oregon	do	L. E. Harriss	1	2	11	28	0	0	8	10					3	9				800	
509	Orion	do	Margaret Grant	1	1	9	11									1	9				75	5,000
510	Oswego	do	C. H. Bucks	1	0	13	19	0	0	89	52	0	0	0	0	2	1					12,000
511	Ottawa	Township High School	J. O. Leslie	7	4	84	116	0	0	0	0	4	5			15	26	8	6	4	1,000	25,000
512	Pana	East High School	W. T. Gooden	2	1	14	34	0	0	272	238						5				400	50,000
513	do	West High School	L. S. Ham	1	2	17	25	0	0	166	163					6	2				50	20,000
514	Paris	High School	J. E. McGilvrey	2	2	40	78	1		0	0					4	20				75	15,000
515	Paxton	do	H. G. Strawn	2	0	13	34	0	0	0	0					3	7	1	3	3	500	5,000
516	Payson	do	N. J. Hinton	1	1	27	28	0	0	78	59	4	5	1	0	4	3	3	1	3	433	7,850
517	Pecatonica	do	Miss Lucy M. Shimmin		2	12	14			9	23					2	6				70	1,535
518	Pekin	do	F. W. Reubelt	0	3	45	75	0	0	655	675			8	6	1	4	0	0		450	95,000
519	Peoria	do	A. W. Beasley	8	5	184	343	3	4	0	0	20	28	65	87	23	73	11	10		2,300	58,500
520	Perry	do	Minna Northington	1	1	12	18	0	0	85	92					0	0	0	0		16	12,000
521	Pern	High School (dept.)	Fred W. Smedley	2	2	29	59	0	0					7	13	4	11				500	15,000
522	Piper City	High School	E. H. Miller	0	5	38	42	0	0	82	94					2	3				400	10,000
523	Pittsfield	do	Irwin F. Mather	3	2	60	65		2	20	25	5	11	10	12	4	4	4	2		170	
524	Plainfield	do	J. P. Browne	1	1	15	15	0	0	90	110	0	0			3	4				30	
525	Plano	High School (dept.)	P. K. Cross	1	1	34	35							20	18	6	6				100	35,000
526	Pleasant Plains	High School	W. H. Roach	1		8	15	0	0	50	67					4	5			3	0	8,500
527	Prairie City	do	B. F. Schisler	1	1	20	24	0	0	78	113		1		1	1	6				75	5,000
528	Princeton	do	Richard A. Metcalf	3	6	66	138		2	30	42	5	2	39	100	5	13	5	10	4	1,400	75,000
529	Prophetstown	do	W. S. Ellison	1		23	34			79	98					3	4	1	2		250	15,000
530	Quincy	do	William B. Corbyn	3	7	50	162	1	12	0	0	4	10			1	30	1	4	4	550	465,000
531	Rankin	do	O. O. Benson	1		27	18	0	0	71	64					1	1				200	4,000
532	Rantoul	do	A. P. Johnson	2	0	18	22	0	0							3	0				100	7,000
533	Richmond	do	G. A. Collins	1	2	5	9			40	66					1	4				100	8,000
534	Ridgefarm	do	E. Hollingsworth	1	3	22	25	1	3	97	117	3	5			3	3	3	2	3	105	15,000
535	Rochelle	do	C. F. Philbrook	1	1	26	35							2	2	8	9	2	2		600	45,000
536	Rockfalls	do	W. R. Kirk	1	2	16	50	0	0	235	222	0	0	2	0	3	4	0	0	4	382	18,000
537	Rockford	do	Walter A. Edwards	3	6	135	278	0	1	0	0	13	9	18	50	10	42	3	12	4	1,005	44,000
538	Rockton	do	W. W. Austin	1	0	2	10			5	15	1	6			1	5				50	
539	Roodhouse	do	T. H. Cobbs	2	1	24	28	0	0	288	267					3	6				300	
540	Roseville	do	Jos. A. Dixon	1		11	25					7	12			0	0			4	25	12,000
541	Rossville	High School (dept.)	H. W. Flanegin	1	1	11	23	0	1	0	0	0	0	6	5	2	1	2	1		300	25,000
542	St. Charles	East High School	Frank Rockwell	1	0	20	23	0	0	12	6	0	0	0	0	0	9			3	17	20,000
543	Salem	High School	E. F. Wilson	1	1	35	41		1	175	171	3		2		3	5				75	25,000
544	Sandoval	do	C. H. Pugh	1	5	10	15	0	0	136	120									2	200	
545	Sandwich	do	D. R. Sterling	2		26	31	0	0	0	0	0	0	5	2	1	6	1	1		200	
546	Savanna	do	B. F. Hendricks	1	2	14	36			7	21										230	
547	Saybrook	do	F. C. Prowdley	1	1	26	24	0	0	73	83	0	0	0	0	1	2	0	0		12	4,000
548	Seneca	do	C. J. Byrne	1	1	15	25			117	120										60	14,000
549	Shelbyville	do	Miss Martha F. Eddy	1	2	23	37	0	0							5	7			3	389	
550	Sheldon	do	R. A. Bayne	1	1	14	23			166	168					3	2	3	2		480	20,000
551	Sibley	do	A. F. Lyle	1	1	19	17	0	0	69	75					2	1				550	3,500

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	ILLINOIS—cont'd.																					
552	Sorento	High School	J. H. Grigg	1	0	4	6	...	...	157	160	0	0	...	...	1	5	...	...	3	102	$3,850
553	Sparta	do	J. M. Nickles	3	1	66	98	0	2	0	0	2	2	...	...	3	10	...	...	4	1,000	.....
554	Springfield	do	Wm. Helmle	4	5	101	194	1	9	0	0	...	...	...	...	10	43	3	2	4	600	.....
555	Sterling	Sterling High School	Anna Parmelee	1	3	35	54	...	...	...	...	...	...	2	...	4	4	2	...	4	600	10,000
556	do	Wallace High School	Anna C. Eack	1	2	9	12	0	0	11	14	1	0	2	...	4	2	3	0	...	275	12,000
557	Sugargrove	High School	L. F. Wentzel	1	2	16	19	0	0	35	30	0	0	0	0	2	1	0	0	...	300	3,500
558	Sycamore	do	Andrew J. Blanchard	1	2	9	8	0	0	36	45	0	0	1	0	6	2	2	...	3	1,000	35,000
559	Taylorville	Township High School	Arthur C. Butler	2	2	46	65	0	0	0	0	...	...	...	...	...	2	...	2	4	274	28,000
560	Toledo	High School	H. L. Sedwick	0	3	4	12	0	0	8	6	0	0	0	0	...	...	...	...	...	...	5,000
561	Toulon	do	J. H. Stickney	1	1	20	30	0	0	100	110	...	4	...	1	1	8	...	...	...	202	10,000
562	Tuscola	do	Chas. S. Earle	2	3	36	56	...	...	...	...	12	18	16	20	2	3	1	3	4	273	86,000
563	Union	Grady High School	Prof. Proudley	1	1	3	3	0	0	37	44	0	0	0	0	2	2	0	0	...	50	3,000
564	Urbana	High School (dept.)	I. W. Hays	3	2	46	59	1	0	0	0	...	...	15	20	4	8	2	2	...	500	5,000
565	Utica	High School	Chas. B. Saunders, B. S.	1	1	10	15	0	0	17	14	...	...	...	...	3	1	1	1	...	55	15,000
566	Vandalia	do	C. W. Parkinson	2	1	28	27	0	0	0	0	4	6	1	2	3	...	2	...	...	300	18,000
567	Virden	do	P. M. Silloway	1	2	14	40	5	10	156	170	...	...	...	...	3	9	...	...	...	30	.....
568	Virginia	do	T. W. B. Everhart	1	1	20	16	0	0	182	189	2	0	...	...	2	1	1	1	...	400	25,000
569	Warren	do	W. C. Smith	1	1	10	30	0	0	0	0	3	7	0	0	1	3	0	3	4	100	4,000
570	Warsaw	do	A. W. Hussey	1	1	20	24	0	0	0	0	0	0	2	0	4	5	2	0	...	40	.....
571	Washington	do	F. L. Calkins	1	1	18	37	...	...	164	121	2	2	0	0	4	11	1	2	3	375	16,000
572	Watseka	do	Simeon W. Dixon	1	1	19	30	0	0	...	...	0	0	3	5	3	9	2	2	...	300	12,000
573	Waukegan	do	Frank H. Hall	1	3	52	83	0	0	...	...	0	0	0	0	6	8	...	1	...	1,300	.....
574	Wellington	do	E. J. Blake	1	0	17	10	0	0	6	8	...	...	...	...	0	4	0	4	...	12	1,500
575	Wenona	do	J. M. Alden	1	1	17	13	0	0	90	122	...	...	...	...	...	6	...	...	...	476	20,000
576	Wheaton	do	C. L. Blodgett	1	1	15	22	1	0	191	154	0	0	8	17	3	4	3	4	...	250	35,000
577	Whitehall	do	C. H. Andrews	2	0	20	45	0	0	...	...	...	...	...	...	4	13	0	0	...	675	.....
578	Wilmington	do	J. J. Eckman	1	2	20	28	...	1	156	196	...	...	...	...	2	7	1	1	...	600	.....
579	Winchester	do	A. V. Storm	1	1	8	17	0	0	12	23	...	...	...	...	1	7	1	7	...	150	15,000
580	Windsor	do	W. E. McCormick	1	1	8	6	...	...	117	104	...	...	...	...	...	1	...	1	...	...	.....
581	Winnebago	do	Geo. A. Chase	1	0	18	28	0	0	55	60	...	...	...	...	0	1	0	1	4	190	.....
582	Woodstock	do	Jno. R. Kellogg	1	1	24	36	0	0	0	0	0	0	...	...	1	9	...	...	...	50	40,000

583	Yorkville	do	W. J. Sutherland	1	3	24	27	....	....	111	103	10	12	3	....	6	3	2	1	....	150	16,000
	INDIANA.																					
584	Albion	High School	W. B. Van Gorder	1	1	25	25	....	....	163	162	....	1	.....		1	6	1	6	....	355	.....
585	Alexandria	do	Joe T. Giles	2	0	13	16	....	....	248	382	....	....	.....	....	....	....	....	....	....	80	30,000
586	Amboy	Academy	C. W. Kimmel	2	0	31	35	0	0	83	102	....	....	.....	....	6	7	....	....	4	12	8,000
587	Anderson	High School	James B. Pearcy	2	2	66	88	0	0	0	0	0	0	0	0	4	10	....	....	....	300	55,000
588	Andrews	do	Jas. C. Comstock	....	1	11	18	....	....	13	7	....	....	2	3	2	4	2	3	....	....	10,000
589	Angola	do	Laura Sprague	1	1	16	33	0	0	3	5	0	1	0	0	1	7	....	....	....	150	27,000
590	Arcadia	Township High School	J. M. Ashby	2	....	18	19	....	....	94	111	4	3	7	5	2	2	....	....	....	....	.....
591	Argos	High School	C. A. Peterson	2	....	12	10	0	0	167	180	0	0	0	0	2	4	0	0	....	150	16,000
592	Auburn	do	H. E. Coe	2	....	25	47	....	....	283	312	....	....	2	....	1	2	1	0	....	650	38,000
593	Aurora	do	Anna Suter	1	2	28	48	0	0	0	0	....	....	.....	....	2	6	1	2	....	252	30,000
594	Bainbridge	do	Jennie Edgeworth	0	2	3	14	0	0	6	14	....	....	.....	....	....	....	....	....	....	100	.....
595	Batesville	do	J. S. Benham	2	0	11	11	0	0	10	11	5	3	0	0	2	3	2	3	....	109	6,000
596	Bedford	do	Chas. Cunningham	3	0	48	67	0	0	0	0	....	....	.....	....	5	7	2	2	....	250	15,000
597	Bippus	Warren Township High School.	Frank Guthrie	2	....	16	13	0	0	26	31	0	0	4	2	4	2	4	2	....	97	4,500
598	Bloomfield	High School	Miss Alice Hadley	....	1	16	18	0	0	170	172	16	18	.....		3	4	3	4	3	.....	.....
599	Bloomington	do	J. Z. A. McCaughan	1	3	54	100	1	0	0	0	....	....	.....	....	14	18	....	....	....	330	80,000
600	Bluffton	do	Alice C. Ackley	2	2	37	39	....	....	.....	.....	8	6	.....		4	8	3	4	4	800	20,000
601	Boonville	do	Jas. R. Wilson	1	0	7	14	....	....	.....	.....	....	....	.....	....	3	4	....	....	....	.....	300
602	Boswell	do	Geo. E. Rogers	1	0	4	3	0	0	38	25	0	0	1	0	0	0	0	0	....	48	2,500
603	Bourbon	do	Kate Moran	1	1	22	28	0	0	133	138	....	....	.....	....	3	1	....	....	....	290	20,000
604	Brazil	do	T. N. James	2	0	16	34	....	....	.....	.....	....	....	.....	....	8	12	....	....	....	250	2,500
605	Brightwood	do	Mary E. Sparks, A. M.	1	5	4	5	0	0	206	208	0	0	0	0	2	2	....	....	....	.....	20,000
606	Bristol	do	M. H. Kinney	2	0	20	20	....	....	60	80	0	0	0	0	....	....	....	....	....	60	3,800
607	Broad Ripple	do	Wm. Martin	1	2	20	20	....	1	0	0	....	....	.....	....	4	1	4	1	....	36	8,000
608	Brookville	do	H. S. Voorhees	2	....	18	36	0	0	188	187	0	0	0	0	1	5	0	2	....	.....	15,000
609	Brownstown	do	L. N. Fouts	2	1	21	22	0	0	197	190	2	1	.....		8	7	....	1	....	75	30,000
610	Butler	do	C. E. Kriebel	2	2	25	30	....	....	173	141	....	....	.....	....	1	2	....	....	....	300	.....
611	Butlerville	High School (dept.)	Townsend Cope	1	....	4	6	....	....	54	63	....	....	.....	....	....	....	....	....	....	33	1,200
612	Cambridge City	High School	A. L. Baldwin	3	0	36	41	3	1	0	0	....	....	.....	....	8	6	....	....	4	700	.....
613	Carmel	do	Minnie Rhodes	1	1	20	30	0	0	100	120	20	30	20	30	5	3	5	3	....	400	6,000
614	Carthage	do	Mrs. Annabel Sherer	1	1	14	10	1	2	20	11	....	....	8	7	....	1	0	0	....	.....	.....
615	Centerville	Union High School	W. J. Bowden	2	....	17	30	0	0	4	8	....	....	.....	....	2	5	1	2	4	175	.....
616	Charlestown	High School	Chas. Ammerman	1	....	7	10	....	....	4	12	....	....	.....	....	0	0	....	....	....	.....	.....
617	Chestertown	do	A. R. Hardesty	1	1	6	14	0	0	129	140	....	....	.....	....	0	0	....	....	....	300	20,000
618	Churubusco	do	Paul Wilkie	1	....	4	4	....	....	4	4	....	....	.....	....	4	4	....	....	....	.....	3,500
619	Clinton	do	Oscar B. Zell	2	0	10	28	0	1	263	241	0	0	10	28	0	1	0	1	3	149	22,200
620	Cloverdale	do	S. A. Harris	1	0	9	9	0	0	33	62	....	....	.....	....	0	0	....	....	....	50	2,500
621	Collins	do	F. T. Betzner	1	0	10	9	....	....	9	11	....	....	5	7	2	15	....	....	....	50	6,000
622	Columbus	do	Samuel Wortz	2	1	59	90	0	0	0	0	....	....	.....	....	2	7	2	2	....	500	.....
623	Connersville	do	Ross M. Ludlow	2	0	35	40	....	2	.....	.....	4	2	2	....	6	8	....	....	....	175	6,000
624	Covington	do	Miss Mollie McMahon	1	1	4	25	0	0	0	0	0	0	0	0	1	4	0	0	....	90	25,000
625	Crawfordsville	do	Miss Anna Wilson	2	3	31	102	1	0	0	0	0	0	4	6	2	21	0	3	4	400	.....
626	Crothersville	do	J. E. Payne	1	1	10	12	0	0	85	118	....	....	.....	....	0	0	....	....	....	300	10,000
627	Crown Point	do	Elizabeth L. Horney	1	2	26	47	0	0	0	0	....	....	.....	....	2	3	....	1	....	1,000	20,000
628	Dana	do	Geo. W. Dealand	1	0	6	8	0	0	8	10	0	0	1	0	0	0	0	0	....	25	10,500
629	Danville	do	Miss Kate Hadley	1	1	20	8	2	0	0	0	....	....	.....	....	10	2	....	....	3	100	20,000
630	Dayton	do	G. M. Powell	1	1	20	23	....	....	43	78	....	....	4	3	6	6	4	3	....	256	35,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	INDIANA—cont'd.																					
631	Decatur	High School	A. D. Moffett	1	1	20	36	----	----	------	------	----	----	----	----	2	4	2	4	3	400	-------
632	Delphi	....do	W. S. Almond (supt.)	2	1	24	41	----	----	200	229	10	14	7	11	4	2	2	----	----	300	$7,000
633	Dublin	....do	S. B. Plasket	2	1	15	11	0	0	126	127	----	----	----	----	----	1	----	1	4	1,359	11,000
634	East Germantown	....do	W. D. Cook	1	0	8	7	0	0	7	5	8	3	----	----	3	1	----	----	----	72	-------
635	Edinburg	....do	J. H. Hayworth	2	0	26	27	0	1	0	0	----	----	----	----	0	3	----	----	----	100	-------
636	Elkhart	....do	S. B. McCracken	2	3	63	110	0	0	0	0	----	----	----	----	7	8	----	----	----	3,200	40,000
637	Elwood	....do	C. S. Meek	1	1	20	22	0	0	0	0	----	----	----	----	4	2	----	----	----	250	25,000
638	English	....do	Jno. H. Luckett	1	1	18	17	0	0	62	53	----	----	----	----	4	3	----	----	----	50	-------
639	Evansville	Governor Street High School.	Jno. R. Blackburn	1	1	16	28	16	28	283	342	0	0	0	0	2	2	0	0	4	-------	-------
640	Fishers Switch	High School	Clarence Randall	1	0	8	8	0	0	34	46	----	----	8	8	0	0	0	0	3	100	5,000
641	Fort Branch	....do	Carle Minton	1	----	6	18	0	0	12	6	----	----	----	----	2	3	----	----	----	60	-------
642	Fort Wayne	....do	Chester T. Lane	3	7	109	237	0	2	0	0	3	0	----	----	4	20	----	----	----	-------	-------
643	Fountain City	....do	A. L. Ellabarger	1	0	13	12	1	2	57	48	----	----	----	----	1	4	----	----	----	200	5,000
644	Fowler	....do	B. B. Berry	1	1	20	30	0	0	130	130	----	----	----	----	5	6	----	----	----	1,000	30,000
645	Frankfort	....do	Jno. A. Wood	2	2	67	98	1	1	0	0	1	3	18	31	4	13	3	11	4	2,100	58,500
646	Franklin	....do	Kittie E. Palmer	2	2	55	79	1	1	0	0	----	----	----	----	3	12	----	----	4	500	16,000
647	Fremont	....do	W. H. King	1	0	8	14	0	0	63	71	0	0	0	0	1	1	0	0	----	24	2,500
648	Garrett	....do	F. M. Merica	1	1	12	24	0	0	3	1	----	----	----	----	0	0	----	----	----	0	20,000
649	Goshen	....do	Emma R. Chandler	1	3	65	77	----	----	625	733	----	----	----	----	5	13	----	----	4	1,700	50,000
650	Gosport	....do	Ira P. Baldwin	1	1	21	26	0	0	35	43	----	----	----	----	3	5	3	2	----	650	8,000
651	Grandview	....do	F. L. Priest	1	----	----	3	----	----	------	------	----	----	----	----	----	3	----	----	----	40	-------
652	Greencastle	....do	Miss Martha Ridpath	3	3	59	104	3	3	0	0	0	0	----	----	8	17	5	5	----	-------	20,000
653	Greenfield	....do	T. E. Kenzie	2	1	45	52	0	1	0	0	----	----	----	----	7	15	3	1	----	300	25
654	Greensboro	....do	R. S. Tice	1	0	2	5	0	0	69	68	0	0	0	0	0	0	0	0	----	68	-------
655	Greens Fork	....do	J. W. Outland	1	----	7	9	0	0	61	60	----	----	----	----	0	0	0	0	----	150	5,500
656	Greenwood	....do	Elmer E. Tyner	2	0	22	21	1	1	152	152	----	----	----	----	1	4	1	----	4	150	-------
657	Hagerstown	....do	Clarkson D. Wissler	2	----	25	27	0	0	------	------	6	7	2	----	1	3	1	1	4	354	8,000
658	Hammond	....do	W. A. Hill	1	2	9	19	----	----	------	------	0	0	0	0	2	5	2	5	----	425	-------
659	Hanna	....do	E. G. Bunnell	1	----	5	4	----	----	52	40	----	----	2	1	1	3	----	1	----	200	3,500

660	Hartford City	do	Jennie E. Hoover	1	1	15	32									1	2	1				
661	Hazleton	do	C. L. Howard	1		3	2			100	100	0	0	2	1	0	0	0	0		60	1,500
662	Hebron	do	A. A. Hughart	1		8	12			104	98					2	7			3	200	5,000
663	Huntingburg	do	F. S. Morgenthaler	1		5	14	5	6	296	298					1	3	1	1		150	5,000
664	Indianapolis	High School (No. 1)	Geo. W. Hufford	15	12	490	701	28	44	0	0					36	88			4	3,400	
665	do	High School (No. 2)	Chas. E. Emmerich	4	6	124	201	3	5	0	0									4	1,683	
666	Irvington	High School (dept.)	Jas. C. Bryant	1	1	5	3	0	0	93	94	0	0	0	0	0	0	0	0	3	116	13,000
667	Jamestown	High School (dept.)	O. B. Hultz	1	0	8	4	0	0	6	11					0	0	0	0			4,000
668	Jeffersonville	High School	C. M. Marble	2	1	35	77									6	9	2	3		500	
669	do	Port Fulton High School	E. S. Hopkins, A. M	1	0	3	4			89	82	3	4								6	8,000
670	Kennard	High School	C. W. Vuncanon	1	0	3	3	0	0	60	65					0	0	0	0		14	1,800
671	Knightstown	do	Homer H. Cooper	2	1	35	40	0	2	215	222					8	5	3	1	4	100	35,000
672	Kokomo	do	E. B. Bryan	2	2	82	102	4	2							5	7					
673	Ladoga	do	J. F. Warfel	2	1	18	30	0	0			2	1	3	5	8	7	3	2		432	7,000
674	La Fayette	do	Russell Bedgood	3	4	51	139	1	2	0	0	2	3	4	4	4	21	6	7		13,000	60,000
675	Lagro	do	J. W. Murphy	2	1	35	30			92	88	15	15	20	15	5	3	4	1		659	
676	Laurel	do	W. E. Schoonover	1	1	14	16			96	96									3	100	3,100
677	Lawrenceburg	do	G. D. Knopp	2	1	20	28	0	0							3	4			3	700	12,000
678	Lebanon	do	Miss Bettie G. Grimsley	2	2	35	44		1			5	3			9	4				200	50,000
679	Lewisville	Rich Square High School	Mary E. F. Stewart	1	0	3	3	0	3	21	22	2	0	1	0	0	2	0	0		98	3,000
680	Liberty	High School	P. B. Nye	3	0	37	44	1	0	120	143					2	4	1	1		167	15,000
681	Ligonier	do	W. A. Beane	2	0	22	30	0	0	200	250					3	6				400	
682	Lincolnville	do	Earl Ramsey	1	0	3	10	0	0	45	45										200	2,000
683	Linden	do	A. S. Fraley	1		5	7			45	55					3	3				75	8,000
684	Linton	do	I. P. Ubank	2	0	14	16	0	0	171	269	0	0	0	0	0	0	0	0		20	9,000
685	Lowell	do	Frank F. Heighway	2	0	9	17	0	0	19	12	0	0	0	0	2	1	0	1		110	6,000
686	McCordsville	do	J. W. Jay	1	0	12	12	0	0	8	6					0	0				100	9,000
687	Madison	do	C. M. McDaniel	1	2	24	38	1		14	58					0	7				250	8,000
688	Marion	do	W. J. Williams	2	3	72	97	2								7	9			4	2,500	180,000
689	Martinsville	do	Paul Monroe	2	1	33	46	0	0	0	0					3	4	2	1		300	20,000
690	Mentone	do	O. H. Bowman	1		16	5			89	90											10,250
691	Michigan City	do	E. E. Slick	2	3	44	46	0	0	0	0					3	4			3	50	
692	Middlebury	do	L. H. Kreke	1	0	8	10	0	0	10	5	3	4	2	0	0	1	0	0	4		8,000
693	Middletown	do	W. L. Cory	2	0	15	13	0	0	119	152					4	2	4	2		267	14,000
694	Milroy	do	Jno. L. Shauck	1		15	20			85	80					4	3	5	1		70	6,000
695	Milton	do	D. A. Sharp	2	0	20	10			104	96					2	2				183	10,000
696	Mishawaka	do	Mary D. Welch	1	2	22	49			264	225			5	10	2	8				1,200	43,500
697	Mitchell	do	Clara Mitchell	1	2	24	41	2	1	189	187					4	8				200	12,000
698	Monroeville	do	B. Clephane	1		15	9									4					275	
699	Monticello	do	Lewis E. Wheeler	3	0	32	49	0	0	0	0	0	0	0	0	1	1				400	40,000
700	Mooresville	do	G. B. Coffman	1	1	13	19	0	0	0	0					1	2	1	2		479	10,150
701	Moral	Pleasant View High School.	Jno. F. Walker	1		8	8			13	2	0	0	1	4	2	1	1	1		18	3,000
702	Morristown	High School (dept.)	Hiram B. Patten	1		4	6			66	84					0	0	0	0		100	
703	Mount Sterling	High School	I. W. Richards		1	20	21			24	22											
704	Mount Vernon	High School (dept.)	Edwin S. Monroe	5	0	32	86	0	5	0	0	4	6	3	5	5	17	4	7		200	20,000
705	Mulberry	High School	L. L. Kyger	1		7	6	0	0	10	14			2	0	0	0	0	0		100	
706	Nappanee	do	I. W. Lucia	3	0	12	18			210	190	1		3		2	2				0	
707	New Albany	Scribner High School (colored).	W. O. Vance	1	1	5	8	5	8	20	32										350	15,000
708	do	High School (white)	Jos. P. Funk	1	3	53	104	0	0	0	0					10	7				270	15,000
709	New Carlisle	High School	O. M. Searls	1		0	13	0	0	12	6	0	6	0	0	0	7				110	13,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894			Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.						Number of years in course of study.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	INDIANA—cont'd.																					
710	Newcastle	High School	Rosa R. Mikels	2	2	56	67	3	3	.....	.....	1	....	5	5	18	9	....	....	....	750	$60,000
711	New Harmony	do	Chas. H. Wood	1	1	18	18	1	1	163	166	....	....	....	....	3	4	....	....	....	10,000	3,750
712	New Haven	do	F. M. Hamilton	1	....	1	8	0	0	7	24	1	2	....	....	1	6	1	2	....	25	7,000
713	Nineveh	do	E. L. Hendricks	1	0	2	5	0	0	50	67	0	0	2	5	0	0	0	0	....	150	2,000
714	Noblesville	do	Reed Carr	4	....	63	68	1	1	.....	.....	....	....	....	....	5	11	....	....	....	460	.....
715	North Judson	do	Jno. E. Lung, B. S.	1	3	11	9	....	....	112	100	....	....	8	4	3	1	3	1	3	220	7,000
716	North Vernon	do	Horace Ellis (supt.)	2	3	15	28	0	1	194	392	0	1	2	0	3	5	1	2	4	650	15,000
717	Oxford	do	Nora E. Hunter	1	1	19	16	0	0	0	0	0	0	19	16	2	3	2	2	3	213	5,000
718	Paoli	do	W. A. Millis	1	1	11	9	....	....	100	80	3	1	....	....	....	2	....	....	....	200	20,000
719	Patoka	do	J. E. Dame	1	....	14	14	0	0	102	112	....	....	....	....	0	0	....	....	....	115	.....
720	Patriot	do	R. L. Thieband	1	....	15	13	....	....	9	10	....	....	5	5	5	2	....	....	....	10	6,500
721	Pendleton	do	E. D. Allen	3	0	10	23	0	0	141	159	2	4	5	2	5	1	5	0	....	300	8,000
722	Petersburg	do	F. M. Chancellor	2	0	20	24	0	0	236	221	13	22	....	....	1	3	1	3	4	224	21,540
723	Pierceton	do	Wm. Eisenman	1	0	8	17	0	0	108	115	....	....	....	....	5	3	3	0	....	325	5,050
724	Plymouth	do	D. Frank Redd	2	1	26	26	0	0	307	331	....	....	....	....	5	3	....	....	....	4,000	53,000
725	Portland	do	J. S. Axtell	1	1	21	43	0	0	0	0	....	....	....	....	2	8	2	8	3	.....	25,000
726	Princeton	High School (dept.)	H. W. Monical	3	0	24	36	1	0	535	571	....	....	....	....	5	4	0	0	4	100	4,000
727	Remington	High School	W. R. Murphy	1	2	24	36	0	0	120	130	....	....	....	....	0	0	....	....	....	*4	900	14,000
728	Rensselaer	do	E. W. Rettger	2	....	38	35	0	0	0	0	6	4	2	....	6	1	3	1	....	800	15,000
729	Richmond	do	Oscar L. Kelso	6	4	125	197	3	2	0	0	3	4	....	....	17	13	....	....	4	577	50,000
730	Ridgeville	do	J. B. Humphreys	1	....	6	5	0	0	160	170	0	0	0	0	0	0	....	....	....	0	10,000
731	Rising Sun	do	W. S. Rowe	2	1	20	48	0	1	209	150	2	0	5	10	0	3	0	0	....	300	35,000
732	Roann	do	Noble Harte	2	....	6	13	....	....	87	84	....	....	....	....	....	3	....	1	....	246	5,250
733	Roanoke	Jackson Township High School.	Thomas Large	2	....	10	9	0	0	18	6	....	....	....	....	3	2	....	....	....	100	350
734	Rochester	High School	Emma L. Butler	1	3	38	57	0	0	.....	.....	....	....	....	....	4	14	4	8	....	300	.....
735	Rockport	do	Chas. L. Pulliam	2	1	20	32	0	0	0	0	0	0	0	0	0	0	0	0	*4	.....	.....
736	Rockville	do	Georgiana Byer	1	3	24	31	2	6	201	257	....	....	24	31	3	2	3	2	3	525	20,000
737	Rushville	do	Anna B. Collins	1	1	17	35	1	....	330	325	....	....	....	....	3	2	3	0	4	700	.....
738	Russellville	do	Odell Whitenack	1	0	6	13	....	....	37	40	....	....	....	....	....	....	....	....	....	20	4,000

739	St. Joe Station	do	J. P. Bonnell	1	0	12	8	0	0													
740	Salem	do	Marie Dunlap	0	2	17	21	0	0	0	0	5	6	4	0	3	2	3			300	
741	Scipio	do	W. N. Parks	1		7	3	0	0			1	0	0	0	0	0	0	0		15	2,500
742	Seymour	Shields High School	Elizabeth Grauel	0	3	18	40	0	0	0	0					7	7				500	2,000
743	Shelbyville	High School	F. J. Lahr	1	2	30	52	0	2							3	10	3		4	100	20,000
744	Somerset	do	Geo. H. Burke	1	0	9	5	0	0	13	6	0	0	0	1	1	4	0	1		125	4,000
745	South Milford	do	A. H. Barber	1	1	9	2			41	56	0	0	0	0						100	
746	Spencer	do	Cora M. Spear	1	2	21	54		1	236	238	21	54			3	6	1		4	300	20,000
747	Straughn	Dudley Township High School.	J. W. Shockley	1		15	5														90	
748	Sullivan	High School	A. G. McNabb	2	0	22	27	0	0	0	0	4	3			2	8	2	3		400	20,000
749	Terre Haute	do	A. L. Wyeth	3	14	271	328	6	6	0	0	4	11	14	0	21	37	18	11	2		
750	Thorntown	do	A. E. Malsbary	1	1	27	30	0	0	0	0					7	15	7	8		500	19,000
751	Tipton	do	O. C. Flanegan	2	3	37	38	0	0	0	0			3	4		3		2		570	15,000
752	Trafalgar	do	Elba L. Branigin	1		20	20	0	0	60	75	0	0	0	0	0	0	0	0		200	1,500
753	Union City	do	David C. Arthur	1	2	10	20	0	0	24	31					3	7	3	4	4	1,000	40,000
754	do	Ohio Side High School	A. A. Hoover	2	0	15	26	0	1	112	131					5	2				400	11,000
755	Urbana	High School	Wm. H. Freeman	1	0	5	6	0	0	60	80										108	
756	Utica	do	E. E. Olcott	1		3	8	0	0	9	12					2	1				350	30,000
757	Valparaiso	do	W. H. Banta	3	2	50	63	0	0	700	800					9	12				600	75,000
758	Veedersburg	do	W. E. Howard	2	0	5	7	0	0	100	120										25	17,500
759	Vevay	do	A. L. Trafelet	2	1	27	41		2			10	11			5	16				250	10,000
760	Vincennes	do	A. C. Yoder	1	2	7	14	0	0	35	69					3	12	2	1			
761	Wabash	do	Laura B. Hood	1	3	72	96	1	0	0	0					6	16	3	2		400	
762	Wanatah	do	C. Bunnell	1	0	2	5	0	0	70	83	0	0	0	0	0	0	0			350	5,500
763	Warren	do	W. A. High	1		7	13	0	0	100	170	0	0			1	2			3	120	10,000
764	Warsaw	do	Mrs. Emogene Mowrer	1	2	54	55	1	1	0	0	12	10	4		7	7	3	1		400	10,000
765	Washington	do	W. F. Axtell	3	1	25	31	1		28	33	3	7	8	2	9	11	9	11		1,200	
766	Waterloo	do	H. H. Keep	1	1	22	23	0	0	98	89	0	0			2	3			4	250	20,000
767	Waveland	do	Walter Dunn	1	1	7	20			97	103	4	8	1			4	0	3	3	340	5,000
768	Whitestown	do	Ed. M. Bruce	1	1	2	4	0	0	75	60	0	2	0	0						100	4,000
769	White Water	do	Chas. W. Jordan	2	1	20	15			45	40	3	4								150	5,000
770	Williamsport	do	S. C. Hanson	1	1	8	13	0	0	135	155					3	2	2			200	
771	Winamac	do	Alfred Raber	1		10	18			5	7	2		10			1				60	25,000
772	Winchester	do	Oscar R. Baker	2	3	35	55			347	333					6	5			4	300	30,000
773	Wolcottville	do	E. E. Royer	2		15	14			50	70					7	5				250	3,000
774	Worthington	do	Mrs. E. E. Warrick	1	1	16	14	0	0	200	205	16	14	0	0	4	4	4	4		400	
775	Zionsville	do	M. D. Avery	1	0	14	12	0	0	0	0	0	0	2	0	1	1	0	0		200	8,000
	INDIAN TERRITORY.																					
776	Salina	Cherokee Orphan Asylum.	Jas. W. Duncan	1	1	18				52	61					0	0				200	60,000
777	Tahlequah	Cherokee National Female Seminary.	Florence A. Wilson		2		34				173		0		0		4		0		300	100,010
	IOWA.																					
778	Ackley	High School	C. H. Cole	1	1	12	39	0	0	182	164	0	0	4	10	3	11	2	5		400	17,000
779	Adel	do	C. Ray Aurner	2	1	32	31	0	0	161	146	0	0	0	0	3	3				150	20,000
780	Afton	do	P. L. Dorland	1	2	28	37	1	1							2	9					12,000
781	Agency	Irving High School	G. G. Sampson	1	1	22	21	0	0	64	66	4	5			2	3	2	2		151	8,000
782	Ainsworth	High School	J. Albert Barnes	1		6	6			14	19					1					50	
783	Akron	do	I. C. Hise	1		12	20			104	211			12	20	1	3			3	300	12,000

* From catalog.

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	IOWA—continued.																					
784	Albia	High School	H. C. Hollingsworth	1	2	46	60	0	1	0	0	6	12	0	0	5	6	0	0	....	650	$36,000
785	Algona	do	W. H Dixon	1	2	20	58	0	0	0	0	....	....	1	2	2	6	1	2	2	200	30,000
786	Allerton	Normal and Graded School	J. F. Holiday	2	0	54	50	0	0	105	133	5	0	....	....	5	3	....	....	....	450	10,000
787	Alta	High School	G. F. Ostrander	1	....	12	23	....	....	3	11	0	0	3	4	0	2	0	0	....	....	12,200
788	Alton	do	T. B. Hutton	1	1	10	12	0	0	103	90	0	0	2	0	2	1	2	....	3	232	10,000
789	Ames	do	C. C. Carstens	1	3	41	42	0	0	189	224	....	....	....	....	2	2	2	1	....	75	24,000
790	Anamosa	do	A. Palmer	1	2	26	30	....	....	12	13	....	....	....	....	5	8	2	3	....	100	40,000
791	Anita	do	F. B. Lawrence, M. S	1	1	14	25	0	0	135	195	2	1	2	....	0	3	0	0	3	60	10,000
792	Arcadia	do	F. E. Lenocker	1	....	1	4	....	....	50	45	....	....	....	....	0	0	....	....	....	50	2,000
793	Atlantic	do	Miss M. E. S. Scott	....	4	65	99	0	0	....	....	....	....	....	....	12	14	....	....	4	300	.....
794	Audubon	do	F. P. Hocker	1	2	16	32	....	....	....	....	....	....	....	....	5	8	....	....	3	246	.....
795	Avoca	do	W. C. Davis	1	1	21	33	....	1	228	184	3	5	....	....	3	2	3	1	....	75	8,000
796	Battlecreek	High School	Frank Jarvis	2	0	5	15	....	....	85	105	....	....	....	....	2	7	....	....	....	100	7,000
797	Baxter	do	S. G. Richards	1	0	0	2	0	0	7	10	0	0	0	0	0	2	0	0	....	66	3,000
798	Beacon	do	John P. McMurray	1	....	15	25	....	....	143	148	....	....	....	....	3	6	....	....	2	16	7,500
799	Bedford	do	W. Bell	1	2	45	31	0	0	....	....	....	....	....	....	3	3	3	1	....	305	26,000
800	Belle Plaine	do	S. B. Montgomery	2	3	36	74	....	....	324	291	....	....	....	....	2	15	....	....	....	275	.....
801	Bellevue	do	H. W. Arnold	1	1	8	30	0	0	160	167	....	....	....	....	....	6	....	1	....	275	16,000
802	Birmingham	do	W. C. Kennedy	1	....	12	20	....	....	68	90	....	....	....	....	....	....	....	....	....	0	.....
803	Bloomfield	do	G. M. Holiday	1	2	23	35	0	1	0	0	12	15	....	....	1	8	....	....	....	200	50,000
804	Bonaparte	do	G. T. Dick	1	1	11	20	....	....	83	90	....	....	....	....	3	5	2	1	....	50	13,000
805	Boone	do	George I. Miller	2	3	65	78	0	0	600	800	10	18	....	....	4	16	0	0	....	1,800	90,000
806	Brighton	do	C. J. Meyer	1	....	20	28	....	....	80	97	....	....	....	....	2	2	....	....	4	146	15,000
807	Brooklyn	do	Fred S. Robinson	1	2	24	36	0	0	104	139	0	0	16	23	2	9	2	9	4	325	7,250
808	Burlington	do	E. Toppe	4	4	95	204	0	3	0	0	25	16	....	....	4	27	3	2	4	711	45,000
809	Carroll	do	J. Everett Smith	1	....	10	16	0	0	22	21	1	1	1	0	0	0	0	0	4	.....	50,000
810	Cedarfalls	do	Grace I. Norton	1	3	44	60	....	....	....	....	....	....	....	....	8	10	2	4	....	300	.....
811	Cedar Rapids	do	Marguerite Gallagher	....	3	23	50	....	....	134	106	....	....	....	....	3	9	....	....	4	200	.....
812	Centerpoint	do	C. C. Gray	1	....	7	20	0	0	60	80	2	7	1	3	1	0	1	4	....	15	2,500
813	Centerville	do	Alice Bradrick	1	1	14	20	0	0	29	61	1	2	....	....	1	9	1	0	....	342	55,000

814	Chariton	do	Mrs. L. B. Carlisle	0	3	45	80	0	1	5	17	5	4	0	0	5	4	2	2	4	750		
815	Charles City	do	Gazelle Holstead	3	4	90	156	0	0	332	437					9	13	9	13				
816	Cherokee	do	J. C. Yocum	2	2	31	41	0	0	19	21					4	8				256	55,000	
817	Cincinnati	do	J. W. Robey	1	1	15	20	0	0	9	14	0	0	1	2	5	6	1	2			5,000	
818	Clarinda	do	J. A. Woods	1	3	27	58	0	2	0	0	4	27	0	0						500	45,300	
819	Clarion	do	G. N. Sabin	1	1	25	26			160	152					1	5	1	5	4	0	15,000	
820	Clarksville	do	Amos Huffman	1	3	6	10			84	72					0	0	0	0		300		
821	Clearlake	do	D. H. Campbell	1	1	25	30	0	0	170	190					2	11				60	20,000	
822	Clinton	do	Julia J. Sweet	1	8	80	142	0	1	0	0	2	2	3	5	7	26	5	7		800		
823	Colfax	do	D. M. Kelly	0	5	8	10	0	0	156	151	2	3			2	5	2				8,000	
824	Columbus Junction.	do	A. L. Holiday	1	1	10	18			118	122		2				6		2		15		
825	Conrad Grove	do	J. C. Bennett	1	0	11	11	0	0	54	56					0	0			2	40	2,000	
826	Coon Rapids	do	A. J. Stone	1	1	10	21			4	16					1	6				110		
827	Corning	Rawson High School	Ira P. Clark	2	1	55	50			210	230			2	1	2	10	2	4	4	400	23,000	
828	Correctionville	High School	C. W. Bean	1	1	11	39	0	0	155	104	9	3			1	3	0	0	4	330	15,000	
829	Corydon	do	Louis Begeman	1	1	26	34			9	14			1	2	4	6	1	2		200	14,000	
830	Council Bluffs	do	E. H. Eastman	3	7	114	226	0	0	0	0	20	30	15	10	19	33	5	10	4	0		
831	Crawfordsville	do	J. A. Nickolaus	1		2	10	0	0	70	77			0	0	4		4			30		
832	Cresco	do	L. E. A. Ling	1	2	8	8	0	0	31	49	0	0	0	0	6	4	0	0	3	300	15,000	
833	Creston	do	O. E. French	2	5	90	155	0	1	0	0					3	29			4	300		
834	Cromwell	do	W. Le Roy Stevens	1	0	8	14	0	0	12	16	0	0	0	0	0	0	0	0		0	2,200	
835	Davenport	do	Henry Hurd Roberts	5	4	145	175		4			11	0	3	0	29	24	3	0				
836	Dayton	High School	Fern Woodard	0	1	5	15	0	0	5	11	0	0	0	0	0	4	0	0		84	4,000	
837	Decorah	do	S. S. Townsley, B. S.	2	4	22	53	0	0	228	272					1	5	1		4	300		
838	Decpriver	do	Curtis Adams	1	0	10	12	0	0	38	42	4	6	1	0	0	4	0	2		15	4,500	
839	Delta	do	J. P. Holden	1		3	6			92	99			5	10	0	0	0	0	2	50	8,000	
840	Denison	do	N. Spencer	1	1	25	35	0	0	0	0	0	0			5	5			4	1,400	27,000	
841	Des Moines	East Side High School	Elmer H. White	2	8	70	200	1	2							8	28	4	2		800		
842	do	North High School	O. E. Smith	1	2	39	44	0	0	0	0					3	2	2	2		100	10,000	
843	do	West High School	William Wilcox	4	8	143	202	2	5	0	0					14	22					110,000	
844	Desota	High School	A. C. Hutchins	1	1	30	50	0	2	50	50	3	2	1	2	3	3	2	2		160	5,000	
845	Dewitt	do	Margaret Buchanan		2	23	27	0	0	203	195					6	9				448	15,000	
846	Dexter	do	Bruce Francis	1		14	16	0	0	82	86	0	0	0	0	2	0	1		2	60	3,000	
847	Dow City	do	Ida A. Mosher		1	7	13	0	0	86	73	0	0	0	0	0	0	0	0	3	50	3,800	
848	Downey	do	Q. A. Woodward	1	0	13	12	0	0	0	0	1	2	3	4	0	0	0	0		50	3,500	
849	Dows	do	R. B. Daniel	1		2	2	0	0	73	88	1	1			2	1	1	1		150	4,000	
850	Dubuque	do	David Compton	2	6	102	175	0	0	0	0	11	12			10	17	1	2				
851	Dunlap	do	W. X. Crider	1	2	21	25	0	0	142	196					2	4	0	1		350	10,000	
852	Dyersville	do	T. J. Gaston	1	0	8	3	0	0	95	72	0	0	0	0	3	8				160		
853	Eaglegrove	do	J. G. Grundy	1	1	7	13	0	0	304	396			4	4	4	4	4	4		200	3,000	
854	Eddyville	do	F. B. Thompson	1	1	12	14	0	0	18	24					9	3				200	20,000	
855	Eldon	do	J. T. Anderson	1	1	20	22	0	0	0	0	4	2	6	0	5	5	2	3		250	12,000	
856	Eldora	do	C. F. Woodward	1	3	41	45	0	0							6	3	5	2		400	20,000	
857	Elgin	do	Will S. Bailey	1	0	4	7	0	0	3	9					0	0	0				10,000	
858	Emmetsburg	do	W. E. D. Rummel	2		30	17			137	158	1	1	4	5	0	0				615	14,000	
859	Essex	do	W. I. Long	0	1	14	13	0	0	3	4			10	10	4	2	4	2	3	50		
860	Estherville	do	H. H. Davidson	1	1	29	43	0	0	244	257					0	7				175		
861	Exira	do	C. W. Johnson	1	0	8	12			117	135			2		3	3	2			30	6,000	
862	Fairfield	do	Iona I. Davis		2	47	59									2	4				300		
863	Farmington	do	F. L. Douglass	1	0	4	6			188	172	0	0	0	0	2	3	0	0		230	8,000	
864	Farragut	do	C. P. Beale	1		10	13	0	0	62	72					3	2	3	2	3	200		

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	IOWA—continued.																					
865	Fayette	High School	C. F. Geiser	1	1	20	25	0	0	.....	.....	.....	.....	.....	.....	4	13	.....	.....	2	300	$5,000
866	Fontanelle	do	S. R. Sutton	1	1	10	22	.....	.....	5	7	.....	.....	.....	.....	0	0	0	0	.....	.....	10,000
867	Forest City	do	Frank H. Fisk	1	1	27	31	0	0	179	210	.....	.....	.....	.....	1	1	1	1	.....	175	20,000
868	Fort Dodge	do	Miss Ida L. Schell	2	2	41	66	0	0	0	0	.....	.....	.....	.....	1	12	.....	.....	4	201	.....
869	Fort Madison	do	C. W. Cruikshank	2	2	18	42	.....	1	0	0	.....	.....	.....	.....	.....	6	0	0	.....	50	14,000
870	Galva	High School (dept.)	C. B. Mitchell	1	0	3	2	0	0	25	23	0	0	0	0	0	0	0	0	.....	0	5,000
871	Gardengrove	High School	A. Brandvig	1	1	4	8	0	1	76	74	1	1	.....	.....	0	1	0	0	.....	144	6,000
872	Garnavillo	do	J. D. Maurer	1	2	48	59	0	0	27	19	6	7	5	7	3	1	.....	.....	.....	280	5,000
873	Glenwood	do	W. H. Fort	1	2	20	43	0	0	295	287	0	0	.....	.....	3	5	1	2	.....	1,100	21,000
874	Goldfield	do	J. T. Bradshaw	1	1	6	21	0	0	.....	.....	0	0	0	0	1	3	0	0	.....	100	.....
875	Gowrie	High School (dept.)	Alfred L. Brown	1	.....	0	7	0	0	23	31	.....	2	.....	.....	.....	7	.....	2	.....	64	3,900
876	Grand Junction	High School	J. L. Lyon	1	.....	14	32	.....	.....	156	157	.....	.....	.....	.....	6	4	6	1	.....	600	10,000
877	Greene	do	W. F. Barr	1	1	14	16	.....	.....	31	32	5	2	10	3	3	2	2	1	4	150	12,000
878	Greenfield	do	A. A. Taylor	1	1	35	45	.....	1	155	135	0	0	0	0	1	9	0	0	.....	100	10,000
879	Grinnell	do	Blanche E. Hay	1	3	68	90	0	0	0	0	.....	.....	.....	.....	11	14	2	5	.....	2,000	20,500
880	Griswold	do	G. S. Kirkpatrick	1	1	9	14	0	0	145	147	.....	.....	2	1	4	8	2	2	3	100	7,000
881	Grundy Center	do	W. D. Wells	2	0	32	40	0	0	0	0	2	1	2	2	8	4	4	3	.....	1,000	15,000
882	Guttenberg	do	J. E. Messerschmidt	1	1	12	17	0	0	75	120	0	0	0	0	1	3	0	0	.....	75	10,000
883	Hamburg	do	J. C. King	1	1	28	37	0	0	0	0	.....	.....	.....	.....	4	5	.....	.....	.....	100	25,000
884	Harlan	do	A. B. Warner	1	2	43	81	0	0	0	0	0	0	3	4	3	8	3	4	.....	100	.....
885	Holstein	do	T. G. McDermott	2	.....	17	19	.....	.....	93	103	.....	.....	.....	.....	1	2	.....	.....	.....	.....	3,500
886	Hubbard	do	George Mathes	1	.....	6	17	0	0	91	103	0	0	3	3	3	3	.....	.....	.....	175	7,000
887	Hull	do	D. M. Odle	1	1	14	17	0	0	107	90	.....	.....	3	2	3	5	2	.....	.....	100	8,000
888	Humboldt	do	Clarence Messer	1	1	9	22	0	0	16	30	0	0	0	0	0	6	.....	.....	.....	160	20,000
889	Humeston	do	C. A. Ratcliffe	2	.....	17	19	0	0	23	20	0	0	0	0	0	0	.....	.....	.....	325	4,000
890	Idagrove	do	Sherman Yates	1	1	5	9	0	0	19	40	0	0	2	5	2	6	0	3	4	250	18,000
891	Independence	do	Clara M. Travis	2	3	55	42	.....	.....	.....	.....	.....	.....	.....	.....	4	7	4	7	.....	250	13,000
892	Indianola	do	Belle M. Hastie	2	1	35	52	0	0	0	0	.....	.....	.....	.....	6	13	.....	.....	3	150	.....
893	Iowa City	do	W. T. Cramer	3	5	97	110	0	0	0	0	.....	.....	.....	.....	9	16	9	13	.....	1,000	30,000
894	Iowa Falls	do	Charles E. Smith	1	2	7	19	1	0	15	19	4	8	4	10	1	4	1	4	.....	70	40,000

895	Ireton	do	R. C. Adams	1	0	13	23	0	0												100	7,000
896	Jefferson	do	E. D. Y. Culbertson	1	3	25	24		1	302	291					4	6			3	520	30,000
897	Kellogg	do	Emory A. Rolfe	1	1	11	21	0	0	16	19	0	2	5	8	2	1	0	0		150	
898	Keosauqua	do	A. B. Goss	0	4	15	23			168	147					5	2				200	
899	Kingsley	do	Callie Arnold	1	1	13	26	0	0							1	3				185	
900	Kirkville	do	J. W. Stoke	1		5	12	0	0	6	3						2		2		100	
901	Knoxville	do	S. J. Finley	1	3	42	86	0	1	0	0					2	12				700	54,200
902	Lake City	do	M. F. Morgan	1	1	14	17	0	0	16	20					4	7				275	
903	Lake Mills	do	George Stewart	2		17	31			93	82					0	0	0	0		24	10,000
904	Lamoni	do	J. A. Gunsolli	1	1	5	9	0	0	21	22	0	0	0	0	0	0	0	0	3	130	
905	Lansing	do	J. B. Knoepfler	1	1	11	14	0	0	110	120	0	0	0	0	2	6	0	0		200	9,500
906	Lawler	do	C. G. Wilcox	1		1	3	0	0	43	48		1	0	0	1	3		1		50	3,000
907	Leclaire	do	W. C. Hicks	1	1	16	15									0	0	0	0	4	0	13,725
908	Legrand	do	Jennie Sumner		1	6	7			34	26					2	5		4	4		
909	Lemars	do	Susan Paxson	1	5	69	80	0	0							4	4	3	2	4	400	
910	Leon	do	Van R. McGinnis	1	1	32	61	1		201	173					4	3	0	0			20,050
911	Lewis	do	H. B. Newcomb	1	1	11	13	0	0	80	110	3	16	2	4	1	6	1	4	4	240	10,000
912	Lineville	do	J. W. Cradler	1	1	15	20	0	0	80	90	0	0	0	0	2	4	0	1		500	6,260
913	Lisbon	do	J. R. Jamison	1	1	16	25	0	0	76	106					0	4				200	13,000
914	Logan	do	H. E. Wheeler	1	2	33	41			145	172	5	6	0	0	8	5				200	
915	Lowden	do	J. W. Marker	1	0	3	3	0	0	73	51	0	0	2	2	0	0	0	0	2	105	6,300
916	Lynnville	do	Sherman Stahl	1	2	8	10			82	75					1	2				125	
917	Lyons	do	Mrs. L. E. Wilson	1	2	30	40		1			0	0	2	3	7	11	2	3		400	15,000
918	McGregor	do	J. Peasley	2	2	20	40	0	0	100	140	0	4	6	5	2	4		1		600	24,360
919	Magnolia	do	E. Turner	1		23	13	0	0	25	35	0	0	0	0	1	1	0	0		35	1,500
920	Malcolm	do	W. J. Cattell	1	1	5	5	0	0	16	18	0	0	0	0	1	4	0	0		170	2,500
921	Malvern	do	E. H. Hamilton	1	1	8	13	0	0	16	21					6	7			2		
922	Manchester	do	Amy Boggs	1	4	11	25	0	0	41	41	6	18	0	0	2	12		3		75	15,000
923	Manning	do	Miss Sarah L. Garrett		2	3	15	0	0	186	196	0	0	0	0	0	6	0	6		152	1,200
924	Mapleton	do	H. H. Hahn	1	1	14	19	0	0	5	15	0	0	0	0	3	3	1	0		126	
925	Maquoketa	do	C. C. Dudley	2	2	38	65					5	8	7	9	8	20	5	7		43	6,000
926	Marcus	do	Lincoln H. Ozias	1	1	4	7			132	157	1	5			0	6				300	7,000
927	Marengo	do	C. H. Carson	2	2	38	63	0	0	200	273	4	4			3	9	1	2		500	35,500
928	Marion	do	Lizzie K. Marshall	1	3	51	92	1	0	0	0			18	63	13	31	6	21		370	15,000
929	Marshalltown	do	Herbert B. Hayden	5	8	65	148	0	1	0	0	18	69	17	37	7	25	7	25	4	4,100	120,000
930	Mason City	do	A. R. Sale	3	6	35	40	0	0	590	610	0	0	0	0	1	9	0	0		200	
931	Maxwell	do	N. G. Richardson	1		2	2			19	28	0	1	2		3	3	2	2		50	10,000
932	Maynard	do	A. L. Evans	1	0	8	7	0	0	52	63	0	0	0	0	4	4	1	1		35	6,000
933	Menlo	do	F. W. Akers	1		9	7			10	16						4				200	12,000
934	Miles	do	C. W. Shumway	1		6	5			16	14	1	2	2	3	0	0	0	0		175	5,500
935	Milton	do	B. W. Hoadley	1	0	5	7			25	28					5	5					
936	Missouri Valley	do	Emma C. De Groff	1	2	16	33	0	0	23	29					4	3	2	0		500	42,000
937	Mitchellville	do	Chas. H. Kegley	1	1	9	12			31	23	0	0			4	8				50	10,000
938	Monroe	do	L. G. Scott	0	2	23	24	0	0							0	0	0	0		300	20,000
939	Montezuma	do	G. W. Bryan	1	2	35	55	1	1	140	205	6	5	2		7	10	3	3			
940	Monticello	do	W. A. Doron	1	10	34	50	0	0	251	208					7	9				252	20,600
941	Montour	do	Arthur W. Davis	1	1	8	13	0	0	29	61					3	4			4	100	10,000
942	Montrose	do	W. H. Hopkirk	1		6	9			89	131	3				6	5	4	1		80	10,000
943	Morning Sun	do	A. M. M. Dornon	1	1	47	39	0	0	109	106					5	4	3	3	4	160	8,000
944	Moulton	do	F. E. King	2	1	43	38	1	0	132	123					7	2			4	550	15,000
945	Mountayr	do	J. W. Wilkerson	1	2	35	45			172	160					3	5				300	8,000
946	Mount Pleasant	do	Laura J. Brown	1	2	35	61	1	3							4	15	3	8		50	

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	IOWA—continued.																					
947	Mount Vernon	High School	H. R. Wright	1	1	27	33	0	0	113	127	....	....	8	11	8	11	....	....	....	150	$15,000
948	Muscatine	do	E. F. Schall	2	3	20	15	0	2	37	74	....	....	....	....	3	6	1	2	....	250	.....
949	New London	do	S. B. Stonerook, jr	1	1	12	10	0	0	85	90	....	....	....	....	0	2	....	....	....	800	7,000
950	New Sharon	do	E. C. Meredith	3	0	21	34	0	0	145	240	3	3	5	4	5	15	0	0	....	150	.....
951	Newton	High School (dept.)	E. J. H. Beard	1	2	24	52	1	0	337	330	....	....	....	....	4	10	4	10	....	800	50,000
952	Northwood	High School	E. W. G. Vogenitz	1	1	9	30	0	0	21	11	0	0	6	20	4	9	0	0	....	245	13,000
953	Odebolt	do	Horace Coe	1	1	30	35	0	0	160	170	....	....	....	....	0	5	....	....	....	125	50,000
954	Oelwein	do	Frank S. Watson	1	....	3	6	0	0	127	234	1	6	....	....	1	6	....	....	3	25	.....
955	Onawa	do	H. E. Lark	1	1	17	28	....	....	....	....	....	....	....	....	....	6	....	....	....	....	20,000
956	Orange City	do	R. W. Olmstead	1	1	8	12	0	0	210	231	1	0	0	0	1	1	1	0	4	400	20,000
957	Oskaloosa	do	Guido H. Stempel	3	4	53	108	0	1	0	0	....	....	....	....	7	22	7	16	3	1,900	20,000
958	Ottumwa	do	Effie Fraser	....	5	50	86	2	....	....	....	....	....	10	10	2	11	5	5	....	1,100	230,000
959	Oxford Junction	do	W. E. Fleming	1	....	4	2	....	....	29	29	0	0	1	0	1	4	....	....	....	200	.....
960	Panora	do	A. W. McPherson	2	3	70	40	0	0	20	30	10	14	....	....	5	6	3	2	....	694	.....
961	Patterson	High School (dept.)	C. C. Stiles	1	0	2	6	0	0	24	18	0	0	0	0	0	0	....	....	....	12	1,200
962	Pella	High School	Jno. H. Garber	0	2	4	20	0	0	14	26	....	....	....	....	0	7	0	0	....	300	.....
963	Perry	do	Minnie M. Moore	1	3	45	79	0	0	425	450	7	14	2	....	2	9	2	4	....	390	40,000
964	Pomeroy	do	J. A. Goodrich	1	0	4	1	0	0	95	92	....	....	....	....	0	0	0	0	4	0	8,000
965	Postville	do	T. V. Hunt	1	1	12	9	....	....	22	20	....	....	....	....	3	....	....	....	....	50	10,500
966	Prairie City	do	Pitt Remsburg	1	2	20	40	0	0	80	110	0	0	4	7	0	4	0	2	....	300	16,000
967	Randolph	do	C. W. Durrette	1	0	8	7	0	0	2	1	....	....	2	0	2	1	2	1	....	110	8,000
968	Redfield	do	J. H. Ellison	1	....	7	12	0	0	93	113	0	0	7	9	7	11	7	11	4	100	6,000
969	Red Oak	do	Ira S. Condit	3	4	48	86	....	1	0	0	....	....	....	....	2	6	....	....	4	1,000	.....
970	Reinbeck	do	O. M. Elliott	1	1	32	18	0	0	15	17	0	0	0	0	8	3	1	2	4	75	.....
971	Riverton	do	B. M. Taylor	1	....	6	5	....	....	79	85	....	....	....	....	2	5	....	....	....	35	7,150
972	Rockford	do	L. B. Moffett	1	1	11	17	0	0	13	33	....	....	1	2	2	4	1	1	....	300	13,000
973	Rock Rapids	do	E. E. Blanchard	1	2	35	45	0	0	135	335	4	1	1	2	5	4	4	1	4	500	15,000
974	Rolfe	do	J. M. Humphreys	1	1	9	16	....	....	111	114	....	....	....	....	0	0	0	0	....	125	15,000
975	Sabula	do	J. M. Davis	1	....	7	15	0	0	168	110	5	15	....	....	5	10	5	9	3	600	25,000
976	Sac City	do	J. N. Hamilton	1	0	22	40	0	0	145	209	3	4	2	2	4	7	1	2	3	110	25,000

977	St. Charles	do	L. Jay Little	1	2	15	15	....	....	41	49	15	15	....	....	6	3	....	....	4	100	2,000
978	Sanborn	do	J. M. Brosius	1	1	20	30	0	0	140	142	....	....	....	....	....	1	....	....	....	50	.....
979	Schaller	do	Jno. W. Jackson	1	0	5	2	0	0	68	105	0	0	0	0	2	5	0	0	....	35	.....
980	Scranton City	do	C. F. Curtis	1	....	7	13	0	0	10	10	....	....	....	....	1	5	....	....	....	108	.....
981	Seymour	do	S. L. Hill	2	0	20	40	0	0	160	167	0	0	....	....	0	0	0	0	....	100	15,000
982	Shelby	do	Chas. S. Cobb	1	0	16	12	0	0	3	9	0	0	0	0	5	5	....	....	3	400	7,600
983	Sheldon	do	W. I. Simpson	1	1	18	22	0	0	0	0	....	....	....	....	0	3	0	2	....	400	.....
984	Shenandoah	do	Flora E. Smith	2	2	27	35	0	0	364	367	....	....	....	....	3	5	2	1	4	75	25,000
985	Sibley	do	G. H. Olmsted	1	1	9	13	0	0	15	25	....	....	....	....	3	6	....	....	3	350	15,000
986	Sigourney	do	Fannie R. Wilson	1	2	43	48	1	0	188	241	2	2	5	6	4	8	4	....	....	30	30,000
987	Sioux City	do	C. A. Miller	2	11	106	175	....	....	30	24	11	8	....	....	9	20	8	17	4	600	750,000
988	Sioux Rapids	do	J. E. Durkee	2	....	24	26	0	0	100	104	....	....	10	12	0	0	....	....	....	200	12,000
989	Spencer	do	F. E. Willard	1	2	25	50	....	....	....	....	....	....	....	....	3	4	2	3	....	45	4,500
990	Springdale	do	Louis T. Hill, S. B	1	....	9	4	....	....	51	40	2	3	1	....	3	2	....	....	....	325	.....
991	Springville	do	J. C. Trumbauer	1	....	6	9	0	0	74	90	....	....	....	....	1	3	....	....	....	250	15,200
992	Stanwood	do	C. A. Buswell	1	0	7	8	0	0	34	80	....	....	....	....	1	3	....	....	4	.....	.....
993	State Center	do	Lucy Curtis	0	2	27	10	0	0	106	157	....	....	....	....	4	1	....	....	....	400	20,000
994	Strawberry Point	do	Edw. S. Hardy	1	1	6	14	....	....	8	14	....	....	....	....	6	8	....	....	....	230	10,000
995	Stuart	do	Miss Carolyn Finch	....	3	43	70	0	0	7	10	....	....	....	....	7	9	....	....	....	200	35,000
996	Tama	do	S. C. Huber	2	0	17	18	....	....	12	27	....	....	....	....	10	6	5	3	....	200	.....
997	Thurman	do	L. B. Stewart	1	0	1	2	0	0	8	11	0	0	0	0	1	2	1	2	....	225	5,000
998	Twingley	do	E. F. Sanders	0	3	6	8	0	0	69	92	6	4	....	....	3	6	3	6	....	100	2,000
999	Tipton	do	J. E. Luckey	1	1	35	61	1	....	....	....	....	....	....	....	4	7	....	....	....	500	.....
1000	Toledo	do	C. J. Cooper	2	3	45	65	0	0	0	0	....	....	....	....	6	15	4	2	....	500	32,000
1001	Traer	do	James C. Sanders	7	1	45	47	....	....	102	126	0	0	10	11	10	8	4	4	....	1,000	12,900
1002	Victor	do	S. T. May	1	1	2	12	....	....	30	28	....	....	4	3	2	11	2	2	....	263	4,500
1003	Villisca	do	A. F. Burton	1	3	45	88	0	0	0	0	....	....	....	....	3	8	....	....	....	200	25,000
1004	Vinton	do	Sarella Murray	1	2	48	52	....	....	320	310	12	7	3	5	6	6	4	4	....	200	25,000
1005	Wall Lake	do	Fred F. Strong	1	1	5	11	0	0	6	8	....	....	2	5	3	6	2	5	....	100	9,000
1006	Walnut	do	M. E. Crosier	1	2	12	21	0	0	0	0	0	0	5	4	1	4	0	2	4	300	12,500
1007	Wapello	do	V. C. Gambell	1	1	40	40	1	1	120	130	1	2	0	0	2	5	1	2	....	45	15,000
1008	Washington	do	George H. Mullin	2	2	102	78	0	0	....	....	....	....	....	....	12	26	....	....	....	200	20,000
1009	Washta	do	William Durant	1	0	10	16	0	0	49	50	....	....	....	....	1	....	....	....	....	....	3,000
1010	Waterloo	do	Annie S. Newman	1	4	49	67	0	0	326	326	0	0	5	7	12	11	5	7	....	400	55,000
1011	Waukon	do	Elmer L. Coffeen	1	1	22	41	0	0	143	111	0	0	....	....	5	8	....	....	....	150	15,000
1012	Waverly	do	S. H. Sheakley	1	3	50	66	0	0	....	....	....	1	7	4	8	9	3	2	....	1,600	.....
1013	Webster City	do	Lillian L. Smith	1	3	31	77	0	0	....	....	....	....	....	....	2	12	0	3	....	....	.....
1014	Westbranch	do	.....	1	1	37	32	0	0	....	....	....	....	....	....	3	6	....	....	....	600	.....
1015	West Liberty	do	Lillian Lewis	0	3	30	52	0	0	....	....	....	....	....	....	6	12	5	2	....	225	18,160
1016	Whatcheer	do	A. L. Shattuck	1	1	15	32	....	....	....	....	....	....	....	....	....	....	....	....	....	300	12,000
1017	Williamsburg	do	A. T. Hukill, A. M	1	1	10	15	0	0	140	139	8	10	....	....	4	8	4	8	4	150	.....
1018	Wilton Junction	do	A. L. Brower	1	1	37	42	0	0	0	0	....	....	....	....	7	8	....	....	....	205	15,000
1019	Winterset	do	W. J. Dean	1	2	20	52	1	....	323	372	....	....	....	....	3	15	....	....	....	300	25,000
1020	Wyoming	do	Lincoln Buchanan	1	1	30	35	0	0	100	100	....	....	....	....	0	5	....	....	....	200	.....
	KANSAS.																					
1021	Altamont	High School	T. B. Hanna	2	2	28	40	0	0	40	40	3	3	3	3	0	0	0	0	....	30	500
1022	Anthony	do	D. A. Tear	1	1	8	17	0	0	....	....	....	....	3	7	2	3	0	1	....	540	38,000
1023	Argentine	do	E. J. Norris	1	1	16	17	0	0	0	0	....	....	....	....	0	7	0	0	....	90	.....
1024	Atchison	do	J. T. Dobell	1	2	40	74	1	14	0	0	....	....	....	....	3	7	....	....	....	200	40,000
1025	Belle Plaine	do	D. A. Iliff	1	0	4	5	0	0	118	119	0	0	0	0	3	4	0	0	....	250	8,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	KANSAS—cont'd.																					
1026	Blue Rapids	High School	E. M. Greene	1	1	31	29	1	0	2	3	....	....	....	....	....	....	....	....	....	50	.....
1027	Brookville	do	T. J. Rollman	1	1	6	15	....	1	66	68	8	15	....	....	0	0	0	0	....	300	$6,000
1028	Bunkerhill	do	H. Coover	1	1	5	5	1	0	17	11	....	....	....	....	1	3	....	....	....	....	4,000
1029	Burlingame	do	C. S. Fowler	1	1	25	45	1	3	200	250	20	40	5	5	6	5	4	4	....	1,350	.....
1030	Burlington	do	R. A. Hampshire	1	1	22	37	1	2	.....	.....	....	....	....	....	3	3	3	1	....	250	20,000
1031	Burrton	do	A. P. Heald, Ph. B	1	1	14	20	....	....	....	....	....	....	....	....	1	5	1	5	....	480	10,000
1032	Caldwell	do	J. F. Clark	1	1	14	15	0	0	11	33	4	0	1	0	2	2	2	0	....	441	15,000
1033	Carbondale	do	J. T. Albin	1	0	15	21	0	0	0	0	4	2	4	3	0	0	0	0	3	46	8,000
1034	Cawker City	do	L. J. Hall	2	0	31	29	0	0	119	138	....	....	....	....	3	5	3	5	....	500	.....
1035	Centralia	do	Miss Frances A. Barr	....	2	7	20	1	2	.....	.....	4	16	....	....	3	9	3	9	....	200	10,000
1036	Chanute	do	E. E. Kelley	2	....	28	55	....	1	432	449	....	....	....	....	7	15	....	....	3	600	.....
1037	Chapman	do	S. M. Cook, A. B	4	3	40	50	0	0	70	94	12	9	....	....	10	9	5	1	3	1,000	28,000
1038	Cherokee	do	R. E. Curran	2	....	20	24	0	....	160	166	....	....	....	....	3	4	....	....	....	450	10,500
1039	Cherryvale	do	P. M. Pearson	2	....	19	37	0	0	0	0	....	....	....	....	0	0	....	....	....	150	.....
1040	Chetopa	do	Clay D. Herod	1	2	30	47	0	0	0	0	1	....	....	....	1	12	1	2	....	35	14,000
1041	Clay Center	do	Mrs. M. M. Carson	1	2	35	49	0	1	15	25	10	15	0	0	0	6	0	4	....	1,100	8,000
1042	Clyde	do	E. P. McMahon	1	1	5	10	....	....	16	30	1	....	1	1	2	6	....	1	....	200	15,000
1043	Coffeyville	do	F. W. Allin	2	1	40	60	3	1	400	500	20	30	20	30	....	....	....	....	....	200	50,000
1044	Colby	do	R. A. Elwood	1	....	11	16	....	....	5	6	....	....	....	....	2	0	0	0	....	100	10,000
1045	Coldwater	do	U. G. Sutton	1	0	9	8	....	....	....	....	....	....	....	....	1	....	....	....	....	100	12,000
1046	Columbus	do	John Curran	2	3	30	75	....	....	320	375	50	75	....	....	6	6	....	....	....	1,200	10,000
1047	Concordia	do	A. B. Carney	2	1	32	46	0	0	326	311	0	0	2	10	3	13	2	13	....	650	25,000
1048	Cottonwood Falls	do	W. M. Kyser	2	0	11	27	0	1	22	37	0	2	3	6	1	3	1	2	....	467	7,000
1049	Council Grove	do	M. E. Leatherwood	1	1	11	21	....	....	18	21	....	8	5	6	....	6	....	6	....	30	250
1050	Dodge City	do	Warren Baker	2	0	18	24	1	0	0	0	6	5	4	2	1	1	1	0	4	500	.....
1051	Effingham	do	S. J. Hunter	1	2	9	14	1	0	56	61	3	2	1	0	9	11	0	0	3	15	35,000
1052	Ellis	do	E. H. Jackson	1	....	17	16	0	0	113	131	0	0	0	0	1	2	0	0	....	100	.....
1053	Ellsworth	do	R. F. Malaby	2	1	15	25	1	1	5	15	2	....	1	2	1	9	1	1	....	350	35,000
1054	Erie	do	C. E. Merwin	1	1	6	12	0	0	11	30	....	....	....	....	2	7	1	0	....	10	6,000
1055	Eureka	do	Miss Jessie Brookover	1	2	8	32	1	....	.....	.....	....	....	....	....	1	6	1	....	....	95	5,000

1056	Fort Scott	do	David M. Bowen	2	2	45	97	1	8	0	0					0	0			4	250	200
1057	Frankfort	do	T. P. Bogar	1	1	13	15	1	3	10	27	8	14			1	4	1	3		800	10,000
1058	Fredonia	do	B. F. Miller	2		15	22	6	8	242	249		4			2	7		4		700	20,000
1059	Galena	do	E. A. Herod	1		8	15	1		17	20	3	5			3	6				75	21,000
1060	Galva	do	R. L. Greason	1		8	12															
1061	Garnett	do	Miss N. B. Hunter	1	1	27	55	2	0	0	0	0	0	10	20	4	12	4	8		160	
1062	Geneva	do	John B. White	1	0	1	8	0	0			1				0	2	0	1		50	
1063	Girard	do	J. W. Weltner	1	1	26	59	0	0	0	0					2	10				400	12,000
1064	Glenelder	do	W. S. Hadley	1		4	3			100	116	4	3			4	3	4	3	2	324	5,000
1065	Goodland	do	R. M. Killion	1		16	24		2	145	147					2	3			3	90	5,000
1066	Greatbend	do	L. Humphrey	1	1	11	24	2	1	0	0	2	5			4	6	4	6		285	12,000
1067	Grenola	do	J. F. Deal	1	0	2	2															
1068	Halstead	do	B. B. Breese	2	0	6	15	0	0	14	5					0	2			4	383	
1069	Harper	do	I. E. Swain	1	7	18	21	0	0	225	240	3	2			3	2	3	2			15,000
1070	Hartford	do	W. D. Ross, A. M	1		8	17	0	0	127	123			4	1					3	100	
1071	Hays	do	L. H. Gehman, A. M	1	1	21	23	0	0	0	0	2	3			4	7	0	3		400	12,000
1072	Herington	do	B. F. Nihart	1	1	10	9	0	0	190	191	6	6			1	3				450	30,000
1073	Hiawatha	do	Miss Carie Blue	1	3	20	60	0	0	0	0									4		
1074	Hill City	do	Miss Mary Meechem	0	1	3	8			57	100	1	3	1	2	0	0	0	0	3	60	6,000
1075	Hoisington	do	E. A. Shire	1		8	5	0	0												31	5,000
1076	Holton	do	E. E. Heath	2		18	53	2				1		4	8	4	11	1			1,897	15,000
1077	Horton	do	E. M. Brockett	1	1	34	19			456	435					5	2				50	42,000
1078	Humboldt	do	C. F. Cool	2	0	15	20	0	0	6	7	0	0	0	0	5	5	0	0		600	10,000
1079	Hutchinson	do	E. H. Richardson	1	2	31	86	0	1	0	0	0	0	0	0	4	10	0	0		500	26,000
1080	Independence	do	R. C. Fear	2	1	30	35	1	0	25	35					6	13			3	250	
1081	Iola	do	Miss Clifford Mitchell	1	2	50	69							16	26		4		1		200	
1082	Jewell	do	C. A. Cook	1	0	20	36	0	0	130	150					1	7				250	5,000
1083	Kanopolis	do	A. M. Woodmansee	1		6	14	0	0	40	60		2	2	2	0	1	0	0		30	10,000
1084	Kansas City	do	George E. Rose	4	2	101	190	8	16	0	0					6	7			4	200	
1085	Kingman	do	T. E. Genet	2	1	26	41	0	0	0	0	0	0	0	0	4	10	0	3	3	500	
1086	Lacrosse	do	W. J. Yeoman	2	2	23	13	0	0	56	40	0	0	0	0	0	0	0	0			
1087	Lacygne	do	W. A. Stacey	1	1	18	24					10	15			5	4	5	4		6	8,000
1088	Lakin	do	J. L. G. Swinney	1		5	7			58	49					3	2				78	10,000
1089	Larned	do	H. S. Rogers	3		22	36									4	8	0	0		400	5,000
1090	Lawrence	do	F. H. Olney	3	6	170	228	6	15	0	0					17	30	15	20	3		
1091	Leavenworth	do	William A Evans	1	5	72	129	2	15			1	1	11	10	6	16	6	16	4	800	
1092	Leoti	do	F. E. Gordon	1	1	4	11	0	0	58	46	0	0	0	0	4		2			50	8,000
1093	Liberal	High School (dept.)	A. L. Stickel	1		4	6	0	0	4	15	3	2			0	0	0	0		10	
1094	Louisville	do	M. D. Weltner	1		4	8														125	
1095	Lyndon	High School	W. H. Greider	1	0	4	12	0	0	96	138	1	3			0	0	0	0		35	5,000
1096	Lyons	do	Maude De Con	1	2	31	33	0	1	0	0	31	33	0	0	1	1	1	1	3	400	15,000
1097	McPherson	do	A. Ludlum	1	1	30	45	0	2	472	543					5	8				1,050	70,000
1098	Mankato	do	W. S. Pate	1	1	15	15		1	145	125	0	0	0	0	2	3	2	3		100	12,000
1099	Marion	do	R. L. Parker	2		30	51	1								3	11	3	11			
1100	Marquette	do	H. E. Bruce	1	0	6	13	0	0	8	7					0	0	0	0		140	3,000
1101	Marysville	do	George C. Baker	3	0	32	33	0	0	254	278					5	1	5	1	4	1,700	35,000
1102	Morantown	do	S. L. Fogleman	1	0	6	7			6	8					0	0	0	0	3	50	
1103	Mound City	do	George W. Jones	1	0	4	5			15	20					2	4					
1104	Mound Valley	do	A. J. Lovett	1		17	16	0	0	10	12	2	2	4	3	3	3	3	3		25	2,500
1105	Mulvane	do	O. W. Jones	1		9	26					2	4	2	3	4	14			2	50	10,500
1106	Neodesha	do	G. W. Smith	1	1	20	34	0	0	200	209	20	34			1	6	1	6	3	400	35,000
1107	Newton	do	W. S. Allen	1	2	27	61	0	0	0	0	4	1			9	16	4	1		300	30,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	7	18	19	20	21	22
	KANSAS—cont'd.																					
1108	Norton	High School	H. M. Culter	2	0	7	10	0	0	19	25	0	0	----	----	0	0	0	0	3	260	$17,000
1109	Osage City	do	N. McDonald	2	0	23	44	1	2	478	464	----	----	----	----	2	9	0	0	----	1,200	----------
1110	Osborne	do	W. H. Olin	1	1	19	47	----	3	----	----	3	13	2	----	3	2	0	2	4	300	20,000
1111	Ottawa	do	F. P. Smith	1	2	34	73	0	3	----	----	----	----	----	----	5	12	----	----	3	256	----------
1112	Paola	do	N. C. Brooks	2	1	31	61	0	2	0	0	0	0	----	----	5	12	4	10	4	----	35,000
1113	Parsons	do	S. D. Frazier	1	3	24	30	----	----	44	60	----	----	----	----	4	5	4	5	----	280	----------
1114	Peabody	do	J. C. Gibney	2	2	20	42	0	0	0	0	3	4	2	0	5	13	3	4	----	100	15,000
1115	Pittsburg	do	W. W. Kilpatrick	1	1	30	42	----	----	----	----	3	4	1	1	4	9	4	3	----	----	----------
1116	Plainville	do	G. M. Brown	1	----	4	11	0	0	84	122	2	6	3	4	0	0	0	0	2	25	5,000
1117	Pleasanton	do	R. D. O'Leary	1	0	3	22	0	0	144	143	0	0	----	----	2	7	2	1	----	100	20,000
1118	Pratt	do	Harriet L. Thompson	1	1	20	25	----	1	----	----	----	----	----	----	2	1	----	1	3	125	----------
1119	Reading	do	W. A. Van Voris	1	0	5	13	0	0	3	5	0	0	0	0	0	3	0	0	----	110	5,500
1120	Reserve	do	D. C. Nutting	1	----	8	4	0	0	40	39	2	1	----	----	----	----	----	----	----	400	----------
1121	Russell	do	Jno. Groendyke	1	0	10	20	0	0	135	135	----	----	----	----	6	2	6	2	----	----	----------
1122	St. John	do	U. S. Sartin	1	----	5	2	0	0	148	176	----	----	----	----	0	0	0	0	----	131	15,000
1123	Scottsville	do	J. M. Winslow	1	0	7	4	0	0	17	20	----	----	----	----	3	2	0	0	----	111	1,000
1124	Scranton	do	Grant Van Hoose	1	----	2	13	----	----	240	283	----	----	----	----	2	13	----	3	----	40	6,000
1125	Sedan	do	J. A. Ferrall	2	0	12	23	0	0	115	134	----	----	----	----	0	2	----	----	4	250	5,000
1126	Sedgwick	do	J. C. Moyer	1	1	20	24	----	----	----	----	6	9	5	----	2	6	----	----	----	800	----------
1127	Seneca	do	J. G. Schofield	1	1	23	33	0	0	0	0	18	18	----	----	4	8	4	4	----	500	40,000
1128	Smith Center	do	J. M. Mosher	1	----	18	25	----	----	127	123	----	----	----	----	4	3	----	----	----	----	----------
1129	Solomon	do	L. H. Wishard	1	1	20	22	0	0	140	158	----	----	10	12	2	3	2	3	----	600	7,000
1139	Thayer	do	F. M. Abbott	1	----	6	7	----	1	11	13	----	----	----	----	2	5	4	1	----	0	----------
1131	Topeka	do	C. W. Hickman	3	8	144	206	8	14	----	----	----	----	----	----	15	23	----	----	----	200	90,000
1132	Wamego	do	E. P. Barrett	1	----	6	12	----	----	13	20	----	----	----	----	1	2	1	1	----	175	30
1133	Washington	do	E. L. Enochs	2	0	25	26	0	0	224	270	0	0	3	2	3	4	1	2	4	100	25,000
1134	Waverly	do	George Crisman	1	----	22	24	----	----	80	85	1	6	----	----	1	6	1	6	----	0	8,000
1135	Weir	do	George B. Deem	1	0	24	28	0	0	417	457	0	0	1	0	1	3	0	0	----	65	15,000
1136	Wellington	do	J. E. Dyche	3	1	60	65	1	1	503	580	24	26	24	25	1	7	1	7	----	500	100,000
1137	Wellsville	do	F. A. Prather	----	2	30	30	----	----	66	80	----	----	----	----	4	5	----	----	3	100	1,500

1138	Wetmore	do	C. A. Strong	1		14	12	2		86	105					2	1				500	10,000
1139	Wichita	do	F. R. Dyer	3	5	105	174	0	1	0	0	6	6	0	0	7	18	2	3	4	400	15,000
1140	Wilson	do	Dallas Grover	2		18	12	0	0	200	188	0	0	5	4	1	7	1	2			
1141	Winfield	do	H. M. Ambrose	3	0	35	71	3		0	0	4	6	2	3	2	15	4	6		450	23,000
	KENTUCKY.																						
1142	Adairville	Graded School	D. B. Estes	1		15	16			45	52	7	3			1	0	1				4,000
1143	Albany	High School	A. L. Rhoton	3	1	28	22	0	0	25	44	5	2			0	0	0	0		0	2,000
1144	Ashland	do	A. A. Shawkey	2	1	21	48	0	0			2	2	0	3	0	4	0	4	3	331	17,064
1145	Augusta	do	W. E. Fite	1		17	27			115	138	12	20	25	30		2					5,000
1146	Beechgrove	do	Isaac S. Mason	1	0	5	8	0	0	55	55			17	12	0	0				0	1,000
1147	Blaine	do	G. M. Elam	2		20	10	0	0	45	50	20	10	5	3							
1148	Carlisle	do	Wm. F. Ramey	2		20	25					6	5			4	5	4	5	3	20	12,000
1149	Catlettsburg	do	J. B. Leech	1	1	27	27	0	0	127	109					0	4				260	3,000
1150	Cloverport	do	Jas. H. Logan	1	1	14	13	0	0	85	100	13	10	14	14		4		4		0	5,000
1151	Corydon	do	C. E. Dudley	1	2	20	33	0	0	0	0	5	10	1		2	6	1	2		150	5,000
1152	Covington	do	H. R. Blaisdell	1	4	42	123					30	111			6	18	4	10	4	300	
1153	Cynthiana	High School (dept.)	C. A. Leonard, A. M.	1	1	23	56	0	0	162	164	0	0	0	0	1	8	0	0	2	1,600	12,000
1154	Dayton	High School	R. M. Mitchell	1	2	5	14	0	0	429	388	0	0	0	0	1	1	0	0		100	3,000
1155	Dixon	do	J. M. Kernohan	1	1	55	70	0	0	40	55	8	3	5	8	10	12	2	4		200	7,000
1156	Farmington	Institute	T. B. Wright	1		10	7	0	0	100	93			5	5							
1157	Flemingsburg	High School	G. W. Leahy	1	1	28	22	0	0	150	100					7	1	6	1		40	35,000
1158	Frankfort	do	J. D. Coleman	1	2	61	75									1	12			3	211	1,200
1159	Fredonia	do	J. J. Nall	1		6	6	0	0							0	0				0	1,200
1160	Hickman	do	W. E. Lumley	1	3	25	35	0	0	140	145	0	0	0	0	1	1				50	18,000
1161	Hopkinsville	do	C. H. Dietrich	0	3	18	51	0	0	300	325					6	6				1,267	
1162	Hyden	do	Mary Lewis	1	1	31	30	0	0	40	35	23	18	25	17	0	0	0	0		525	1,500
1163	Louisa	do	F. T. D. Wallace	1	0	4	16	0	0	112	101					0	0	0	0		0	15,000
1164	Louisville	High School (colored)	A. E. Mayzeek	1	6	43	122	43	122	82	226					8	20			4	190	40,000
1165	do	High School (male)	Maurice Kirby	10	0	253	0	0	0	0	0					24	0	0	0	4	150	
1166	do	High School (girls')	W. H. Bartholomew	1	16	0	537						5			0	46	0	3	4	1,000	140,000
1167	do	Manual Training High School.	H. F. A. Kleinschmidt	11	0	213	0	0	0	0	0					22	0			3	500	150,000
1168	Minerva	Male and Female College	E. B. Buffington	1		6	8	0	0	36	26	1				0	0	0	0		80	1,000
1169	Monticello	High School	J. P. Harrison	1	1	20	21			43	58	2	1									1,800
1170	Mount Sterling	Graded School	Mrs. H. K. Hibler		3	20	41	0	0	218	178					0	0	0	0		20	25,000
1171	Newport	Bellevue High School	Miss Aleyona Johnson	1	1	12	30					2	3	2	2	4	0	1			900	
1172	do	Highland High School	C. J. Hall	1	1	15	12			67	58					1	1					8,000
1173	do	High School	Chas. G. Hammond	1	5	51	152			0	0					3	17				1,000	30,000
1174	Nicholasville	do	R. G. Lowry	1		24	3	0	0	100	70	3	0	0	0	0	0	0	0		0	10,000
1175	Owensboro	do	Edward Taylor	2	4	51	82	0	0	0	0			3	3	4	14	3	3	4	2,000	35,000
1176	Owingsville	Bath Seminary	H. C. Wilson	1	1	20	15	0	0	40	50	8	5	6	4	0	0	0	0		0	2,500
1177	Paducah	High School	E. A. Fox	1	1	24	68					3	5	2	3	5	17				580	
1178	Paris	High School (colored)	J. C. Graves	1	1	17	20	17	20	108	190	16	24			2	4	2	4	4		5,286
1179	Upton	Normal School and Business College.	Jno. C. Pirtle	3	0	45	25	0	0	25	25	20	10	0	0						250	
1180	Williamstown	Graded Free School	J. H. Dickey	1	1	12	15	0	0	103	110	5	13	10	4	3	5	3	5	5	0	20,000
1181	Winchester	High School	A. C. Fleshman	2	0	8	25			232	199		6			2	6			3	150	
	LOUISIANA.																						
1182	Alto	Fletcher Academy	W. B. Russel	1		7	2			24	12											400
1183	Colfax	High School	Joseph Paul	1		5	0			35	46					4	0				0	

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	LOUISIANA—continued.																					
1184	Donaldsonville	Ascension Academy	Wm. J. Gahan	1	....	5	12	....	....	145	147	....	....	....	....	....	....	....	....	....	.....	.....
1185	Grandcane	High School	Geo. Williamson	1	1	5	13	....	....	35	52	....	....	....	....	....	....	....	....	....	150	$2,500
1186	New Iberia	....do	W. M. Howe	1	1	19	15	....	....	....	....	....	....	....	....	2	5	2	6	....	1,000	7,500
1187	New Orleans	McDonough High School, No. 1.	Joseph V. Calhoun	9	....	227	0	0	0	0	0	....	....	....	....	27	....	....	....	3	500	.....
1188	....do	McDonough High School, No. 2.	Mrs. M. Stamps	0	15	0	334	0	0	0	0	....	....	....	....	0	73	....	....	3	600	.....
1189	....do	McDonough High School, No. 3.	Mrs. R. M. Lusher	0	11	0	163	0	0	0	18	....	....	....	....	....	47	....	....	3	617	.....
1190	Weston	Weston Academy	Rev. A. M. Wailes	1	0	9	4	0	0	50	38	0	0	0	0	0	0	0	0	....	30	300
	MAINE.																					
1191	Addisonpoint	High School	Jno. W. Annis	2	1	7	14	....	....	32	39	....	....	....	....	....	....	....	....	....	10	1,400
1192	Alfred	....do	W. A. French	1	....	5	7	....	....	13	21	1	1	1	....	5	8	1	1	....	107	.....
1193	Anson	....do	A. A. Badger	1	....	6	8	0	0	14	6	2	3	0	0	0	0	0	0	....	0	4,500
1194	Augusta	Cony High School	Albion H. Brainard	2	3	70	100	0	0	0	0	15	15	....	....	11	7	8	1	....	1,000	60,000
1195	Bangor	High School	Henry K. White	2	8	150	157	0	0	0	0	22	21	20	15	15	20	6	5	4	500	30,000
1196	Bath	....do	H. E. Cole	2	3	26	33	....	1	18	47	19	12	10	....	5	14	5	3	....	950	35,000
1197	Belfast	....do	Reuben Ilsley	1	3	36	48	0	0	0	0	3	6	....	....	3	8	1	2	....	.....	.....
1198	Berwick	Sullivan High School	Geo. W. Snow	1	1	5	10	0	0	13	13	4	0	0	0	1	2	0	0	....	0	700
1199	Biddeford	High School	Jno. P. Marston	3	2	45	75	....	....	0	0	8	6	4	....	13	14	4	....	4	400	50,000
1200	Boothbay	....do	S. T. Thornton	1	0	3	6	0	0	12	11	....	....	....	....	0	0	0	0	....	0	.....
1201	Boothbay Harbor	....do	H. C. Fabyan	1	....	8	22	....	....	....	....	2	3	1	1	2	3	1	0	3	100	8,000
1202	Bowdoinham	....do	Jno. A. Cone	1	1	21	31	0	0	0	0	1	3	....	....	1	6	....	2	....	37	1,500
1203	Bradford	....do	H. R. Williams	3	....	30	39	0	0	10	25	0	0	0	0	0	0	0	0	....	0	.....
1204	Brewer	....do	Fred W. Freeman	1	1	25	30	0	0	0	0	7	1	11	0	3	8	2	0	....	.....	.....
1205	Bridgeton	....do	Will O. Hersey	1	1	24	32	0	0	0	0	6	3	3	0	0	8	0	1	....	500	.....
1206	Brunswick	....do	Chas. Fish	1	3	45	52	0	0	0	0	10	5	2	1	12	11	5	1	....	250	35,000

1207	Bryants Pond	do	Sue A. Thompson	....	2	11	13	....	....	24	25	2	2	3	4	6	8	2	1	....	.....	1,700
1208	Buckfield	do	R. N. Millett	1	0	12	19	0	0	5	5	1	2	3	0	0	0	0	0	....	0	.....
1209	Buxton Center	do	Chas. R. Smith	1	1	9	7	0	0	15	16	2	0	0	0	2	2	1	0	....	60	1,200
1210	Calais	do	F. W. Johnson, A. B	1	3	43	62	....	....	0	0	17	15	1	0	3	7	2	4	....	40	10,000
1211	Camden	do	F. L. Libbey	1	2	25	27	0	0	0	0	3	3	0	0	....	3	0	0	....	125	.....
1212	Canton	do	E. F. Ridley	1	....	....	6	0	0	20	19	....	....	....	....	0	0	....	....	....	.....	.....
1213	Cape Elizabeth	do	D. W. Hawkes	1	1	17	36	....	....	59	59	....	....	....	....	12	15	....	....	....	399	16,000
1214	Carribou	do	W. S. Knowlton	1	2	75	60	0	0	0	0	10	4	2	....	6	9	2	2	....	.....	17,000
1215	Castine	do	Miss Prudence Perkins	0	2	8	26	0	0	0	0	0	0	8	26	0	0	0	0	....	100	3,000
1216	Cherryfield	do	M. C. Hunter	1	2	36	39	....	....	12	18	2	2	17	10	4	3	2	2	4	300	4,000
1217	Columbia Falls	do	W. A. French	1	1	17	21	....	....	....	....	....	....	....	....	....	....	....	....	....	50	.....
1218	Cornish	do	Albert M. Jones	1	1	9	14	0	0	23	16	3	2	0	0	3	1	0	0	....	20	7,000
1219	Danforth	do	E. C. Megquier	1	1	15	27	....	....	15	27	1	1	5	14	0	0	0	0	....	200	2,000
1220	Dexter	do	C. N. Blanchard	1	1	23	12	0	0	8	39	8	1	....	....	1	9	2	0	....	75	15,000
1221	Dover	do	M. A. Arnold	1	1	28	29	0	0	0	0	0	0	1	0	1	3	0	0	....	0	14,000
1222	Eastport	Boynton High School	Jno. B. Warren	1	2	20	35	....	....	10	40	3	....	....	....	1	6	....	....	....	200	.....
1223	Ellsworth	High School	W. H. Dresser	2	1	38	44	....	....	0	0	3	3	2	....	9	10	1	....	....	.....	3,000
1224	Farmington	do	Chas. M. Pennell	1	1	28	33	0	0	0	0	6	3	0	0	5	0	5	0	....	50	15,000
1225	Fort Fairfield	do	Herbert F. Kalloch	1	2	20	41	0	0	13	22	5	3	2	....	5	5	1	....	4	.....	9,500
1226	Freeport	do	Frank P. Morse	1	2	37	53	0	0	0	0	14	12	4	0	3	7	2	2	....	509	10,000
1227	Gardiner	do	Wm. L. Powers	2	2	57	82	0	0	0	0	17	22	10	0	8	17	3	1	4	.....	20,000
1228	Garland	Free High School	F. W. C. Wiggin	1	....	3	10	0	0	26	17	0	0	0	0	0	0	0	0	....	0	300
1229	Gorham	High School	W. W. Woodman	2	1	39	36	0	0	0	0	13	9	9	0	10	11	5	2	4	.....	.....
1230	Greenville	do	F. G. Manson	1	0	10	21	0	0	0	0	0	0	0	0	0	0	0	0	....	.....	.....
1231	Guilford	do	Leland A. Ross	1	1	24	20	0	0	4	9	9	8	4	0	0	0	0	0	....	255	15,000
1232	Hallowell	do	Geo. W. Singer	1	2	42	56	0	0	0	0	0	0	0	0	3	6	1	1	....	147	5,000
1233	Jay	do	W. L. Mower	1	1	16	19	....	1	.....	.....	0	0	0	0	0	0	0	0	....	0	2,000
1234	Kennebunkport	do	W. D. Gilpatric	1	0	11	26	0	0	0	0	3	0	0	0	0	0	0	0	4	.....	6,000
1235	Kittery	do	Ernest L. Chaney	1	1	20	40	0	0	0	0	0	0	....	....	0	5	0	0	....	25	1,500
1236	Lewiston	do	Geo. B. Files	3	4	105	133	1	0	.....	.....	53	55	0	0	12	15	5	4	....	550	2,500
1237	Limerick	Academy	W. B. Moore	1	4	21	33	0	0	0	0	8	17	2	4	0	0	0	0	4	50	2,000
1238	Lincoln	Mattanancook High School	B. M. Avery	1	1	13	26	....	....	28	15	....	....	....	....	....	....	....	....	....	.....	2,000
1239	Lisbon	High School	W. S. Masterman	1	1	14	19	....	....	.....	.....	1	2	....	....	2	6	1	1	....	7	5,000
1240	Livermore	do	Miss Mary E. Pollard	1	1	25	....	....	....	9	35	....	....	....	....	....	....	....	....	....	.....	.....
1241	Livermore Falls	do	Jos. G. Wyman	1	....	13	7	....	....	5	6	2	3	2	....	0	0	0	0	....	.....	.....
1242	Lubec	do	F. E. Russell	1	....	5	5	0	0	35	41	4	1	....	....	0	0	0	0	....	25	.....
1243	Machias	do	Chas. P. Pierce	1	1	18	29	0	0	0	0	2	2	3	0	3	5	2	2	....	350	.....
1244	Mechanic Falls	do	I. W. Parker	1	1	24	26	0	0	....	.....	1	0	0	0	5	7	1	0	....	104	7,000
1245	Millbridge	do	Jas. M. Curran	1	2	18	52	0	0	0	0	3	5	....	....	4	9	1	3	....	35	.....
1246	Milo	do	Geo. H. Gould	1	1	18	31	....	....	20	12	1	2	....	....	....	....	....	....	....	74	6,000
1247	Monmouth	do	Ernest W. Small	1	....	29	34	....	....	5	3	6	3	1	....	5	1	3	1	....	250	3,500
1248	Monson	Academy	L. E. Moulton	1	0	10	10	....	....	11	16	2	1	3	....	1	....	1	....	....	75	.....
1249	New Vineyard	High School	F. W. Bunell	1	....	2	1	....	....	15	14	....	....	....	....	....	....	....	....	....	.....	1,000
1250	No. New Portland	do	N. R. Smith	1	....	10	7	....	....	3	.....	0	0	0	0	....	0	0	....	....	0	1,000
1251	No. Parsonsfield	do	Isaiah Trufant, A. M	1	1	36	30	0	0	1	2	8	7	10	6	6	6	6	5	3	200	3,000
1252	Norway	do	Chas. P. Barnes	1	2	23	37	0	1	0	0	7	12	....	....	2	6	....	2	....	200	10,000
1253	Oakland	do	Herbert L. Wilbur	1	1	18	20	0	0	20	10	3	2	0	0	3	7	2	1	....	50	2,500
1254	Old Orchard	do	Edgar Yates	1	0	0	9	0	0	10	11	0	0	0	0	0	0	0	0	....	0	3,000
1255	Old Town	do	Thos. E. Burr	1	1	20	35	0	0	0	0	2	4	....	....	1	5	0	1	....	200	4,000
1256	Oxford	do	Frank E. Hanscom	1	1	8	7	....	....	17	14	....	....	4	1	4	7	....	....	....	.....	.....
1257	Paris	Academy	E. Edgecomb	1	2	21	18	0	0	14	11	6	1	0	0	0	0	0	0	....	40	.....
1258	Pembroke	High School	D. L. Fisher	1	1	7	34	0	0	10	16	1	0	0	0	0	0	0	0	....	50	2,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MAINE—cont'd.																					
1259	Phillips	High School	E. C. Butler	1	1	10	12	0	0	4	4	1	1	2	3	1	1	0	0	....	0	.....
1260	Portland	do	Albro E. Chan	5	9	224	295	0	2	0	0	147	35	2	0	42	54	25	10	3	2,200	$90,000
1261	Presque Isle	do	Chas. N. Perkins	1	2	6	18	0	0	19	33	2	7	0	0	0	0	.....	.....	.....	.....	7,000
1262	Princeton	do	W. R. Fletcher	....	1	15	18	.....	.....	11	14	2	0	0	0	0	0	0	0	....	.....	1,500
1263	Richmond	do	C. C. Spratt	1	1	36	46	0	0	.....	.....	4	8	.....	.....	.....	2	.....	2	....	.....	.....
1264	Rockland	do	Victor V. Thompson	2	2	40	108	0	0	.....	.....	6	9	0	0	7	13	2	2	....	125	.....
1265	Rockport	do	Chas. J. Ross	1	1	8	20	0	0	0	0	1	1	.....	.....	1	5	1	1	....	300	2,400
1266	St. Albans	do	E. P. Dyer	1	....	19	21	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	2,000
1267	Sanford	do	O. H. Perkins	1	1	11	16	0	0	1	3	.....	.....	.....	.....	3	9	.....	.....	3	.....	15,000
1268	Searsport	do	W. W. Austin	1	....	24	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	25	2,000
1269	Shapleigh	do	Natt T. Abbott	2	1	16	24	0	0	0	0	4	3	0	0	1	2	1	0	....	322	1,000
1270	Skowhegan	do	Dana W. Hall	1	2	40	65	0	0	0	0	12	15	3	5	5	16	2	5	....	225	15,000
1271	South Norridgewock.	do	W. J. Rideout	1	1	31	39	0	0	0	0	0	4	0	0	0	0	0	0	.....	.....	.....
1272	South Paris	do	Henry Fletcher, A. M	1	1	38	40	.....	.....	.....	.....	8	6	0	0	6	8	3	1	....	108	.....
1273	South Thomaston	do	Miss A. M. Mathews	0	1	4	10	0	0	10	6	0	0	0	0	0	0	0	0	....	0	500
1274	Thomaston	do	Lyman K. Lee, A. B	1	1	24	38	0	0	0	0	4	3	1	....	3	5	2	1	....	500	5,000
1275	Topsham	do	Chas. M. Pennell	1	....	3	6	.....	.....	11	12	1	.....	.....	.....	1	1	.....	.....	.....	.....	1,200
1276	Tremont	do	A. B. Cole	1	1	30	20	0	0	20	10	0	0	2	0	0	0	0	0	....	0	0
1277	Turner	do	Arthur S. Greene	1	0	12	15	0	0	8	12	.....	.....	.....	.....	0	0	0	0	.....	.....	.....
1278	Vinalhaven	do	Fred L. Tapley	1	1	4	19	.....	.....	0	0	.....	.....	.....	.....	2	3	.....	.....	.....	651	2,500
1279	Waldoboro	do	Chas. M. Averell	1	1	10	9	.....	.....	22	25	1	5	.....	.....	3	3	1	1	4	136	15,000
1280	Warren	do	F. H. Cowan	1	1	20	22	0	0	.....	.....	.....	.....	.....	.....	4	8	.....	.....	....	160	3,000
1281	Waterville	do	Dennis E. Bowman	2	3	77	100	0	0	.....	.....	41	36	.....	.....	7	21	4	3	....	560	.....
1282	Wells	do	Everett Perkins	3	1	21	31	0	0	31	47	3	0	0	0	.....	.....	.....	.....	....	0	.....
1283	West Kennebunk	do	Fred W. Cousins	1	....	1	10	.....	.....	10	8	0	0	0	0	0	2	0	0	....	0	.....
1284	Winthrop	do	Ralph A. Sturges	1	1	16	32	0	0	0	0	3	3	0	0	6	5	2	1	....	160	8,000
1285	Wiscasset	do	E. P. Munsey	2	0	18	39	0	0	38	74	.....	.....	.....	.....	6	1	2	0	....	16	1,000
1286	Woodfords	Deering High School	E. H. Crosby	1	3	62	80	0	0	0	0	.....	.....	.....	.....	8	16	4	1	....	175	12,000
1287	Yarmouthville	High School	Herbert M. Moore	1	1	24	33	0	0	2	8	6	7	3	0	3	7	2	1	....	53	7,500

	MARYLAND.																					
1288	Baltimore	City College	Francis A. Soper	15	0	578	0	0	0	0	0					18	0	10	0	5		
1289	do	Colored High School	Dr. G. L. Staley	1	3	29	75	29	75	0	0	0	0	0	0	3	8	0	0			
1290	do	Eastern Female High School.	Wm. F. Wardenburg	2	12	0	406	0	0	0	178	0	0	0	0	0	74				395	120,000
1291	do	Western Female High School.	Andrew S. Kerr	2	13	0	530	0	0	0	205	0	0	0	0	0	59	0	0		375	80,000
1292	Belair	Academy	Elmer J. Cook	2	0	25	30	0	0	80	92	4	0	0	0	7	4	4	1		100	
1293	Berlin	Buckingham High School	E. K. Wilson	1		7	17					2	3	1	0	2	1	2	1		100	
1294	Boonsboro	High School	W. A. Henneberger	1		14	11			67	81	4				7		4				5,000
1295	Cambridge	do	E. C. Harrington	2	2	35	55									2	6				350	15,000
1296	Catonsville	do	E. C. Chenoweth		3	12	14	0	0	88	76					2	3	0	0		75	
1297	Centerville	Academy or High School (male).	A. G. Harley	1		51				75		6										3,000
1298	Clearspring	High School	Geo. B. Craig	1	2	15	12	0	0	50	60	4	3	0	0	2	3	0	0		0	1,500
1299	Cumberland	do	Jno. G. White	1	1	18	38	0	0	260	331					1	5			4	500	
1300	Darlington	do	A. F. Galbreath	1	1	10	12	0	0	60	38	3	0			3	2	2	0		20	4,000
1301	East New Market	do	Wm. P. Beckwith	1		1	11	0	0	56	48	0	0	0	0	0	4	0	0			4,000
1302	Easton	Male and Female High School.	E. D. Murdaugh	2	2	57	51	0	0	50	50			1	1	5	1	1	1		250	
1303	Ellicott City	High School	Elmer M. Harn	0	2	5	13	0	0	90	87					0	0				0	
1304	Frederick	Female High School	Margaret M. Robinson	0	3	0	36	0	0	0	432					0	10				70	10,000
1305	Galena	Shrewsbury Academy	Thos. B. Long	1	2	3	11			42	37					0	0				20	2,500
1306	Hagerstown	Female High School	Jno. B. Houser	2	6		58	0	0	0	0		3				16		0		100	
1307	do	Male High School	Geo. C. Pearson	2		46		0		0		10		2		18		4			150	
1308	Hancock	High School	J. N. Zimmerman	1		17	22	0	0	50	42											
1309	Havre de Grace	do	Chas. T. Wright	2	4	25	35			194	235					5	5					
1310	Henderson	do	Jennie M. Smith		1	2	8			38	52						2				80	
1311	Hillsboro	Academy	Katherine Hackett		1	3	2	0	0	29	33	3	2	0	0	0	0	0	0		250	1,000
1312	Laurel	High School	Eliza G. Cronmiller		3	5	15	0	0	95	128					0	4				136	
1313	Marion Station	do	Benj. F. Haynes	1		8	14			53	42	5	3									2,500
1314	Marydell	Academy	Joanna Valliant		1	3	6			9	16	0	0	0	0	0	0	0	0		42	1,300
1315	Middletown	High School	Chas. E. Dryden	1	0	5	8	0	0	0	0	2	1	2	0	1	4				0	1,000
1316	North East	Classical Institute	Miss Louise Alexander	1		1	3			9	7	0	0	0	0						20	2,000
1317	Oxford	High School	Jno. S. Hill		1	3	14	0	0	24	25	0	0	0	0	0	2	0	0		18	2,000
1318	Pocomoke City	do	H. J. Handy	1	0	12	21	0	0	154	159	5	2	0	0	0	1	0	0		280	10,000
1319	Princess Anne	do	R. K. Wimbrough	2		29	36			63	59	0	2	0	0	0	2	0	2		150	15,000
1320	St. Michaels	do	Wm. S. Crouse	1	2	31	69	0	0	109	99					0	2	0	0		45	12,000
1321	Salisbury	do	Prof. T. H. Williams	2	7	41	41			236	229	2	1			3	7	1				
1322	Sharpsburg	Grammar High School	Jno. E. Wagaman	1		10	17	0	0	120	133	0	0	0	0	1	4	0	0		0	3,000
1323	Smithsburg	do	Eugene A. Spessard	1	0	9	12	0	0	49	65	0	0	0	0	0	1	0	0		33	1,200
1324	Snowhill	High School	J. E. White	1	4	30	30	0	0	75	65	3	4	0	0	3	4	3	2		300	5,000
1325	Thurmont	Male and Female High School.	Prof. Wm. M. Martin	1	0	16	22	0	0	0	0	12	18	0	0	0	1				0	
1326	Towson	High School	R. Brent Crane	1	4	40	21			81	64											
1327	Trappe	do	D. M. Long	1	1	7	4	0	0	8	18	0	0	0	0	0	0	0	0		20	900
1328	Upper Fairmount	Academy	Jno. D. Stoops	1		7	17			63	63						4					
1329	Upper Marlboro	do	Thos. I. Grant	1		32				24		5		5		2		2				
1330	Vienna	do	R. E. Lewis	1	0	4	17	0	0	0	0	1	4	0	0	1	2		1		160	1,400
1331	Williamsport	High School	Jos. F. Kimler	1		12	19	0	0	11	14					1	1				50	

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MASSACHUSETTS.																					
1332	Abington	High School	Alice C. Jones	0	4	45	27	0	0	0	0	1	11	1	0	5	10	0	4	....	.....	.....
1333	Adams	....do	Chas. H. Howe	1	3	24	62	....	....	0	0	4	3	7	0	7	11	1	4	....	100	$19,000
1334	Amesbury	....do	A. E. Tuttle	2	3	37	49	0	0	0	0	8	6	8	17	5	8	1	1	4	300	10,000
1335	Amherst	....do	Edw. R. Evans	3	3	50	100	1	1	.....	.....	14	28	6	1	4	14	4	2	....	700	12,000
1336	Arlington	Cotting High School	Ira W. Holt	1	5	53	57	0	0	0	0	11	14	12	....	5	2	5	2	....	1,000	110
1337	Ashby	High School	E. G. Campbell	....	1	12	20	0	0	8	10	....	....	....	....	....	....	....	....	....	.....	.....
1338	Ashfield	Sanderson Academy	Martha E. Hersey	0	2	17	18	0	0	0	0	....	....	....	....	2	0	0	0	3	.....	15,000
1339	Ashland	High School	Chas. H. Libley	1	1	24	26	0	0	.....	.....	8	6	2	0	0	4	0	4	....	60	.....
1340	Ayer	....do	Fred Tuxbury	1	1	13	31	0	0	0	0	1	2	1	....	6	6	0	0	....	1,000	10,000
1341	Baldwinsville	....do	Malcolm D. Barrows	1	....	13	24	0	0	0	0	0	0	0	0	3	5	0	0	....	.....	.....
1342	Barre	....do	Adelaide F. True	0	2	20	18	....	....	0	0	1	2	6	5	3	3	0	3	....	0	75
1343	Bedford	....do	Minnie C. Potter	0	1	8	22	0	0	0	0	0	0	0	0	1	4	0	0	....	20	20,000
1344	Belchertown	....do	—— Eaton	1	0	21	29	0	0	0	0	0	0	1	0	1	8	0	0	....	0	4,000
1345	Belmont	....do	Henry H. Butler	1	2	14	21	....	....	0	0	3	5	1	....	4	7	2	3	....	0	8,000
1346	Beverly	....do	Benj. S. Hurd	1	4	54	91	....	1	0	0	4	10	5	....	11	21	1	1	....	400	.....
1347	Blackstone	....do	Edw. W. Barrett	1	1	24	30	0	0	0	0	2	2	1	....	4	5	2	....	....	50	10,000
1348	Bolton	Houghton High School	C. R. Herrick	1	....	4	8	0	0	3	10	0	0	0	0	4	8	....	....	....	50	2,000
1349	Boston	Public Latin High School	Moses Merrill	18	0	593	0	4	0	0	0	593	0	0	0	35	0	35	0	....	4,328	350,000
1350	.....do	Girls' High School	Jno. Tetlow	2	23	....	675	....	9	.....	115	....	0	....	0	....	172	0	0	....	3,000	.....
1351	.....do	Girls' Latin High School	.....do	3	8	0	236	0	1	0	0	0	236	0	0	0	13	0	13	....	940	.....
1352	Bradford	High School	F. N. Newell	1	3	23	34	....	....	3	3	....	1	6	3	8	6	6	1	....	375	.....
1353	Braintree	....do	O. R. Cook	1	2	40	46	....	1	.....	.....	....	....	....	....	8	14	....	....	....	50	35,000
1354	Bridgewater	....do	Sumner W. Hines	1	3	40	35	0	0	0	0	4	8	1	0	6	5	1	1	....	225	.....
1355	Brockton	....do	Edward Parker	5	8	164	180	0	0	0	0	25	27	20	....	33	34	5	3	....	300	.....
1356	Brookfield	....do	Edward B. Hale	1	1	15	27	0	0	.....	.....	1	1	2	3	2	6	1	1	4	300	12,000
1357	Brookline	....do	D. S. Sanford	5	9	104	133	0	0	0	0	....	....	....	....	13	14	7	4	....	.....	.....
1358	Buzzard's Bay	Bourne High School	Geo. H. Eldridge	1	1	22	25	0	0	0	0	....	....	....	....	1	4	0	0	....	50	.....
1359	Cambridge	English High School	Ray G. Huling	4	15	256	339	6	7	40	53	0	0	31	2	41	53	13	3	4	2,750	289,000
1360	Cambridgeport	Latin High School	Wm. F. Bradbury	3	8	171	128	5	5	15	6	171	128	....	....	15	12	15	12	....	947	55,900
1361	Canton	High School	Elmer H. Brackett	1	1	17	21	0	0	0	0	....	....	1	....	4	6	....	....	....	100	4,000

1362	Charlestown	do	Jno. O. Norris	2	5	54	150	0	0	0	0	2	6	10	10	3	9	2	3		3,000	
1363	Chatham	do	Millard F. Daggett	1	0	6	19	0	0	2	3	0	0	0	0	0	2	0	0		0	2,000
1364	Chelmsford	do	Susan M. Emerson	0	1	19	13	0	0	3	7	0	0	4	3	5	5	1	1		50	4,000
1365	Chelsea	do	A. E. Breggs	4	8	125	211		2	0	0	35	47	10		15	33	8	10	4	500	100,000
1366	Cheshire	do	Lou B. Ballou	0	2	14	10	0	0	70	64	0	0	2	0	3	2	0	0		120	15,000
1367	Chicopee	do	Wm. C. Whiting	2	4	47	55	0	0	0	0	10	12	12	0	4	11	1	3	4	500	40,000
1368	Clinton	do	Andrew E. Ford	2	4	46	57			0	0	20	5	3	7	13	20	4	4		200	
1369	Cohasset	do	A. F. Jacobs	1	2	26	33	0	0	0	0	0	0	1	1	3	7	1	1		50	
1370	Concord	do	Wm. L. Eaton	1	5	70	81	0	0			12	15	15	4	16	18	5	7			20,000
1371	Conway	do	Arthur E. Hartwell	1	1	13	22	0	0	7	4	2	6	1	0	0	0	0	0	4	20	2,500
1372	Dalton	do	Herbert L. Allen	1	2	20	26	0	0	0	0					2	8			4	50	25,000
1373	Danvers	Holton High School	E. Jay Powers	2	4	93	109	0	0			6	5	3	2	14	19	3	4	4	150	
1374	Dedham	High School	Geo. F. Joyce, jr	2	7	56	83	0	1	0	0	8	8			5	5	0	1		350	30,000
1375	Dorchester	do	Chas. J. Lincoln	2	6	90	135	0	0			2	4	3		20	30	2	4		1,800	
1376	East Boston	do	Jno. F. Eliot	2	3	41	86	0	0	0	0	0	0	7	0	10	21	0	0		500	25,000
1377	East Dennis	do	Bert E. Holland	2	0	35	45	0	0	6	5	0	0	1	0	8	10	0	0		25	3,000
1378	East Douglas	do	F. J. Libby	1		7	18	0	0					1			2					3,000
1379	Easthampton	do	Alfred B. Morrill	2	3	17	48	0	0	15	20	0	12	10	10	2	12	0	3			
1380	East Pepperell	do	Mr. Sawyer	1	1	17	35	0	0	0	0	0	0	5	12						25	30,000
1381	Essex	do	J. Henry White	1	1	17	38	0	0	0	0	3	6	0	0	3	9	1	3		48	13,510
1382	Everett	do	Wilbur J. Rockwood	2	5	56	73	0	0	9	32	6	8	3	4	4	12	2	4	4	614	78,000
1383	Fairhaven	do	Etta L. Chapman	0	2	19	29	0	0	0	0	0	0	2	5	1	1	0	0		100	3,750
1384	Fall River	B. M. C. Durfee High School.	Chas. C. Ramsay	9	10	201	236	0	1	0	0	32	3	33	41	20	42	3	8	4	1,453	1,000,000
1385	Falmouth	High School	Leland B. Lane	1	1	28	19					1		2		3	2	1				3,000
1386	Fitchburg	do	Chas. S. Chapin	4	7	130	183	0	0	31	29	20	37	8	0	8	35	3	8	3		
1387	Foxboro	do	W. Edgar Horton	1	1	28	24	0	0	0	0	0	0	5	1	4	5	0	1	4	40	
1388	Framingham	Academy and High School.	Jno. H. Parsons	2	3	76	81	0	0	0	0	14	18			9	12	5	1			35,000
1389	Franklin	Horace Mann High School.	E. D. Daniels	1	2	28	44	0	0	0	0	6	1	4		2	4	0	0		210	4,200
1390	Georgetown	High School	Chas. Falconer	1	1	5	13	0	0	9	12	2	1			1	3	0	1	4	75	
1391	Gloucester	do	Albert W. Bacheler	2	11	157	246	0	0	0	0	23	31	16	0	31	34	3	4		1,500	92,000
1392	Grafton	do	George Rugg	1	2	34	43	0	0	0	0	3	3	3		6	12	2		4	100	8,000
1393	Granby	do	Mary Brigham		1	5	14						2		2		2				50	7,000
1394	Great Barrington	do	Sanford L. Cutler	2	0	35	44					4	2	0	2	9	5	2	0			
1395	Greenfield	do	W. H. Whiting	1	3	28	82	0	0	8	21	7	5	3	0	3	5	2	0		200	20,000
1396	Groton	do	J. H. Manning	1	1	21	18	0	0	7	5	0	0	0	0	3	5	0	0		0	
1397	Groveland	do	Norris E. Adams	1	1	18	42					1				1	10	0	0		40	6,000
1398	Hanover	do	Wm. G. Park	1	1	18	36	0	2	11	5	0	0			4	9	0	0		100	
1399	Harwich	do	Wm. H. Powers	1	0	18	23	0	0	0	0	0	3			3	7	0	1		200	
1400	Haverhill	do	Clarence E. Kelley	2	8	140	164	1	3	0	0	19	16	6	0	17	40	1	5	4		
1401	Hingham Center	do	Jacob O. Sanborn	1	3	58	78	0	0	0	0	8	16	5	0	12	15	3	5		100	20,000
1402	Hinsdale	do	Miss Sarah Bowen	0	1	5	10	0	0	5	16	0	0	0	0			0	0		10	
1403	Holbrook	Sumner High School	Mr. H. H. Tucker	1	2	30	50	0	0	0	0	3	5			3	6	0	3			15,000
1404	Holden	High School	A. K. Learned	1	1	18	17	0	0	5	8	0	0	3	0	4	6	0	0	4		
1405	Holliston	do	E. D. Osborne	1	1	19	24		1			3	3	1	0	5	9	2	1			
1406	Hopedale	do	L. J. Bancroft	0	2	15	18	0	0	0	0	3	1	3	0	0	3	0	0	4	1,000	9,500
1407	Hopkinton	do	Geo. A. Andrews	1	2	20	37	0	0	0	0	1	10			6	8	1	0		400	
1408	Hydepark	do	Jere M. Hill	3	3	89	107	0	1	0	0	6	6	10	6	18	19	1	2		150	
1409	Jamaica Plain	West Roxbury High School.	Geo. C. Mann	2	3	43	92	0	0	0	0					11		2	2		1,000	
1410	Lancaster	High School	Wm. E. Sargent	1	2	32	26			0	0	5	5	3	0	4	5	1	1		0	10,000
1411	Lawrence	do	Edw. R. Goodwin	4	6	77	138			10	19	15	21	10	3	11	25	5	2	4	250	65,595

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MASSACHUSETTS—continued.																					
1412	Lee	High School	J. D. Seacord	1	1	31	42	....	1	0	0	9	1	5	2	7	7	3	1	....	.....	.....
1413	Leominster	Field High School	Chas. D. Mesene	3	5	75	90	0	0	0	0	5	4	4	0	8	17	2	0	....	.....	.....
1414	Lexington	High School	M. S. W. Jefferson	1	2	22	33	0	0	0	0	1	0	5	10	1	5	1	0	....	150	.....
1415	Lincoln	do	Arthur D. Arnold	1	1	11	11	....	....	3	10	2	1	1	....	2	3	2	3	....	.....	.....
1416	Littleton	do	A. C. Cummings	1	1	10	17	0	0	9	4	1	5	1	0	5	8	1	2	....	500	$1,500
1417	Lowell	do	Frank F. Coburn	6	13	346	367	1	0	0	0	36	30	18	10	31	62	6	3	4	275	.....
1418	Lynn	Classical High School	Eugene D. Russell	4	9	133	162	....	1	0	0	55	55	32	0	32	29	20	8	4	250	298,925
1419	do	English High School	Chas. S. Jackson	5	8	148	206	0	1	0	0	0	0	8	0	58	74	0	0	4	75	.....
1420	Malden	High School	Geo. E. Gay	2	8	147	145	0	0	0	0	24	18	30	0	20	21	6	4	....	1,500	100,000
1421	Manchester	do	Aaron B. Palmer	1	1	20	24	0	0	0	0	0	0	0	0	5	6	0	0	....	.....	5,000
1422	Mansfield	do	Miss Bertha Buggs	0	2	25	70	0	0	.....	.....	0	2	1	....	2	2	0	0	....	15	.....
1423	Marblehead	do	H. A. McGowan	1	3	57	89	0	0	0	0	4	4	2	....	1	7	1	0	....	200	300
1424	Marlboro	do	B. W. Tinker	1	6	114	155	.....	.....	.....	.....	15	30	12	2	14	18	7	6	....	500	25,000
1425	Marshfield Hills	do	H. W. Kirmayer	1	0	5	8	0	0	11	10	0	0	0	0	1	2	0	0	....	.....	.....
1426	Mattapoisett	Barstow High School	W. E. Davis	1	....	9	11	0	0	6	7	0	0	4	3	0	0	0	0	....	.....	3,500
1427	Maynard	High School	H. H. Williams	1	1	17	16	0	0	240	285	0	0	0	0	2	2	0	0	....	50	40,000
1428	Medfield	do	Chas. A. Guild	1	1	7	22	.....	.....	8	5	.....	.....	.....	.....	1	7	0	2	....	50	.....
1429	Melrose	do	A. G. Whitman	3	5	100	134	0	0	0	0	14	28	11	1	15	21	5	3	....	.....	30,000
1430	Mendon	do	L. E. Sherwin	1	0	11	13	1	0	0	0	0	0	0	0	3	2	0	0	....	.....	.....
1431	Merrimac	do	D. G. Abbott	1	2	20	47	0	0	57	78	0	1	1	0	1	5	0	2	....	.....	500
1432	Methuen	do	C. G. Page	1	2	36	46	0	0	0	0	6	4	.....	.....	3	14	....	4	4	.....	200
1433	Middleboro	do	Walter Sampson	1	3	44	68	0	0	0	0	4	5	3	0	4	11	2	0	4	.....	.....
1434	Milford	do	Eben Williams	1	3	52	70	0	0	0	0	6	6	5	....	8	12	4	3	....	150	8,000
1435	Millbury	do	Alfred W. Rogers, A. M.	1	2	32	44	0	0	.....	.....	.....	.....	4	0	3	8	0	1	....	50	8,000
1436	Milton	do	Hiram Tuell	1	4	38	41	0	0	0	0	6	4	.....	.....	8	6	2	.....	....	400	20,000
1437	Montague	do	Eva L. Tower	0	2	9	22	0	0	0	0	0	0	0	0	0	2	0	0	....	.....	.....
1438	Nahant	do	H. R. White, A. M	1	1	7	9	0	0	5	5	.....	.....	.....	.....	1	2	.....	.....	.....	.....	.....
1439	Nantucket	do	S. E. Johnson	1	1	19	23	....	1	0	0	1	....	1	....	7	3	.....	.....	.....	45	.....
1440	Natick	do	Emory L. Mead	2	6	88	117	0	0	0	0	6	4	2	0	7	22	5	4	4	200	25,000

1441	Needham	Kimball High School	C. L. Judkins	1	1	16	34	0	0	0	0	4	5	1	0	2	8	0	0		200	17,000
1442	New Bedford	High School	Chas. S. Moore	4	9	175	232	6	9	0	0	13	6	14		27	44	8	7	4	11,637	135,000
1443	Newtonville	do	Edw. J. Goodwin	6	13	260	355	2	2			145	135	58		37	38	17	14		1,000	75,000
1444	Norfolk	do	Mabel A. Spooner		2	2	12	0	0	6	7	0	0	0	0	0	4	0	0		700	9,000
1445	Northampton	do	Clarence B. Roote	2	3	51	65	0	1	0	0	18	24	11	14	4	15	4	9		125	
1446	North Andover	do	Jas. C. Flogg	1	1	14	30	0	0	0	0	2	2	1	1	1	0	1	0		250	50,000
1447	North Attleboro	do	E. L. Willard	1	2	38	51	0	0	0	0	1	10	0	0						100	15,000
1448	Northboro	do	Nelson G. Howard	1	1	14	15	0	0	0	0	6	4	0	0	3	3	0	0		120	6,000
1449	North Brookfield	do	Edgar H. Grant	1	1	17	30	0	0	0	0					1	5	1	2		200	13,000
1450	North Easton	do	M. C. Lamprey	1	2	40	54	0	0	0	0	5	2	0	0	3	9	0	0		300	60,000
1451	North Reading	do	L. V. Symonds	1		6	6	0	0	11	7	1		2		5	2				200	
1452	Norwood	do	Mr. Emerich	1	2	34	37	0	0	0	0	4	5	3	1	4	3	2	2		100	16,000
1453	Orange	do	Wallace E. Mason	1	5	28	50	0	0	0	0	3		3		5	9	1	0	4	200	
1454	Palmer	do	Albert W. Thayer	1	2	40	38	0	0	0	0	3	11	24	24					3		20,000
1455	Peabody	do	Chas. A. Holbrook	1	4	45	54	0	0	15	8	4	6	3	0	10	15	0	2	4		
1456	Petersham	do	Viola Haven		1	7	12															2,000
1457	Pittsfield	do	Chas. A. Byram	2	5	91	145	0	0	0	0	18	13	5	0	9	15	5	6		500	25,000
1458	Plainville	do	W. A. Woodward	1	0	14	14	0	0	0	0	0	0	9	10	3	5	0	0		25	13,000
1459	Plymouth	do	Carrie E. Small	0	6	75	103*	5	1							5	18	1			50	
1460	Provincetown	do	Ira A. Jenkins	1	2	20	41	0	0	0	0	1	2			2	6	0	0		100	15,000
1461	Quincy	do	Fred. A. Tupper	2	4	72	173	0	0	0	0	0	0	0	0	2	22	0	0	4		
1462	Randolph	Stetson High School	Hugh J. Molloy	1	1	33	40	0	0	12	0	8	1	0	0	3	8	3	1			
1463	Reading	High School	F. E. Whittemore	2	4	40	68	0	0	0	0	2	10	2		8	12	1	5		250	15,000
1464	Rockland	do	Theodore P. Farr	2	2	40	60	0	0	0	0	8	0	0	0	3	7	0	1		100	15,000
1465	Rockport	do	Wm. F. Eldredge	1	1	24	32	0	0	4	6			1	0	1	2	1			130	8,000
1466	Roxbury (Boston)	do	C. M. Clay	8	13	180	336	0	0	0	0	6	7	36	3	51	98	0	4		1,545	400,000
1467	Rutland	do	Alfred L. Saben	1	0	3	8	0	0	13	16	0	0	0	0	1	3	0	0		50	3,000
1468	Salem	do	Arthur L. Goodrich	4	8	157	173	2	0	0	0	55	16	12		24	28	11	1	4	1,328	25,000
1469	Sandwich	do	Arthur B. Webber	1	1	14	20	0	0	0	0	1	1	0	0	3	4	1	1		85	4,500
1470	Saugus	do	W. F. Giblette	1	1	12	39	0	0							4	6				150	700
1471	Scituate	do	Julius N. Mallory	1	1	28	40	0	1	0	0			4	2	6	3	0	0		50	6,000
1472	Sheffield	do	Alfred Turner	1	0	5	11	0	0	6	4	0	0	0	0	0	0	0	0	3	50	1,500
1473	Somerset	do	Evangeline Hathaway		1	4	17	0	0	0	0	0	0	0	0		3	0	0	4	400	6,000
1474	Somerville	do	Geo. L. Baxter	3	11	227	405	0	0	0	0	66	140	50	0	29	82	12	28			80,000
1475	South Acton	do	W. A. Charles	1	1	10	23	0	0	20	13	4	0			2	3	1				5,000
1476	Southboro	do	J. F. Roache	1	1	28	20	1	0	0	0	1	3	1	0	3	3	1	0		100	3,000
1477	Southbridge	do	Fred E. Corbin	1	2	36	44	0	1	0	0	4	2	2	0	3	10	2	0		60	
1478	South Dartmouth	do	F. J. Sherman	1	1	12	18	0	0	12	17	0	0	0	0	2	3	0	0		100	3,500
1479	South Hadley	do	E. O. Hopkins	1	1	14	16	0	0	0	0	1	1		3	2	0	0	0		200	20,000
1480	South Weymouth	do	A. E. Kingsbury	1	1	28	32	0	0	0	0	10	2	4	0	4	6	2	0		150	22,000
1481	Spencer	do	Edwin S. Terrell, jr	1	2	38	45			12	12	6	8	8		12	12	4			50	60,000
1482	Springfield	do	Chas. Jacobus	10	13	235	231	5	4	0	0					29	26	17	10	4		127,733
1483	Sterling	do	Chas. H. Murdock	1	1	23	15	0	0	0	0	1	0	0	0	4	1	1	0		60	5,000
1484	Stockbridge	do	H. S. Gulliver	1	1	12	12	0	0	0	0	1	1	2	0	5	6	1	0		50	6,000
1485	Stoneham	do	Sanford P. Record	1	3	38	45		2	0	0	10	9			5	8	3	3		220	89,000
1486	Stoughton	do	A. M. Strong	1	1	19	24	0	0	0	0	0	0	0	0	1	4	0	0		200	7,000
1487	Stow	Hale High School	Geo. F. Murdock	1	0	9	14	0	0	0	0					0	2	0	0		20	3,000
1488	Swampscott	High School	G. P. Balch	1	1	18	20					2	0	1	0		1				75	
1489	Taunton	do	Jno. P. Swinton	4	4	109	199	0	1	0	0	13	13	14	0	13	34		2	4	100	70,000
1490	Templeton	do	H. F. Lane	1	0	8	15	0	0	0	0	0	0	0	0	2	4	0	0	4		
1491	Tewksbury	do	F. B. Thompson	1	1	21	24	0	2	0	0	0	0	1	0	1	4				20	14,500
1492	Townsend	do	Andrew P. Averill	1	0	12	29	0	0	0	0	0	0	0	0	0	7	0	0		25	10,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MASSACHUSETTS—continued.																					
1493	Turners Falls	High School	Lewis N. Crane	1	1	31	31	0	0	0	0	1	3	2	3	2	8	1	3	....	300	$1,200
1494	Upton	....do	Harry L. Pierce	1	1	31	20	....	....	....	....	....	....	2	....	4	5	....	....	....	....	.....
1495	Uxbridge	....do	Chas. H. Bates	1	1	27	37	0	0	6	17	0	0	0	0	5	7	0	0	4	200	30,000
1496	Walpole	....do	Chas. F. Harper	1	1	21	39	0	0	0	0	1	9	3	0	2	8	0	3	....	940	.....
1497	Waltham	....do	W. R. Butler	2	6	103	127	0	0	0	0	23	45	9	0	11	19	9	4	4	500	25,000
1498	Ware	....do	W. J. Rushmore	1	2	34	50	0	0	0	0	1	5	0	0	5	10	1	3	....	30	50,000
1499	Wareham	....do	C. L. Mitchell	1	1	14	24	0	0	18	9	0	0	0	0	2	8	0	0	....	50	8,000
1500	Warren	....do	Walter Q. Weeks	1	2	22	38	0	0	....	....	2	6	2	....	0	2	0	2	....	....	.....
1501	Watertown	Phillips High School	Geo. R. Dwelley	2	3	41	61	0	0	0	0	4	6	5	0	3	9	1	2	....	425	40,000
1502	Wayland	Center High School	Miss Lelia S. Taylor	0	2	1	5	0	0	0	0	0	0	0	0	0	0	0	0	....	40	.....
1503	Webster	High School	J. I. Buck	1	2	11	30	0	0	11	8	2	1	4	0	1	1	1	0	4	500	.....
1504	Wellesley Hills	....do	Seldon L. Brown	4	2	21	41	0	0	....	....	3	12	5	....	3	8	1	3	....	100	25,000
1505	Wellfleet	....do	I. H. De Wolf	1	0	18	24	0	0	2	6	0	0	0	0	6	2	0	0	4	0	5,000
1506	Westboro	....do	True W. White, A. M	2	2	34	40	0	0	0	0	12	15	8	7	2	3	1	3	4	200	12,000
1507	West Boylston	....do	W. J. Merriam	1	1	24	35	0	0	0	0	1	....	....	....	1	2	....	....	....	450	.....
1508	West Dennis	South High School	B. M. Sheridan, A. M	1	0	20	25	0	0	0	0	0	0	2	0	3	5	1	0	....	100	4,000
1509	Westfield	High School	H. W. Kittredge	4	5	74	103	1	1	0	0	10	6	8	0	7	15	3	3	....	600	87,000
1510	West Hanover	....do	Wm. G. Park, Ph. B	1	1	22	29	0	2	7	10	0	0	0	0	4	9	0	0	....	....	.....
1511	Westminster	....do	Miss Annie Plummer	0	1	12	17	0	0	0	0	0	0	0	0	6	8	0	0	3	.....	1,500
1512	West Newbury	....do	M. H. Goodwin	1	1	13	20	0	0	0	0	0	0	0	0	0	4	0	0	....	163	1,000
1513	Weston	....do	Justin E. Gale	1	1	22	23	0	0	0	0	2	3	2	0	0	0	0	0	....	....	.....
1514	West Springfield	....do	Jno. C. Worcester	1	3	48	67	0	0	0	0	8	9	....	....	8	4	4	1	4	261	15,000
1515	West Stockbridge	....do	Tibbetts Walker	1	0	11	25	0	1	....	....	0	0	0	0	2	5	0	0	3	120	.....
1516	Weymouth	....do	A. C. Russell	1	3	48	93	0	0	0	0	12	12	....	....	4	11	0	0	....	200	22,500
1517	Whitinsville	Northbridge High School	S. A. Melcher	1	1	19	28	0	0	0	0	0	2	3	0	1	2	2	....	....	.....	55,000
1518	Williamstown	High School	James E. Peabody	2	1	30	26	....	1	....	....	9	8	....	....	3	3	3	1	....	....	.....
1519	Wilmington	....do	Harriet V. Elliott	0	1	3	13	0	0	0	0	0	0	0	0	1	5	0	0	....	25	8,000
1520	Winchester	....do	Edwin N. Lovering	1	6	45	67	....	....	....	....	8	7	3	....	8	13	3	5	....	1,600	20,000
1521	Winthrop	....do	A. P. Wagg	2	1	8	25	0	0	2	5	3	5	2	1	0	0	0	0	3	100	15,000

1522	Woburn	do	L. Herbert Owen	2	5	86	110	0	0	0	0	13	30	21	7	19	24	3	3	....	250	20,000
1523	Worcester	Classical High School	Jno. G. Wright	7	14	267	437	0	1	0	0	98	52	5	0	17	53	22	14	....	3,000	165,172
1524	do	English High School	Jas. Jenkins	9	16	294	321	5	0	0	0	0	0	....	....	25	23	0	2	....	750	250,000
1525	Wrentham	High School	Geo. E. Marsh, jr	1	0	15	27	0	0	0	0	0	0	0	0	4	4	0	0	3	25	15,000
1526	Yarmouth Port	do	E. F. Peirce	1	0	11	19	0	0	5	4	0	2	....	....	5	9	....	2	3	9	5,000
	MICHIGAN.																					
1527	Addison	High School	Wade Millis	1	0	1	12	0	0	90	92	0	0	1	0	1	3	1	0	3	75	2,000
1528	Adrian	do	E. E. Curtis	2	5	84	125	1	4	0	0	....	....	15	25	14	18	6	3	....	11,200	1,000
1529	Albion	do	W. C. Hull	1	5	97	113	0	0	517	449	....	....	....	....	11	20	5	12	4	1,600	65,000
1530	Almont	do	M. J. Withington	1	1	3	14	....	....	15	24	4	3	....	....	2	7	2	7	....	....	....
1531	Alpena	do	Geo. A. Hunt	3	2	57	100	....	....	874	809	....	....	....	....	9	12	0	0	....	2,355	40,000
1532	Ann Arbor	do	J. G. Pattengill	8	9	330	335	0	2	0	0	40	50	100	25	40	46	32	25	4	5,000	150,000
1533	Athens	do	E. E. Overholt	1	0	19	25	0	0	84	66	0	0	0	0	4	3	0	0	3	127	4,000
1534	Augusta	Graded High School	L. G. Avery	1	....	8	0	....	....	52	75	....	....	3	....	1	3	1	1	4	50	7,000
1535	Ausable	North High School	A. R. Weir	1	1	9	25	....	....	10	6	....	....	....	....	1	7	....	....	4	331	7,000
1536	Badaxe	High School	J. J. Morgan	1	1	7	13	0	0	148	182	1	1	2	....	3	0	1	0	4	100	6,000
1537	Bancroft	do	H. J. McEuen	1	1	11	17	0	0	87	90	1	0	0	1	0	4	0	2	4	150	4,000
1538	Bangor	do	F. C. Penoyor	1	1	49	47	0	0	129	139	....	....	....	....	7	6	2	1	....	216	6,500
1539	Bath	do	Leon L. Tyler	1	0	6	8	0	0	22	22	....	....	....	....	4	3	....	....	4	4	1,575
1540	Battlecreek	do	E. C. Warriner	1	6	90	145	....	3	....	....	....	....	....	....	12	22	....	....	....	....	....
1541	Bay City	do	Fred. D. Sherman	5	7	137	242	0	3	0	0	2	11	43	86	8	28	8	26	....	800	70,000
1542	Belding	do	L. B. Hall	1	1	12	17	0	0	338	208	....	....	5	7	3	5	2	3	....	350	15,000
1543	Belleville	do	Ira D. Lorce	1	1	5	7	....	....	57	56	0	0	....	....	5	2	2	2	3	300	9,000
1544	Bellevue	do	Miles E. Valentine	1	1	6	17	....	....	101	116	....	....	....	....	0	4	0	3	3	200	....
1545	Benton Harbor	do	Jackson Boyd	2	2	50	92	4	6	783	606	17	22	30	40	2	13	2	13	4	200	100,000
1546	Berrien Springs	do	J. D. Carmody	1	1	9	7	0	0	91	91	....	....	....	....	9	5	....	....	3	150	10,000
1547	Big Rapids	do	Maria Parker	1	3	44	66	0	0	558	580	10	5	12	15	0	11	....	3	....	1,600	100,000
1548	Birmingham	do	E. F. Waldo	2	1	35	47	....	....	65	77	....	....	....	....	3	6	....	....	4	450	....
1549	Blissfield	East High School	M. W. Hensel	1	1	17	23	0	0	10	12	....	....	3	5	2	4	2	2	....	200	4,500
1550	Bloomingdale	High School	H. J. Prentice	1	1	5	21	....	....	10	13	....	1	1	....	....	4	....	1	....	20	6,500
1551	Brighton	Union High School	Wm. McNamara	1	1	35	53	0	0	71	66	0	0	0	0	4	6	1	....	....	100	16,000
1552	Bronson	High School	W. J. Morrison	2	0	20	40	....	....	93	57	....	....	....	....	0	0	0	0	5	80	3,000
1553	Brooklyn	do	G. H. Lake	1	1	10	15	0	0	....	....	1	5	....	....	....	3	....	....	3	100	6,075
1554	Cadillac	do	Geo. R. Catton	1	3	30	36	0	0	0	0	....	....	8	10	5	8	1	1	....	1,000	50,000
1555	Calumet	do	Florence Sanborn	1	2	35	54	....	....	....	....	8	20	12	24	1	7	....	4	....	3,000	....
1556	Camden	do	Wm. M. Mathias	2	4	27	48	0	0	37	24	27	29	12	3	6	9	6	4	....	150	3,400
1557	Carleton	do	A. E. Ames	....	2	1	20	....	....	34	42	....	....	....	....	6	2	....	....	....	....	5,000
1558	Caro	do	R. L. Holloway	....	8	49	54	0	0	188	235	2	4	4	....	4	4	2	2	4	650	35,000
1559	Carrollton	do	J. J. Daly	1	....	4	12	0	0	12	15	0	0	0	0	0	0	0	0	....	317	10,000
1560	Carson City	do	J. H. Hetley	2	0	30	44	0	0	109	145	....	....	....	....	4	4	3	4	4	91	13,000
1561	Casnovia	do	Jno. B. Pickett	1	2	16	35	....	....	29	19	4	10	2	....	3	10	2	4	....	75	3,500
1562	Cass City	Union High School	Jno. P. Smith	1	1	18	32	....	....	110	180	....	....	....	....	4	3	....	....	....	200	10,000
1563	Cassopolis	High School	J. Biscomb	1	2	38	42	0	0	166	172	0	0	6	10	2	8	1	4	4	800	20,000
1564	Cedar Springs	do	E. J. Quackenbush	1	1	18	22	0	0	102	152	0	0	0	0	3	8	0	0	....	701	20,000
1565	Champion	do	Grace Goble	1	....	5	9	0	0	19	18	0	0	0	2	0	2	0	2	....	....	16,600
1566	Charlevoix	do	D. F. Wilson	1	1	17	32	0	0	190	196	1	0	0	1	3	1	1	0	2	200	20,000
1567	Charlotte	do	Eugene Peirce	1	1	12	20	0	0	....	....	....	....	....	....	....	....	....	....	....	899	40,000
1568	Cheboygan	do	Elizabeth Hamilton	1	1	13	39	0	0	0	0	....	....	....	....	0	0	0	0	....	0	....
1569	Chelsea	do	E. E. Webster	1	2	37	58	0	0	141	117	4	5	3	5	5	3	2	1	4	286	13,000
1570	Chesaning	do	—— Knechter	2	1	27	51	0	0	75	110	....	....	....	....	2	2	1	1	4	50	10,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MICHIGAN—cont'd.																					
1571	Clare	High School	Lucie E. Smith	1	1	10	25	....	....	229	198	0	0	0	0	2	....	1	....	4	200	.....
1572	Clarkston	do	A. L. Craft	1	....	25	30	....	....	50	52	....	....	....	....	6	1	....	....	.....	.....	$5,000
1573	Clarksville	do	Thos. Sattler	1	1	33	18	0	0	18	23	16	9	2	1	5	4	1	0	....	0	6,000
1574	Coldwater	do	E. P. Bradley	3	3	76	111	0	0	0	0	2	2	12	17	9	16	9	16	4	11,000	55,000
1575	Coloma	do	E. D. Foster	1	....	15	20	0	0	45	70	1	....	2	....	0	0	0	0	....	50	6,000
1576	Colon	do	H. W. Hyser	1	1	30	32	....	....	....	....	....	....	2	2	....	3	....	1	....	50	.....
1577	Concord	Union High School	F. W. Wells	1	1	17	23	....	....	52	52	....	....	....	....	3	2	1	0	....	175	10,000
1578	Corunna	High School	Winifred Root	1	2	23	44	0	0	155	195	0	0	0	0	2	6	0	0	4	325	28,000
1579	Croswell	do	Wm. W. Weir	1	1	7	18	0	0	122	144	0	0	0	0	3	4	0	0	....	0	8,000
1580	Crystal Falls	do	Chas. W. Mickens	1	....	5	6	0	0	245	254	....	....	1	....	2	4	....	....	....	1,000	.....
1581	Danville	do	Jas. H. Wallace	1	....	12	8	....	....	63	72	....	....	....	....	1	1	1	....	3	125	4,000
1582	Decatur	do	W. V. Sage	1	2	41	77	1	2	120	130	1	....	2	2	3	6	1	1	4	300	.....
1583	Detroit	do	Fred L. Bliss	11	28	570	815	5	12	59	101	....	....	....	....	49	68	....	....	....	2,861	.....
1584	Dexter	do	G. A. Shartan	1	2	15	30	0	0	0	0	0	0	1	2	0	7	0	2	4	179	15,000
1585	Douglas	do	J. M. Carter	1	1	5	6	0	0	55	59	2	1	....	....	1	0	1	0	....	385	2,000
1586	Dowagiac	do	Miss H. M. Dally	2	2	30	25	0	0	360	335	0	0	16	12	7	7	4	2	....	540	40,000
1587	Dryden	do	Geo. E. Bates	1	....	13	6	0	0	63	92	0	0	4	0	3	1	3	0	....	183	3,500
1588	Dundee	do	O. M. McLaughlin	....	5	60	20	0	0	180	200	10	8	10	10	12	10	10	8	4	1,000	60,000
1589	Durand	do	F. C. Chambers	1	1	16	24	0	0	84	91	4	4	....	....	....	4	....	....	....	40	10,000
1590	East Tawas	do	J. K. Osgerby	1	1	14	30	0	0	286	310	3	8	0	0	2	2	2	1	....	132	3,500
1591	Eau Claire	do	B. J. Benson	1	1	1	3	....	....	34	43	0	0	0	0	0	0	0	0	....	0	217
1592	Edmore	do	L. B. Woodard	1	1	18	22	....	....	112	118	....	....	....	....	2	10	1	....	....	45	4,000
1593	Edwardsburg	do	H. R. Foster	1	1	3	18	0	0	72	55	0	0	....	....	2	3	1	2	4	42	.....
1594	Elk Rapids	do	J. F. Rieman	1	1	8	22	0	0	190	200	0	0	2	4	0	0	0	0	4	450	25,000
1595	Evart	do	Jas. H. Thompson	1	2	21	40	0	0	79	185	0	0	0	0	4	2	0	0	4	500	10,000
1596	Fennville	do	Wells G. Brown	2	0	7	8	....	....	93	99	0	0	40	30	0	0	0	0	....	200	6,000
1597	Fenton	do	Lew D. Remington	2	1	45	47	0	0	245	247	....	....	....	....	2	7	....	....	4	600	.....
1598	Flatrock	do	T. Dale Cooke	1	0	11	17	0	0	92	78	....	....	....	....	1	1	0	0	3	461	12,000
1599	Flint	do	F. F. Crampton	4	6	175	138	....	....	931	834	5	8	20	30	9	24	4	10	....	7,337	150,000
1600	Frankfort	do	A. B. Perrin	1	1	14	28	0	0	407	247	0	0	0	0	0	0	....	....	....	80	22,000

1601	Fremont	do	Francis Stillson	1		4	7	0	0	167	192	0	0	0	0	0	6	0	0	4	52	12,000
1602	Gaines	do	C. R. Jones	1		10	20	0	0	66	68	0	3	0	0	1	2	1	2		107	6,000
1603	Galesburg	do	W. E. Conkling	2	3	34	37	0	0	56	75					6	6				350	4,000
1604	Galien	do	W. M. Milham	1	1	18	22	0	0	70	62					1	2	1	1	4	100	4,000
1605	Gladstone	Central High School	Kirk Spoor	1	1	7	6			163	164					2	3				250	7,500
1606	Gobleville	High School	E. A. Aseltine	1	1	19	38	0	0	52	91		1	1	1		4		2	4	160	3,000
1607	Grand Haven	do	Lora A. Smith	1	2	35	50	0	0	0	0	0	0			7	5	4	1		2,965	40,000
1608	Grandledge	do	L. W. Leisenring	1	1	7	22									0	5			4	400	15,000
1609	Grand Rapids	Central High School	Wm. A. Greeson	8	19	378	545	1	7							33	38			4	1,549	139,268
1610	Grasslake	High School	C. B. Chaffee	1		5	10			75	90		8	4		4	3			4	500	10,000
1611	Hadley	Union High School	J. B. Nicholson		2	9	7			66	53					1					500	3,000
1612	Hancock	High School	Chas. J. Barr	2	1	34	55	0	0	316	311			6	3	5	10	2	1		1,150	42,000
1613	Hanover	do	F. J. Harrington	1		7	18	0	0	41	64	0	0	0	0	4	4	2	1		300	8,000
1614	Harrison	do	W. W. Potter	1		12	13			78	72	0	0	0	0	0	0	0	0	4	274	1,750
1615	Hart	do	E. L. Griffith	1	1	19	50			83	160			2	5	2	5	2	5			16,000
1616	Hartford	do	P. H. Kelley	1	1	45	50	0	0	105	110					3	7				40	3,500
1617	Hastings	do	M. B. Upton	1	3	72	88	0	0	290	300	0	0			9	9	3	2	4	1,650	60,000
1618	Hersey	do	E. N. Pitkin	1	1	19	25	0	0	30	32					3	4			3		4,000
1619	Hesperia	do	O. F. Munson	1	1	16	27	0	0	64	116	0	0	0	0	1	1	0	0		0	4,000
1620	Hillsdale	do	S. J. Gier	3	3	73	78	0	0	375	369	5	0	2	2	9	10	3	0		562	30,000
1621	Holly	do	S. O. Wood	1	2	30	27	0	0	138	161	10	10	2		2	1	1	0		300	15,000
1622	Homer	do	Lizzie M. Cook	0	3	25	40	0	0	133	120					2	7				282	15,000
1623	Houghton	do	J. H. Ruckman	2	1	20	28	1	0			0	0			3	2				2,000	20,000
1624	Howard	do	E. D. Straight	1	1	8	12	0	0	22	22	0		1	1	2	1				100	
1625	Howell	do	W. H. Hawkes	2	2	64	79					6	4	18	21	12	18	5	4	4	672	35,000
1626	Hubbardston	do	Edgar Burk		2	24	26			41	40					0	0				50	4,000
1627	Hudson	do	F. R. Hathaway (supt.)	2	2	60	50	0	0	140	150			6	4	8	7	8	7	4	600	20,000
1628	Imlay City	do	G. R. Brandt	1	2	20	25	0	0	150	205	0	0	0	0	1	2	1	1	4	310	10,000
1629	Ionia	do	L. M. Tullis	1	5	79	83	0	0	614	624	3				7	7	1	1	4	741	60,000
1630	Iron Mountain	do	Thos. W. Paton	2		23	38			0	0	4	5	3	6						2,000	125,000
1631	Iron River	do	M. R. Parmelee	1	1	11	23	0	0	104	132	0	0	0	0	0	8			4	75	
1632	Ironwood	do	L. L. Wright	1	2	12	13	0	0	12	23					0	5	1	3	4	1,260	65,000
1633	Ishpeming	do	Miss A. F. Olcott	0	4	37	61	0	0	0	0	0	0	10	14	0	14			4	504	85,000
1634	Ithaca	do	Albert P. Cook	1	2	48	50	0	0	270	275					9	6	4	0		719	30,000
1635	Jackson	High School (dist. 17)	Ella E. Hallock	1	4	58	92	0	0	994	899					1	15	0	2		1,500	80,000
1636	Jonesville	High School	W. D. Hill	2	2	30	33	0	0	125	136	5	4	4	2	3	2	2	1		300	26,000
1637	Kalamazoo	do	S. O. Hartwell	2	7	95	155	0	0	0	0	5	4	5	8	5	23	0	3		500	30,000
1638	Kalkaska	do	Jas. E. Mitchell	1	1	11	28	0	0	128	93			3	7	1	3	1	0		300	9,000
1639	Kingston	do	Austin E. Wilber	1		2	4			20	25	1				1	2	1			70	800
1640	Lake Ann	do	J. M. Tier	1		3				10	14					1	3					
1641	Lake Linden	do	Mrs. C. G. White	1	3	30	50	0	0	432	520	0	0	18	30	7	12	7	12	3	800	12,000
1642	Lakeview	do	C. O. Smith	1		5	7			24	24	0	0	0	0	1	4				185	2,500
1643	Lansing	do	W. M. Wheeler	3	7	144	231	0	6			2	4			8	22			4	7,000	
1644	Lawton	do	E. E. Pickett	1	1	22	32	0	0	80	90	0	0	0	0	2	5				125	
1645	Leroy	do	C. G. Howard	1	0	7	10	0	0	71	129					2	1			4	50	5,000
1646	Leslie	do	C. E. Bird	1	1	37	28	0	0	215	88	0	0	0	0	2	2				83	10,000
1647	Lexington	do	C. H. Naylor	1		20	20			82	89					2	5				400	10,000
1648	Litchfield	do	W. H. Simmons	3	0	27	42	0	0	0	0	3	6	2		4	7	2	4		175	10,000
1649	Lowell	do	R. G. McDonald	1	1	10	23	0	0	240	227			1	4	2	6	1	4	4	2,500	
1650	Luther	do	A. L. Marvin	1	1	20	26	0	0	77	99		1	2	3	1		1			759	5,500
1651	McBrides	do	Chester Straight	1	0	2	7	0	0	65	97	2	3	0	0	1	3	1	2		120	5,000
1652	Mancelona	do	Jos. R. Jenkins	2	0	14	23	0	0	196	212	0	0	3	0	0	5	0	2		25	9,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MICHIGAN—cont'd.																					
1653	Manchester	High School	Evan Essery	1	1	17	27	0	0	0	0	...	...	...	...	4	4	...	...	...	200	...
1654	Manton	Union High School	E. L. Bower	1	...	10	20	0	0	110	89	...	...	...	...	5	6	...	...	...	125	$15,000
1655	Maple Rapids	Graded High School	A. N. Howe	1	0	6	7	...	...	96	76	2	1	1	2	3	3	2	2	...	300	7,000
1656	Marine City	High School	Edith E. Pettee	1	0	9	14	0	0	9	14	0	0	0	0	2	0	0	0	...	342	...
1657	Marlette	....do	H. A. Macklem	1	1	15	19	0	0	36	35	0	0	...	...	0	6	0	...	...	100	1,500
1658	Marquette	....do	F. W. Eply	1	4	33	63	0	0	0	0	1	2	5	...	7	3	4	1	3	8,374	115,000
1659	Marshall	....do	R. S. Garwood	2	2	36	71	0	0	0	0	3	0	1	4	2	7	2	4	...	1,750	40,000
1660	Martin	....do	V. C. Wolcott	1	...	4	10	...	...	53	65	...	...	...	...	1	11	...	1	...	10	5,000
1661	Mason	....do	Alice H. Barnhart	1	3	13	32	1	...	18	34	6	10	...	...	3	8	1	3	4	500	10,600
1662	Menominee	....do	Miss Mary J. Gillan	...	4	31	73	0	0	0	0	...	...	...	...	4	3	3	2	...	250	...
1663	Metamora	....do	Byron Burnell	1	...	18	27	0	0	69	56	0	0	0	0	3	6	...	...	3	200	3,000
1664	Middleville	....do	A. O. Wilkinson	1	2	25	31	...	...	68	72	...	...	...	...	7	3	...	...	3	80	15,000
1665	Midland	Central High School	Leslie H. Wood	1	1	17	29	0	0	2	6	...	...	2	0	2	3	2	0	...	1,400	3,800
1666	Milan	High School	G. A. Dennison	1	1	18	32	0	0	94	126	1	2	10	12	1	2	1	...	4	725	8,000
1667	Milford	....do	E. R. Nethercott	6	1	47	66	0	0	175	214	0	0	0	0	3	7	0	0	...	110	11,000
1668	Millington	....do	C. W. Bleech	1	...	10	10	0	0	75	73	...	...	...	...	...	1	...	...	3	25	6,300
1669	Monroe	....do	A. C. Tagge	2	4	38	68	...	...	...	...	4	3	6	3	6	5	2	1	4	3,000	12,000
1670	Montagne	....do	J. E. Farnham	1	1	6	6	0	1	206	211	0	0	4	...	2	2	0	0	...	50	...
1671	Morrice	....do	O. L. Bristol	1	0	9	11	0	0	20	25	0	0	3	0	5	4	3	0	4	150	5,000
1672	Mount Clemens	....do	S. C. Price	2	3	38	77	0	0	0	0	...	...	...	...	16	2	0	1	...	2,500	...
1673	Muir	....do	L. G. Holbrook	1	...	16	20	...	...	67	55	...	...	...	...	0	0	...	...	...	60	...
1674	Muskegon	....do	I. H. Sheffield	4	5	87	145	0	0	0	0	1	0	...	...	14	19	7	16	4	500	75,000
1675	Muskegon Heights	....do	L. G. Palmer	1	0	4	2	0	0	62	82	0	0	0	0	0	0	0	0	...	40	...
1676	Napoleon	....do	W. W. Armstrong	1	0	26	26	0	0	...	...	...	...	...	...	2	3	...	...	...	200	3,000
1677	Negaunee	....do	F. D. Davis	2	2	25	51	0	0	547	478	0	0	10	15	4	8	1	1	4	500	50,000
1678	New Buffalo	....do	Lenora J. McDonald	...	1	5	7	...	...	67	83	...	...	...	...	1	2	...	...	2	25	...
1679	New Haven	....do	W. L. Gillette	1	1	7	6	...	...	63	84	...	...	...	...	...	...	...	...	...	30	1,500
1680	Niles	....do	L. H. Stewart	2	2	47	94	0	3	0	0	0	0	3	...	4	12	3	...	4	2,043	60,000
1681	North Adams	....do	E. D. Reynolds	1	1	32	32	1	0	11	22	5	3	3	0	2	5	2	4	...	400	8,000
1682	North Branch	....do	R. V. Langdon	1	0	19	20	0	0	29	35	...	...	7	5	2	2	...	...	...	0	...

1683	Northville	Union High School	D. C. Bliss	1	1	15	20	0	0	125	150	2	0	2	0	3	2	2	1	4	1,200	35,000
1684	Norway	High School	S. B. Tobey	1	2	20	25			333	200			5	4	1		1			1,133	
1685	Olivet	do	C. G. Wade	1	1	15	15	0	0	69	103					4	5	3	4		257	10,000
1686	Ontonagon	do	Ella Chamberlin	1	1	15	22	0	0	185	215	0	0	2	0	0	0	0	0		400	6,500
1687	Otisville	do	James Turrel	1		2	6	0	0	85	91					0	2	0	0		384	
1688	Otsego	do	Geo. C. Nevins	1	3	21	45	0	0	150	158	2	6	4	4	0	4	0	0	3	500	10,000
1689	Ovid	do	Mrs. J. M. Dilts	1	1	9	48	0	0	157	180		1	0	0	0	11	0	1	4	172	18,000
1690	Owosso	do	E. T. Austin	3	2	75	110	1				0	0	16	8	8	8	4	2		760	200,000
1691	Oxford	do	H. S. Elliott	1	2	30	34	0	0	90	118	0	0	2	1	2	1	2	0		150	15,000
1692	Palmyra	do	B. L. Hart	1		3	2	0	0							0	0	0	0			4,000
1693	Parma	do	E. C. Hambleton	1	0	9	12	0	0	70	69					2	3	1	2		320	17,000
1694	Pawpaw	do	H. C. Wilson	1	1	17	28			106	119					4	9	4	9		230	
1695	Pentwater	Union High School	C. W. Hill	1	2	18	42	0	0			0	0	1	1	1	6	1	1		600	15,000
1696	Perry	High School	F. W. Wheaton	1	2	30	40	0	0			0	0	0	0	6	6	0	0		160	5,000
1697	Petersburg	Union High School	C. H. Carrick	1	1	13	25	0	0	60	70						2	0	0		125	13,000
1698	Petoskey	High School	Ida M. Garner	1	3	11	30	1	0	25	38	0	0		1	4	3	4	3	4	1,100	
1699	Pinconning	do	P. J. Willson	1			3	0	0	154	193	0	0	0	0	0	0	0	0		0	3,000
1700	Pontiac	do	W. H. Smith	2	3	60	105	1		500	525	3	1	3	2	5	5	3		4	2,000	100,000
1701	Port Austin	do	Jas. M. Bailey	1		2				52	70					0	0	0	0	4	25	5,000
1702	Port Huron	do	Jas. H. Beazell	1	6	87	153	0	1	0	0	0	11	0	0	6	16	1	5	4	2,000	
1703	Quincy	do	Wm. Bellis	1	2	29	38			99	124					5	5				300	10,000
1704	Reading	do	G. A. McGee	1	1	17	16	0	0	98	109	0	0	1	0	0	6	0	0		85	10,400
1705	Reed City	do	Jas. H. Kaye	1	2	39	43			221	270	2	1	6	4	3	7	2	3		200	25,000
1706	Reese	do	N. E. Wallenbeck	1		3	6			55	23		2								20	800
1707	Republic	do	Jno. Northmore	1	1	16	24	0	0	284	266					0	0	0	0		300	15,000
1708	Richmond	do	R. J. Crawford	1	0	6	7	0	0	104	104	6	7			4	7	4	7	4	500	
1709	Rochester	do	W. W. Gifford	1	1	19	29	0	0	118	115	0	0			2	6				500	12,000
1710	Saginaw East Side	do	E. C. Goddard	5	7	136	225	3	1	0	0					13	26	9	3	4	700	50,000
1711	Saginaw West Side	do	F. L. Sage	1	9	101	145	0	0	0	0	1	4	20	13	8	12	8	12			40,000
1712	St. Charles	do	L. J. Tuttle	1		8	19			98	151										29	7,000
1713	St. Clair	do	Martha T. Sturgis	1	2	40	36			0	0	0	0	4	5	4	5	4	5		777	35,000
1714	St. Ignace	do	Amelia Blasdell	1	2	8	12			27	33					3					360	8,000
1715	St. Joseph	do	Mrs. L. M. Helmer	1	3	47	52	1	0	381	400	17	31	23	10	1	8	1	8	4	1,625	45,000
1716	St. Louis	do	A. D. Kennedy	2	1	31	55			300	269					2	6				907	30,000
1717	Saline	do	Wm. N. Lister	1	1	15	31	0	0	109	121	3	2	4	2	0	9	0	7		500	25,000
1718	Sand Beach	do	E. E. Ferguson	1	1	11	22	0	0	172	162	3	12	1	2	2	11	1	6	4	300	5,000
1719	Saugatuck	do	J. Warnock	1	1	20	30	0	0	130	180	0	0	30	20	8	8	3	2		341	4,000
1720	Sault Ste. Marie	do	Ella M. Bourne	1	3	32	65	0	0	818	843	0	0	7	5	3	7	2	2	4	1,500	2,000
1721	Schoolcraft	do	E. V. Robinson	1	2	33	39	0	0	0	0	1	4		1	1	10	0	5		200	15,000
1722	Shelby	do	R. W. Coddington	1	1	20	40	0	0	111	114	2	3	2	1		5		5	3		
1723	Sheridan	do	A. A. Ellsworth	1		2	4			78	91						5				125	1,500
1724	South Haven	do	A. D. Prentice	1	1	49	49	0	0	288	254			4	5	6	5				300	15,000
1725	Sparta	do	H. S. Waterbury	1	1	7	6	0	0	83	124					4	4	2	0		0	
1726	Spring Lake	do	Milton E. Osborn	1			11	0	0	131	130	0	0	0	0						100	10,000
1727	Springport	do	Fred M. Harlow	1		6	10	0	0	18	20			5	10	6	10	3	4		243	5,000
1728	Stanton	do	J. E. McCloskey	1	1	8	30	0	0	134	182			0	8	1	7	1	7		300	7,000
1729	Stephenson	do	Wayne Simmons	1	0	3	7	0	0	87	102		1				2	0	0			5,000
1730	Sturgis	do	A. M. Huycke	1	2	15	25	0	0	35	38	0	0	7	10	6	9	4	3			10,000
1731	Tawas City	do	C. E. Clark	0	5	24	26	0	0	116	134	0	0	0	0	0	0	0	0		50	4,000
1732	Tecumseh	do	Lyman M. Kellogg	1	3	52	78	1	0	170	220	0	0	2	4	6	4	0	0		500	30,000
1733	Tekonsha	do	Otis M. Miles	1		4	8	0	0	98	104					1	5				3	9,000
1734	Three Oaks	do	Will L. Taylor	1	1	10	14	0	0	155	171	3	4	8	5	0	0	3	5		275	5,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MICHIGAN—cont'd.																					
1735	Three Rivers	High School	Stephen D. Fry	3	2	54	72	0	0	0	0	...	...	...	...	11	10	4	4	....	150	$25,000
1736	Tustin	....do	Orville Dennis	1	1	10	8	0	0	45	52	2	2	0	0	2	2	2	2	....	.....	300
1737	Union City	....do	H. W. McIntosh	1	3	45	87	0	0	104	201	0	0	...	...	4	6	...	...	....	450	40,000
1738	Unionville	....do	H. E. Gordon	1	1	20	24	0	0	30	36	...	...	...	...	4	6	...	...	....	32	.....
1739	Vandalia	....do	A. F. Probst	1	1	15	38	4	1	63	89	1	9	7	3	4	10	0	3	4	600	.....
1740	Vassar	....do	Ira L. Forbes	1	3	60	48	0	0	192	241	0	0	12	6	2	2	2	0	4	725	20,000
1741	Vernon	....do	F. W. French	1	1	16	24	0	0	60	57	...	...	...	...	4	7	...	...	3	.....	3,000
1742	Vicksburg	....do	W. G. Coburn	1	2	31	37	...	...	95	91	0	0	1	2	3	4	2	4	....	99	65,000
1743	Watervliet	....do	R. H. Struble	1	....	15	14	0	0	78	95	...	...	...	...	...	...	...	...	3	103	10,000
1744	Wayland	....do	E. M. Vroman	2	6	15	10	0	0	69	59	0	0	0	0	5	0	0	0	2	20	5,200
1745	Wayne	....do	E. F. Gee	1	1	28	29	0	0	0	0	0	0	2	0	5	8	2	1	4	380	.....
1746	West Bay City	....do	H. H. Frost	2	4	49	99	0	0	10	24	1	0	1	1	7	8	1	1	....	.....	.....
1747	Whitecloud	....do	Herman A. Corbett	1	....	5	6	...	...	78	91	...	...	...	...	3	1	...	...	....	85	.....
1748	Whitehall	....do	Fred J. Hendershot	1	1	40	38	1	0	247	242	0	0	0	0	5	5	0	0	4	550	18,000
1749	White Pigeon	....do	J. G. Plowman	1	5	40	60	0	0	...	...	...	...	...	...	5	10	5	10	....	500	16,400
1750	Williamston	....do	Robt. Briggs	1	1	25	35	0	0	156	204	...	...	20	28	3	3	2	3	4	350	25,000
1751	Woodland	....do	J. F. Fortney	1	....	4	6	0	0	61	31	0	0	0	0	3	0	0	0	2	90	3,000
1752	Ypsilanti	....do	Jno. R. Sherrick	3	3	46	78	3	3	0	0	4	1	4	11	1	2	1	2	....	1,400	60,000
	MINNESOTA.																					
1753	Albert Lea	City High School	W. J. Schmitz	2	2	40	43	0	0	0	0	3	0	12	0	6	3	4	3	....	600	.....
1754	Alexandria	State High School	J. E. Phillips	1	4	40	66	0	0	290	302	0	0	4	5	11	10	6	4	....	400	35,000
1755	Anoka	High School	Z. N. Vaughn	2	1	28	62	0	0	0	0	0	0	6	15	2	3	1	1	4	800	50,000
1756	Appleton	High School (dist. No. 1)	F. B. Wells	1	2	14	30	0	0	144	111	0	0	0	0	0	5	...	...	4	300	12,500
1757	Austin	High School	K. C. Danis	2	3	35	68	0	0	0	0	0	0	0	12	40	70	5	9	4	500	50,000
1758	Benson	....do	I. M. Richardson	1	1	15	15	0	0	185	185	0	0	0	0	0	0	0	0	....	500	15,000
1759	Blue Earth City	....do	F. J. Bomberger	1	1	25	34	0	0	0	0	...	...	9	14	3	4	3	4	4	1,000	30,000
1760	Brainerd	....do	W. H. Pierce	2	0	18	21	0	0	6	5	4	6	10	4	0	0	0	0	....	300	80,000
1761	Caledonia	....do	J. W. Klinker	1	0	14	13	....	....	104	88	....	....	....	....	2	0	....	....	....	200	5,800

1762	Cannon Falls	do	A. M. Locker	1	1	10	22	....	....	140	220	....	....	1	2	0	0	....	....	....	245	16,000
1763	Chatfield	do	E. J. Donaldson	1	1	23	28	0	0	194	155	....	....	....	....	4	3	....	....	....	500	16,000
1764	Cloquet	do	D. E. Cloyd	1	1	3	19	0	0	250	271	....	....	....	....	0	0	....	....	....	650	18,000
1765	Crookston	do	John Moore	2	1	22	31	0	0	.....	.....	2	5	6	10	2	1	2	1	....	490	44,000
1766	Detroit City	do	S. A. Challman	1	2	13	20	....	....	17	32	....	....	....	....	0	0	0	0	....	400	5,450
1767	Dodge Center	do	J. C. Marshall	1	1	20	20	0	0	0	0	....	....	2	....	0	0	....	....	....	300	10,800
1768	Duluth	do	Eugene F. Lohr	7	7	169	228	0	0	.....	.....	6	6	24	23	9	23	6	8	4	2,500	560,833
1769	Dundas	do	A. B. Childress	1	....	15	20	0	0	105	107	10	14	6	5	0	6	....	....	....	300	8,000
1770	Elk River	do	J. A. Cranston	1	2	11	46	....	....	46	71	....	....	6	8	1	3	1	3	....	211	12,000
1771	Excelsior	do	H. I. Harter	1	1	16	18	....	....	100	110	....	....	....	....	1	3	....	....	2	156	8,000
1772	Fairmont	do	S. F. Beede	2	1	11	29	0	0	187	231	0	0	2	0	2	3	2	0	4	225	19,200
1773	Faribault	do	F. A. Howe	1	3	38	43	....	1	.....	.....	....	1	30	33	7	3	5	3	....	1,000	40,000
1774	Farmington	do	Geo. A. Smith	1	1	18	22	0	0	82	88	0	0	5	8	1	1	1	1	....	300	12,800
1775	Fergus Falls	do	Florence B. Parker	2	4	34	68	....	....	.....	.....	3	1	10	9	3	6	3	2	....	.....	.....
1776	Gaylord	do	F. A. Morrill	1	0	2	4	0	0	87	75	0	0	0	2	0	0	0	0	....	200	8,000
1777	Glencoe	do	E. E. McIntire	1	2	40	46	....	....	.....	.....	2	4	5	3	5	5	3	....	....	2,000	40,000
1778	Granite Falls	do	P. P. Kennedy	1	1	16	28	0	0	0	0	....	....	....	....	0	0	0	0	4	600	.....
1779	Hastings	do	J. H. Lewis	2	4	28	44	0	0	9	19	....	....	....	....	9	12	1	10	....	3,915	32,390
1780	Henderson	do	Lafayette Bliss	1	1	40	30	0	0	0	0	....	....	20	8	12	10	6	3	....	580	15,000
1781	Herman	do	Guy E. Maxwell	1	1	11	20	....	....	.....	.....	....	....	....	....	1	3	....	....	....	150	8,000
1782	Howard	do	Allie S. Beede	0	2	32	23	0	0	70	54	3	4	2	3	0	0	....	....	....	177	.....
1783	Hutchinson	do	H. L. Merrill	1	1	26	31	....	....	.....	.....	....	....	....	....	1	1	....	....	....	800	25,000
1784	Janesville	do	A. C. Tibbetts	1	1	19	30	....	....	125	140	6	8	8	12	3	5	2	3	4	500	7,000
1785	Kasson	do	McD. Williams	2	1	15	35	0	0	3	2	0	0	....	....	4	5	....	....	3	300	20,000
1786	Lake Crystal	do	D. C. Cagwin	1	....	25	7	....	....	0	23	3	4	....	....	....	....	....	....	....	200	12,000
1787	Lanesboro	do	J. E. Tenney	1	2	17	27	....	....	133	136	2	....	....	3	2	3	2	1	4	375	16,200
1788	Leroy	do	C. M. Thompson	1	1	5	20	0	0	95	80	0	0	1	3	1	3	0	0	....	250	4,000
1789	Lesueur	do	Miss J. Leavitt	1	2	12	22	0	0	0	0	0	0	6	8	2	2	1	1	....	300	13,750
1790	Litchfield	do	E. V. W. Brokaw	1	3	51	59	....	....	279	285	....	....	17	26	4	9	3	7	....	275	22,000
1791	Luverne	do	Mr. C. H. Roberts	1	3	29	40	0	0	0	0	0	0	4	....	7	5	4	4	....	250	9,500
1792	Madelia	do	M. H. Robinson	1	1	23	22	0	0	0	0	0	0	10	6	3	1	....	....	....	426	40,000
1793	Mankato	do	O. M. Searles	2	4	73	75	....	....	780	750	4	5	20	10	9	6	....	....	....	600	60,000
1794	Mantorville	do	A. P. Paulson	1	1	13	25	0	0	59	80	....	....	5	3	2	2	2	1	....	450	16,000
1795	Mapleton	do	Albert M. Webster	1	0	14	11	0	0	2	4	....	....	0	0	1	1	1	1	....	.....	7,600
1796	Marshall	do	Robt. E. Emery	1	2	18	23	0	0	219	239	3	....	6	7	6	3	2	....	....	665	33,000
1797	Minneapolis	East Side High School	W. F. Webster	4	9	146	186	0	0	.....	.....	1	4	....	....	20	19	16	13	....	.....	.....
1798	do	South Side High School	Chas. L. Sawyer	3	12	155	198	....	1	105	129	12	20	50	70	12	18	9	14	4	.....	100,000
1799	Montevideo	High School	N. L. T. Nelson	0	8	16	33	0	0	184	187	....	....	10	16	3	2	3	2	....	75	20,000
1800	Monticello	do	Prof. J. G. Newkirk	1	1	20	30	0	0	110	140	0	0	10	15	4	3	4	3	....	250	25,000
1801	Moorhead	do	Jno. F. Giles	1	2	20	30	0	0	300	325	....	....	....	....	0	0	0	0	....	2,200	35,000
1802	Morris	do	Joel N. Childs	1	1	15	17	0	0	15	22	0	0	8	8	2	1	1	1	....	158	15,500
1803	New Ulm	do	O. C. Gross	2	0	13	18	....	....	.....	.....	....	....	....	....	0	0	0	0	4	400	25,000
1804	Northfield	do	M. F. Miller	2	4	44	81	....	....	.....	.....	....	....	....	....	4	6	2	3	....	1,060	30,000
1805	Ortonville	do	A. W. Varney	1	1	10	15	0	0	100	100	....	....	....	....	....	....	....	....	....	100	5,000
1806	Owatonna	do	Lyman H. Ford	1	3	42	48	....	....	427	465	....	....	....	....	11	5	....	....	4	800	40,000
1807	Pine Island	do	A. M. Dresbach	1	1	8	17	0	0	52	73	0	0	5	10	1	3	1	2	....	350	9,000
1808	Plainview	do	C. E. Guthrie	1	1	7	29	0	0	101	101	0	0	7	29	1	3	1	3	....	550	1,600
1809	Preston	do	E. E. Lockerby	1	1	23	27	0	0	140	160	0	0	8	10	3	0	3	0	4	200	18,000
1810	Princeton	do	G. R. Simpson	1	2	7	15	0	0	5	5	....	....	2	3	....	3	....	2	....	300	18,000
1811	Red Wing	do	W. W. Kilgore	1	3	36	70	0	0	0	0	3	3	27	60	4	11	4	11	4	600	.....
1812	Redwood Falls	do	J. L. Torrens	1	1	19	36	0	0	205	200	2	0	7	10	0	3	0	1	....	275	34,000
1813	Rochester	do	Emma F. Allen	1	6	42	74	0	0	0	0	0	0	....	....	4	4	....	....	....	1,300	.....

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MINNESOTA—continued.																					
1814	Rushford	High School	J. J. Trask	1	1	16	20	0	0	133	152	0	0	0	0	0	7	0	0	....	300	$11,500
1815	St. Charles	do	Geo. A. Stanton	1	1	27	48	0	0	0	0	....	....	8	10	3	6	2	2	4	450	18,000
1816	St. Cloud	do	Dora Wells	1	2	37	36	0	0	0	0	1	1	3	....	0	8	0	1	3	2,091	10,000
1817	St. James	do	G. J. Keenan	1	0	5	20	0	0	160	165	....	....	....	....	0	0	0	0	....	1,200	20,000
1818	St. Paul	Cleveland High School	S. A. Farnsworth	1	2	37	40	1	0	408	440	....	....	....	....	0	0	0	0	4	900	50,000
1819	do	High School	A. J. Smith	15	27	390	770	2	4	0	0	19	24	3	1	51	87	19	24	4	2,800	.....
1820	St. Peter	do	Edgar George	1	2	14	37	0	0	0	0	0	0	10	32	5	6	....	....	....	500	420
1821	Sauk Center	do	O. I. Woodley	1	3	40	57	0	0	185	276	....	....	....	....	7	6	5	4	....	850	40,000
1822	Slayton	Graded High School	L. A. Foster	1	....	4	14	0	0	80	90	....	....	....	....	0	0	....	....	....	175	17,000
1823	Sleepyeye	High School	H. C. Hess	1	2	22	31	0	0	.....	.....	0	1	2	2	1	3	1	1	....	720	30,000
1824	Spring Valley	do	Wm. Moore	2	1	20	71	....	....	220	218	4	3	....	....	3	7	1	3	....	400	16,000
1825	Stillwater	do	Carlton Aylard	1	5	50	109	....	2	0	0	....	....	....	....	5	14	5	1	4	2,100	80,000
1826	Tracy	do	Lee Swift	1	1	28	31	0	0	0	0	....	....	....	....	0	0	0	0	4	.....	20,000
1827	Wadena	do	C. D. Perry	1	1	30	38	0	0	168	175	4	....	....	....	2	2	0	0	4	250	22,000
1828	Waseca	do	F. V. Hubbard	1	2	28	34	0	0	281	241	....	....	12	13	3	6	1	4	....	910	26,000
1829	Waterville	do	E. L. Sampson	1	0	17	20	0	0	0	0	0	0	0	0	3	5	0	0	....	200	12,500
1830	Wells	do	G. E. Hult, A. M	2	....	14	16	....	....	202	224	....	....	3	....	....	....	....	....	....	250	.....
1831	Whitebear Lake	do	F. F. Farrar	1	....	3	1	0	0	3	7	1	0	0	1	0	0	0	0	4	100	16,000
1832	Windom	do	Ana N. Farmer	1	1	17	21	0	0	145	155	0	0	5	2	2	2	1	1	....	300	4,500
1833	Winnebago City	do	J. E. Gilman	1	2	8	20	....	....	177	147	4	20	0	0	1	3	1	3	....	183	10,225
1834	Winona	do	T. H. Haney, A. M	3	5	81	83	0	0	63	51	....	....	....	....	10	6	....	....	4	826	.....
1835	Worthington	do	Julia E. Rogers	1	2	20	37	0	0	4	2	....	....	....	....	3	4	2	1	....	690	45,400
1836	Zumbrota	do	J. W. Steffins	2	1	20	20	....	....	130	130	....	....	....	....	2	1	2	1	....	200	10,000
	MISSISSIPPI.																					
1837	Abbeville	Normal School	K. Harmon	3	0	9	20	0	0	81	69	3	4	....	....	2	7	....	....	....	300	600
1838	Aberdeen	High School	M. Rose	2	5	14	28	....	....	302	364	....	....	....	....	1	5	1	3	....	400	35,000
1839	Ackerman	do	W. H. Smith	1	2	24	32	....	....	61	64	3	4	....	....	3	4	....	....	....	40	800

1840	Arkabutta	College	H. L. Keister	1	....	8	8	....	....	53	71	3	2	6	7	....	....	....	....	....	0	750
1841	Batesville	High School	B. W. Gowdy	1	2	8	11	0	0	.....	.....	3	3	2	4	2	2	1	3	....	0	2,000
1842	Benton	....do	W. R. Jones	1	....	6	4	....	....	14	12	0	0	0	0	0	0	0	0	....	0	500
1843	Bogue Chitto	....do	J. W. Garner	1	1	5	10	....	....	55	65	....	....	....	....	....	....	....	....	....	25	1,500
1844	Booneville	....do	C. R. Lacy	2	0	26	28	0	0	77	73	2	0	24	28	0	0	3	8	3	500	8,000
1845	Caseyville	Grange Hall High School	D. S. Burch	1	1	12	8	....	....	34	44	....	....	5	3	....	....	....	....	....	....	2,500
1846	Chester	High School	C. E. Castle, A. B	1	0	8	7	0	0	27	28	1	0	....	....	0	0	....	....	....	....	500
1847	Clarksdale	....do	Hugh Foster	1	2	22	23	18	22	123	114	....	....	....	....	2	5	....	....	....	....	.....
1848	Columbus	Franklin Academy	J. M. Barrow	1	2	21	34	....	....	230	239	18	30	....	....	....	....	....	....	....	....	.....
1849	Como Depot	Como Academy	Jas. M. Skinner	1	0	8	4	0	0	30	17	....	....	....	....	0	0	....	....	....	0	.....
1850	Courtland	High School	F. C. Bennett	1	....	13	12	0	0	34	24	0	2	....	2	....	2	....	2	....	0	1,000
1851	Crystal Springs	Graded High School	T. L. Fawick	1	3	107	87	....	....	85	93	3	8	....	....	4	6	....	....	....	1,370	10,000
1852	Dallas	High School	D. A. Given	1	....	18	20	....	....	22	17	....	....	....	....	....	....	....	....	....	....	.....
1853	Delay	....do	C. A. Beasley	1	....	4	9	0	0	52	36	0	0	4	6	0	0	0	0	....	0	600
1854	Dow	Mount Vernon High School	J. W. Cooper	1	1	8	6	....	....	18	21	14	11	....	....	....	....	....	....	....	75	700
1855	Ellisville	High School	G. W. Turner	1	....	8	10	0	0	102	105	....	....	....	....	0	0	....	....	....	0	9,000
1856	Enterprise	....do	Jas. F. Boydstun	1	1	10	12	0	0	63	45	0	0	1	2	0	4	0	2	....	245	2,000
1857	Eupora	....do	D. Harmon	1	1	16	35	0	0	52	30	2	4	0	0	4	2	6	12	....	0	2,000
1858	Fulton	Tom Bigbee Normal	H. M. Fowler	2	1	58	41	1	1	25	54	25	13	0	0	19	23	19	23	....	1,826	100
1859	Gloster	High School	Geo. D. Free, A. M	2	4	20	33	....	....	92	102	14	33	9	20	0	0	....	....	4	100	12,000
1860	Hattiesburg	....do	Rev. E. J. Currie	1	....	17	12	....	....	100	126	....	....	....	....	0	0	....	....	....	0	3,500
1861	Hebron	....do	W. H. Pevy	1	1	8	4	....	....	52	56	....	....	....	....	8	4	....	....	....	750	1,500
1862	Holly Springs	Normal Institute	W. A. Anderson	2	....	40	15	....	....	70	35	6	....	....	....	....	....	....	....	....	....	3,000
1863	Houlka	High School	Eugene Campbell	1	....	28	32	....	....	33	25	3	4	4	3	....	....	....	....	....	....	800
1864	Jacinto	....do	J. O. Looney	2	....	12	4	0	0	56	56	1	....	1	....	0	0	....	....	....	200	3,150
1865	Jackson	....do	J. C. Hardy	1	1	14	50	0	0	335	325	4	10	6	20	4	7	4	5	....	500	40,000
1866	Lafayette Springs	....do	Thos. Anderson	2	....	30	40	0	0	30	0	....	....	....	....	....	....	....	....	....	400	600
1867	Maben	Normal Institute	T. P. Haney	1	1	20	29	....	....	29	21	0	0	5	10	0	0	0	0	....	0	350
1868	Magnolia	College	W. K. Nettles	1	3	49	67	0	0	50	65	12	5	2	0	2	2	2	1	....	500	5,000
1869	Monticello	Academy	B. D. Rivers	1	1	10	20	....	....	30	30	1	0	8	10	0	0	0	0	....	0	1,200
1870	Mount Pleasant	High School	C. H. Curd	2	1	8	16	0	0	75	46	0	0	0	0	0	1	....	....	....	365	3,000
1871	Nettleton	....do	Mrs. Z. T. Trice	1	....	3	5	....	....	20	32	....	....	....	....	....	....	....	....	....	....	.....
1872	Oakland	College	Prof. R. D. Jamison	1	1	8	9	....	....	20	22	....	....	....	....	0	0	0	0	....	0	400
1873	....do	Tallahatchie Academy	J. S. Thornton	1	1	26	35	0	0	21	29	3	15	1	2	0	0	0	0	....	200	1,800
1874	Okolona	Graded High School	T. C. Walton	3	10	226	164	54	36	42	60	68	42	....	....	15	18	13	....	....	400	35,000
1875	Oxford	....do	S. B. Foster	1	2	36	40	....	....	122	85	37	40	0	0	1	7	1	1	....	500	10,000
1876	Paris	Normal Academy	M. I. Bass	1	....	8	20	0	0	47	50	4	4	8	20	2	1	2	1	....	200	400
1877	Paulding	High School	G. M. Hull	1	1	23	13	0	0	30	25	23	13	....	....	0	0	....	....	....	....	500
1878	Phœnix	....do	H. C. Neville	1	0	4	4	0	0	39	38	0	0	0	0	0	2	0	0	....	10	650
1879	Pickens	....do	F. F. Phillips	1	1	30	30	0	0	35	35	....	....	....	....	0	8	....	2	....	....	2,000
1880	Piera	Graded High School	E. T. Kecton	1	1	8	18	0	0	24	20	2	3	....	1	....	2	....	....	....	250	600
1881	Poplarville	High School	W. I. Thames	2	0	38	32	0	0	52	95	....	....	....	....	0	0	....	....	....	400	5,000
1882	Port Gibson	....do	J. M. Taylor	1	1	5	30	....	....	266	120	....	....	....	....	0	0	....	....	....	....	4,000
1883	Purvis	....do	H. C. Yawn	1	2	6	6	0	0	25	27	....	....	....	....	0	0	....	....	....	....	1,250
1884	Roxie	....do	Professor Sanderson	1	0	6	1	0	0	60	50	5	1	....	....	0	0	....	....	....	0	400
1885	Senatobia	Male High School	J. R. Barry	2	0	27	0	0	0	55	0	6	0	1	0	0	0	....	....	....	0	2,000
1886	Shuqualak	Mixed High School	W. T. Foster	1	1	18	12	....	....	27	44	12	15	5	....	1	2	....	2	....	....	1,500
1887	Starkville	Graded High School	W. H. Hooker	1	0	11	29	....	....	56	95	....	....	....	....	0	0	0	0	....	215	4,000
1888	Strayhorn	High School	Jeff. D. Palter	1	....	6	5	....	....	19	30	2	2	....	....	....	....	....	....	....	....	.....
1889	Sturgis	....do	S. W. Smith	1	0	5	4	0	0	70	66	....	....	....	....	....	....	....	....	....	....	1,200
1890	Thompson	Cleveland High School	Leon L. Dye	1	....	12	19	0	0	24	36	3	6	0	0	0	0	0	0	....	50	1,000
1891	Tupelo	High School	Chas. E. Saunders	1	2	15	42	0	0	71	124	....	....	....	....	1	1	0	0	....	200	12,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MISSISSIPPI—continued.																					
1892	Vernon	Blue Ridge Academy	S. T. Gavin	1	0	6	1	1	0	44	55	----	----	4	1	0	0	0	0	----	0	$600
1893	Verona	College	F. M. Street	1	0	12	16	0	0	28	25	----	----	----	----	0	0	0	0	----	175	2,500
1894	Wallerville	High School	Frank Binkley	1	----	4	3	----	----	63	46	1	----	3	3	0	0	0	0	----	------	1,200
1895	Water Valley	do	Wm. A. Belk	2	3	30	70	4	12	270	330	4	18	16	17	1	8	1	6	----	652	11,000
1896	Westville	do	E. A. Howell	2	2	14	15	0	0	52	60	----	----	----	----	0	0	2	1	----	0	2,500
1897	Winona	do	A. J. Warren	2	3	31	35	----	----	76	96	----	----	----	----	3	5	3	5	----	------	12,000
	MISSOURI.																					
1898	Adrian	High School	W. E. Welch	1	2	23	39	----	----	75	65	4	11	4	11	2	8	2	8	----	130	2,000
1899	Albany	do	J. H. Markley	3	0	20	30	----	----	30	40	0	0	0	0	0	0	0	0	----	630	16,000
1900	Barnard	do	Mark Burrows	1	0	7	4	----	----	83	49	----	----	----	----	----	----	----	----	----	70	----------
1901	Bolivar	do	H. S. Bruce	1	1	25	25	0	0	213	230	1	5	1	5	1	5	1	5	----	300	----------
1902	Bonneterre	do	J. H. Malugen	1	1	15	24	0	0	10	15	----	----	----	----	0	0	0	0	----	125	----------
1903	Bowling Green	do	W. J. Rowley	1	3	30	25	----	----	130	140	16	14	----	----	1	1	1	1	----	75	----------
1904	Breckenridge	do	J. T. Kenower	1	----	15	20	0	0	114	103	0	3	4	5	4	3	1	1	----	350	10,000
1905	Buffalo	do	I. W. Wingo	2	0	20	28	0	0	127	140	----	----	----	----	7	1	0	0	----	70	15,000
1906	Butler	do	J. F. Starr	1	2	23	47	0	0	350	385	----	----	----	----	3	15	----	----	----	400	30,000
1907	California	Aurora High School	S. A. Lynch	2	0	28	29	0	0	202	211	----	----	----	----	2	5	1	3	4	300	20,000
1908	Cameron	High School	B. Riggs (supt.)	2	1	30	42	0	0	287	388	----	----	----	----	0	1	----	----	----	500	30,000
1909	Carrollton	do	L. W. Rader	3	1	55	82	0	0	530	497	1	0	6	1	5	10	2	1	3	700	----------
1910	Carterville	do	A. A. Antles	1	0	23	28	0	0	333	316	0	0	2	0	6	6	2	0	3	10	20,000
1911	Carthage	do	R. D. Ford	2	5	62	146	0	0	0	0	----	----	----	----	5	22	----	----	----	3,350	----------
1912	Cassville	do	N. L. Maiden	2	1	65	45	----	----	175	215	40	28	20	10	5	5	4	3	2	200	10,000
1913	Chillicothe	do	A. J. Elliott	2	1	42	60	0	0	0	0	1	----	----	----	3	10	1	1	4	7,000	50,000
1914	Clinton	do	Mrs. C. D. Price	1	4	57	121	----	----	592	627	----	----	----	----	10	13	----	----	4	1,290	69,000
1915	Craig	do	F. L. Maxwell	1	0	25	32	0	0	75	88	0	0	2	3	1	0	1	0	----	200	7,000
1916	Dawn	do	A. T. Weatherly	1	0	5	7	0	0	35	43	2	1	3	6	----	----	0	0	----	200	----------
1917	Deepwater	do	J. T. Withers	1	0	3	4	0	0	150	160	0	0	0	0	0	0	0	0	----	250	0

1918	Edina	do	C. C. Starr	1	0	19	26	0	0	81	99			10	6	2	4				150	7,000
1919	El Dorado Springs	do	Jas. A. Burke	1	1	20	25	0	0	267	295	3	8	0	0	4	5	2			200	10,000
1920	Elsberry	do	A. O. Moore	1	1	30	40	0	0	80	109	0	0	20	30	2	6	0	0	2	250	10,000
1921	Farmington	do	S. T. Gresham	1	0	17	35	0	0	0	0						0	3	0	3	1,164	
1922	Forest City	do	C. H. Landon	1	0	4	12	0	0	13	12	2	2	0	0	0	8	0	0		200	5,000
1923	Gilliam	do	Geo. W. Norvell	1	0	6	4	0	0	59	62	6	4	0	0	3	2	3	2			3,500
1924	Golden City	do	D. E. Ponce	1		10	16			24	37					3	4				200	
1925	Granby	do	R. F. George	1	0	5	5	0	0	8	14	2	0	0	0	0	0	0	0		90	5,000
1926	Hamilton	do	J. C. Pike	1	1	25	32	0	0	167	171					3	4					25,000
1927	Hannibal	Bird Street High School	Miss Gertrude Ashman	2	3	30	85	0	0	0	0	5	8			3	14	3	2		700	15,000
1928	do	Douglas High School	J. H. Pelham	1	1	15	20	15	20	6	4	2	1	1							300	14,000
1929	Harrisonville	High School	M. F. Butler	1	2	40	80	0	0	230	220					1	5	1	5	3	800	
1930	Hartville	do	C. H. Simmons	1	0	23	22	0	0	29	28					0	0	0	0		30	2,500
1931	Hermitage	do	J. A. Woodford	1		1	2			41	32					0	0				0	
1932	Higginsville	do	Harry B. Walker	1	1	20	50	0	0	280	352	5	5			4	3	1	1		300	12,000
1933	Highlandville	do	W. N. Pigg	1	0	1	2	0	0	48	67	0	0			0	0	0	0		107	1,200
1934	Holden	do	J. C. Ryan	2	2	45	50			326	334	10	6			8	9	8	9		450	12,000
1935	Hopkins	do	Beniah Dimmitt	1	0	11	22	0	0	128	134					4	7				106	
1936	Houston	do	E. McCulley, A. M.	1		25	20			22	23					0	0	0	0	3	102	2,000
1937	Hume	do	I. L. Marquis	0	3	21	25			194	95	0	0	5	20	3	3	3	3	3		
1938	Independence	do	Wm. L. C. Palmer	2	1	36	50	0	0	0	0	4	0	0	0	4	6	3	0		900	
1939	Jameson	do	S. E. Stont	1	0	4	16	0	0	50	55	4	1	0	0	1	1	1	0		100	5,000
1940	Jamesport	do	I. J. Hartford	1	0	39	24	0	0	74	81					5	4			2	400	
1941	Jasper City	do	W. H. Ferguson	2	2	21	36	0	0	89	94					3	9	3	4		288	4,000
1942	Joplin	do	V. L. Vawter	2	1	46	96	0	0	0	0					1	8	1	8		1,000	100,000
1943	Kahoka	do	Chas. Bagg	2		20	25									3	9	3	8		400	
1944	Kansas City	Central High School	Jno. T. Buchanan	14	17	451	849	0	0	0	0	20	20	20	30	33	83	20	10			200,000
1945	do	Lincoln High School	G. N. Grisham	3	1	25	62	25	62	0	0	0	0	0	0	0	7	0	0			18,000
1946	Kings City	High School	F. N. Dyer	1	1	15	10			85	130					3	3	3	3		300	
1947	Kingston	do	S. C. Rogers	1		24	25			71	79			24	25	3	8					
1948	Kirksville	do	W. R. Holloway	2	2	17	40	0	0	458	385					7	17					25,000
1949	Knobnoster	do	Cora B. Hazlett	1	1	9	18	0	0	123	119					1	5				230	
1950	Knox City	High School (dept.)	C. D. Lewis	1	0	7	6	0	0	43	53	3	4	0	0	0	0				214	
1951	Lagrange	Pleasant Grove High School.	W. A. Mussetter	1		21	21	1	3	90	96			8	14	0	4	0	4			8,000
1952	Lamonte	High School	S. C. Books		3	8	16			126	122					0	0	0	0		124	5,000
1953	Lancaster	do	F. W. Hanna	1		5	11	0	0	141	126	0	0	0	0	3	4	0	1		201	9,000
1954	Lathrop	do	A. L. McKenzie	1		26	34	0	0	128	170						3			3	40	10,000
1955	Lexington	do	H. D. Demond	2	2	26	56	0	0	423	461	0	0	26	56	5	15	5	15	4	700	50,000
1956	Liberty	do	E. H. Stroeter	2	0	23	32	0	0	33	27	6	7	0	0	4	9	4	9	3	330	12,000
1957	Macon	do	R. L. Eberts	3	0	27	40	12	17	333	325	5	8	3	6	2	3	2	2	3	200	
1958	Maitland	do	Jno. Crosen	1	0	6	8	0	0	97	106	0	0	0	0	0	0			3	125	6,000
1959	Marshall	do	R. H. Emberson	4	1	31	71	0	0	0	0					6	13	4	5		540	60,000
1960	Maryville	do	A. E. Clarendon (supt.)	2	3	76	89	0	0	0	0	15	12	9	2	7	11	5	7	4	400	55,000
1961	Memphis	do	Oliver Stigall	1	1	40	33	0	0	0	0	0	0	4	2	2	13	2	0		180	15,000
1962	Mexico	do	W. T. Carrington	2	2	70	80	0	0	0	0			4	7	3	9	2	5		1,200	35,000
1963	Miami	do	E. E. Barnett	2	0	30	32	0	0	81	73	4	6	0	0	3	11	2	2		500	10,700
1964	Moberly	do	R. R. Reid	2	1	16	22	0	0	41	18	0	0	0	0	7	8	0	0	3	500	20,000
1965	Montrose	do	R. A. Higdon	1	0	10	10	0	0							1	4	1	4		40	
1966	Mound City	do	U. W. Gallaher	1	1	43	43			212	252	3	2	8	6	8	6	5	3		675	25,000
1967	Neosho	do	J. M. Stevenson	1	2	36	40	1	1	334	343	5	10	2	1	2	4	1	2		1,000	25,000
1968	Nevada	do	D. L. Roberts	2	2	82	105			674	719			5	7	7	13	2	4		1,725	64,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MISSOURI—cont'd.																					
1969	New Madrid	High School	Edw. D. Hays	1	0	7	3	0	0	58	52	----	----	----	----	0	0	----	----	----	75	----------
1970	Norborne	----do	L. E. Petree	2	0	19	31	0	0	137	126	2	7	2	7	2	7	0	0	4	30	$12,000
1971	Odessa	----do	W. E. Morrow	1	0	3	8	0	0	15	26	2	4	1	0	6	6	4	3	----	350	----------
1972	Oregon	----do	Louis N. Gray	2	0	26	36	0	0	130	129	0	5	4	4	2	11	----	----	4	320	25,000
1973	Osceola	----do	Lewis F. Crawford	1	0	8	19	0	0	157	147	0	0	1	2	1	7	1	2	3	312	6,500
1974	Ozark	----do	W. C. West	1	1	32	31	----	----	78	84	0	0	0	0	----	2	----	----	----	110	700
1975	Plattsburg	----do	P. H. Crafton	2	0	13	21	0	0	3	5	----	----	----	----	2	5	----	----	3	297	13,212
1976	Pleasant Hill	----do	A. W. Duff	1	1	30	34	0	0	234	256	0	1	0	1	0	8	0	1	3	700	10,000
1977	Polo	----do	W. C. Holman	2	0	14	16	0	0	90	90	2	1	1	0	7	5	2	1	3	181	7,000
1978	Poplar Bluff	----do	J. L. Frohock	2	2	26	18	----	----	260	284	----	----	----	----	1	6	----	----	----	25	11,000
1979	Potosi	Graded High School	B. H. Marbury	1	----	9	22	----	----	73	80	19	21	----	----	----	8	----	2	----	100	8,500
1980	Princeton	High School	J. L. Gallatin	1	0	10	13	0	0	16	6	0	1	0	0	1	1	1	1	3	150	15,000
1981	Purdy	----do	R. N. Kirby	1	0	7	3	0	0	59	95	3	0	3	0	0	0	0	0	----	0	1,500
1982	Queen City	----do	L. B. Osborne	1	----	8	22	0	0	6	19	0	0	0	0	0	0	0	0	2	48	1,500
1983	Republic	----do	Geo. H. Redfearn	1	1	30	30	0	0	90	100	----	----	----	----	0	0	0	0	----	75	----------
1984	Rich Hill	----do	W. H. Kearby	1	2	24	46	0	0	634	626	18	30	4	2	4	13	4	6	----	355	25,000
1985	Rock Port	----do	B. F. Brown	1	1	8	14	0	0	185	171	5	6	----	----	8	7	8	7	4	300	17,500
1986	St. Charles	----do	G. W. Jones	2	2	25	35	----	----	225	265	----	----	25	30	2	3	2	3	----	2,600	50,000
1987	St. Joseph	----do	C. E. Miller	4	8	123	247	0	0	0	0	9	16	6	----	6	33	2	7	----	1,350	----------
1988	St. Louis	----do	F. L. Soldan	23	46	441	1,415	0	0	0	0	40	60	----	----	33	262	10	9	----	700	500,000
1989	Salem	----do	W. W. Walters	1	3	30	37	0	0	190	200	----	----	----	----	4	13	----	----	----	----	10,000
1990	Sarcoxie	----do	W. C. Sebring	1	1	35	27	0	0	191	204	0	0	0	0	9	10	0	0	3	100	10,000
1991	Savannah	----do	G. W. Newton	1	1	9	15	1	0	163	200	0	0	3	10	3	10	3	10	----	400	20,000
1992	Schell City	----do	Geo. M. Summers	1	1	20	12	----	----	100	120	----	----	----	----	4	5	----	----	----	150	10,000
1993	Sedalia	----do	W. A. Rawles	1	5	74	121	0	0	0	0	----	----	----	----	9	13	----	----	4	500	----------
1994	Shelbina	----do	Jno. T. Vaughn	1	2	30	52	0	0	185	218	----	----	----	----	2	1	----	----	----	315	----------
1995	Slater	----do	J. M. Bailey	2	2	21	44	0	0	322	343	2	5	5	0	0	8	0	5	3	600	20,000
1996	Springfield	----do	H. A. Hollister	3	5	145	251	0	0	2	10	----	----	----	----	9	33	----	----	4	950	----------
1997	Stanberry	----do	S. M. Jordan	2	----	8	7	----	----	284	289	----	----	----	----	6	6	----	----	----	50	25,000
1998	Stockton	----do	W. E. Veerkamp	1	0	3	6	0	0	11	14	2	0	0	0	2	2	----	----	----	60	1,000

1999	Sturgeon	do	C. L. Buckmaster	2	3	8	15			103	98									350	5,000
2000	Sweet Springs	do	J. B. Norman	1	1	16	25			102	107					0	3	0	2	3	200	15,000
2001	Tarkio	do	W. D. Grove	1	1	26	32	0	0	220	240	6	12	3	5	1	6	1	6	2	600	16,000
2002	Tipton	do	W. A. Clark	1	1	9	15	0	0	4	0	0	0	0	0	0	0	0	0		150	15,000
2003	Trenton	do	E. M. Bainter	3		35	67	0	0	0	0					2	10				5,000	40,000
2004	Utica	do	H. N. Stamper	1	1	27	15	0	0							1	3				275	
2005	Vandalia	do	E. R. Jones	1	1	22	19	0	0	125	134					3	4			3	325	10,000
2006	Versailles	do	J. L. Carlisle	1	1	26	20			104	105					0	0				400	
2007	Walnut Grove	do	A. L. Lacy	1	0	2	7	0	0	21	14					0	3	0	1		23	
2008	Washburn	do	A. C. Farley	1	2	23	19			111	122	2		3	4	0	0	0	0			5,000
2009	Webb City	do	A. G. Young	3	2	52	72	0	0	0	0					5	11				300	
2010	Webster Groves	do	Miss S. J. Milligan	0	1	11	17	0	0	204	128											
2011	Weston	do	C. W. Bowen	1	1	12	21	4	8	108	159					2	2	2	2		300	10,000
2012	Westport	do	Jno. R. Kirk	1	3	28	36					5	10	5	5		3		1		500	15,000
2013	Windsor	do	Geo. B. Sturgis	2	1	20	60	0	0	200	258	2	1			3	5				200	20,000
	MONTANA.																					
2014	Anaconda	High School	Miss Mattie Livingstone	1	3	9	35					2	6			1	7	1	3	4	360	
2015	Big Timber	do	C. E. Sutton	1	1	6	6			18	20	2	1								100	7,500
2016	Billings	do	J. B. Emery	1		1	9	1		7	13	1	9								300	30,000
2017	Bozema	do	W. E. Harmon	1	1	16	22	0	0	335	357			12	14	1	3				400	70,000
2018	Butte City	do	J. P. Hendricks	2	3	85	100	0	0	1,640	1,900	15	32	22	10	8	15			4	700	475,000
2019	Deer Lodge	do	J. M. Simpson	1	1	28	25			125	120					6	3				300	15,000
2020	Dillon	do	R. H. Wade	1	1	15	35	0	0	140	129	0	0	0	0	1	3	1	3		250	
2021	Great Falls	do	Helen Edgerton	1	2	14	32									3	1				100	
2022	Lewistown	Graded High School	Prof. T. J. Loar	1	1	24	27	0	0	60	50	4	3	0	0	2	3				20	12,000
2023	Livingston	High School	H. C. Austine	1	2	28	32	0	1	201	209					5	5				69	10,000
2024	Missoula	do	Bettie Reiley	1	1	14	28	1	0	260	233					2	6	2	3		100	
2025	Red Lodge	do	H. F. Baker	1	0	9	20	0	0	10	13	0	0	0	0	2	3				147	6,500
2026	White Sulphur	do	W. E. Tripp	1		7	11	3	3	73	69	3	2	0	0	0	0	0	0		200	10,000
	NEBRASKA.																					
2027	Ainsworth	High School	J. O. Berkley	1	1	10	14									0	5	0	4		200	
2028	Albion	do	J. I. Martin	1	2	11	30	0	0	190	187	3	2	2	5	3	6	3	2		356	24,000
2029	Alma	do	Ira Lamb	1	1	14	23			10	22					4	2				150	7,300
2030	Arapahoe	do	J. Doling	1	1	25	35			115	135	0	0	0	0		3				50	8,000
2031	Arcadia	do	J. J. Penepacker	1	2	26	14	0	0	12	14					4	5				800	2,800
2032	Ashland	do	J. W. Crabtree	2	1	54	56	0	0	200	325					15	17	15	17		500	40,000
2033	Atkinson	do	T. R. Galvin	1		2	5	0	0	73	85						7				100	
2034	Auburn	do	Bertha M. Shepard	2	1	26	42	0	0	7	18	8	25	5	7	2	4	2	3		707	9,530
2035	Aurora	do	J. L. Rose	1	1	37	45					7	9								350	20,000
2036	Beatrice	do	O. H. Brainerd	3	2	62	95	0	0	0	0					11	9	5	4		1,050	
2037	Beaver City	do	F. I. Cunningham	1	0	8	14	0	0	12	16					5	1	0	0			
2038	Beemer	do	Wm. C. Gigg	1	1	10	5			80	71										33	8,350
2039	Bellevue	do	Wm. B. Lower	1	1	13	19			41	49	2	3			1	1				24	8,800
2040	Bloomington	do	J. E. Bowers	1	2	10	19	0	0	104	107	2	5			2	6	2	6		75	7,000
2041	Bloomfield	do	H. J. Moody	1	0	10	11	0	0	93	96	0	0	0	0	0	0	0	0		50	6,000
2042	Bluehill	do	Jno. F. Curran	1	1	14	17					4	6			0	0	0	0		150	13,000
2043	Cambridge	do	L. E. Moyer	1	1	16	19	0	0			0	0	0	0	4	3	0	0		20	7,950
2044	Cedar Rapids	do	Miss Margaret Gallagher.		2	10	26	0	0	152	130			2		3	9	2	0		158	14,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEBRASKA—continued.																					
2045	Central City	High School	R. McKelvey	1	2	30	50	0	0	270	450	....	....	....	....	0	9	0	9	....	150	.....
2046	Clarks	....do	M. Parsons	....	4	21	39	....	1	59	141	....	6	2	8	....	1	....	1	....	125	.....
2047	Columbus	....do	Mrs. B. M. Merrill	1	2	24	36	0	0	361	369	....	....	12	19	2	5	2	5	....	2,000	.....
2048	Craig	....do	C. M. Homer	2	....	17	29	0	0	53	56	....	....	....	....	0	0	....	....	....	200	$1,200
2049	Creighton	....do	Wm. Radebaugh	3	0	25	30	0	0	175	170	10	10	2	0	0	0	0	0	....	200	5,000
2050	Crete	....do	Mrs. E. K. Manville	3	1	46	62	0	0	0	0	2	2	4	5	4	7	....	....	....	200	26,000
2051	Culbertson	....do	R. J. Porter	1	....	7	18	....	....	95	170	....	....	3	....	2	4	....	....	....	50	10,000
2052	Dawson	....do	Geo. Crocker	1	....	15	21	....	....	46	56	3	5	4	6	0	0	....	....	....	320	5,000
2053	De Witt	....do	W. C. Farrand	1	....	4	9	....	....	133	145	2	2	0	0	2	2	2	2	....	70	2,000
2054	Dodge	....do	C. A. Manville	1	....	5	12	0	0	117	116	....	....	....	....	6	....	....	....	....	50	5,000
2055	Doniphan	....do	M. Spink	1	0	20	35	0	0	76	51	2	0	0	2	3	7	1	2	....	25	2,000
2056	Dorchester	....do	S. H. Sell	1	0	7	12	0	0	12	14	....	....	....	....	2	4	....	....	....	250	12,100
2057	Edgar	....do	C. A. Fulmer	1	1	35	24	0	0	177	212	0	0	0	0	0	0	0	0	3	300	12,095
2058	Elm Creek	....do	E. R. Greabeiel	0	2	34	31	0	0	58	62	....	....	....	....	0	0	0	0	....	1,000	7,000
2059	Ewing	....do	W. R. Jackson	1	0	10	13	0	0	11	16	0	0	0	0	0	0	0	0	....	80	6,200
2060	Exeter	....do	J. T. Kinnon	1	1	12	14	....	....	133	148	....	....	....	....	....	2	....	2	3	341	6,700
2061	Fairbury	....do	Miss J. E. McCaughan	1	2	40	61	....	....	31	29	1	4	....	....	11	11	5	2	4	100	.....
2062	Fairfield	....do	J. R. McKee	1	2	13	25	....	....	220	213	2	3	....	....	2	9	....	....	....	250	.....
2063	Fairmont	....do	E. D. Stewart	1	1	20	37	....	....	176	142	....	....	....	....	....	....	....	....	....	225	15,000
2064	Franklin	....do	Ed M. Hussong	1	1	13	23	0	0	0	0	7	11	3	9	1	6	1	4	3	213	.....
2065	Fremont	....do	Chas. W. Jones	2	3	49	101	0	0	0	0	13	35	0	0	8	14	3	6	4	320	133,500
2066	Friend	....do	D. G. Hopkins	1	0	6	13	0	0	.....	.....	....	....	....	....	2	6	....	....	....	250	12,000
2067	Geneva	....do	H. L. Chaplain	1	1	13	26	0	0	.....	.....	....	....	....	....	2	7	....	....	....	.....	.....
2068	Genoa	....do	W. J. Stewart	1	....	10	24	....	....	93	97	....	....	....	....	0	0	....	....	....	4	5,500
2069	Gibbon	....do	F. S. Perdue	1	1	24	52	0	0	91	107	15	30	....	....	1	2	1	1	....	200	12,000
2070	Gordon	....do	C. F. Leetham	1	....	16	21	0	0	60	70	....	....	....	....	1	3	1	3	....	800	3,000
2071	Grafton	....do	L. D. Johnson	2	....	8	21	....	....	80	67	....	....	....	....	2	3	....	....	....	26	3,850
2072	Grand Island	....do	E. E. Cole	2	3	55	95	0	0	0	0	....	....	....	....	1	7	1	7	....	230	.....
2073	Greeley Center	....do	J. A. Dowden	1	0	8	9	0	0	57	66	....	....	....	....	1	0	....	....	....	.....	.....

2074	Gresham	do	G. H. Graham	1	0	12	14	0	0			0	0	0	0	1	9	0	0		10	
2075	Hardy	do	J. R. Utterback	1		4	6	0	0	20	17	0	0	0	0	2	5	0	0		137	
2076	Harrisburg	do	Jones M. Clapp	1	0	12	17	0	0	12	17	0	0	0	0	0	2		2			1,500
2077	Hartington	do	A. H. Collins	1	0	11	15	0	0	131	124			4	5	1	0	1	0	4	200	6,000
2078	Harvard	do	C. W. Mills	1	1	19	32	0	0	0	0	0	0	1	6	1	1	1	1		100	20,000
2079	Hastings	do	J. D. French	2	4	56	64					12	8	10	5	4	7	4	2		400	
2080	Hebron	do	B. F. Loraine	1	1	3	7	0	0	19	33	0	0	2	0	3	7	2	0	3	200	25,000
2081	Holdredge	do	W. R. Hart	2	1	35	42			302	299	1		1		5	8	4			200	
2082	Howells	do	Charles Arnot	1	2	4	2	0	0	48	30	3	2	0	0	0	0				550	4,000
2083	Humboldt	do	J. W. Dinsmore	1	1	33	51	0	0	179	161					2	15	2	6		1,000	18,200
2084	Indianola	do	Lewis W. Smith	1		7	17	0	0	133	164					0	0				65	12,000
2085	Jackson	do	Mary Sullivan		1	4	2	0	0	32	26	4	2			0	0	0	0		25	5,000
2086	Kearney	do	M. Isabel Stewart	1	2	41	68	0	0	0	0					3	14					51,000
2087	Kenesaw	do	Robt. J. Boyd	1	0	11	7	0	0	5	7	0	0	3	0	3	2	3			50	
2088	Lincoln	do	M. W. Richardson	4	10	121	235		2	0	0	11	21	25	55		10		8	4	700	
2089	Longpine	do	W. E. Fee		4	3	13	0	0	116	80					1	4				100	8,000
2090	Louisville	do	W. P. Killen	1		10	15			68	70										50	5,000
2091	Lyons	do	D. W. Gilliland	1		10	18			16	6	2	3			2	9	0	0		60	
2092	Minden	do	Anson H. Bigelow	1	1	31	35	0	0	0	0			2	1	5	1	2	1	3	650	31,200
2093	Nelson	do	D. K. Luthy	1	1	32	36	0	0	148	144					2	4	2	4		100	25,000
2094	Niobrara	do	Anthony Middleton	1		11	11			79	84	0	0	0	0	0	0	0	0		70	8,000
2095	Norfolk	do	J. A. Hornberger	1	3	30	35					10	10	5		4	4	4	3		250	35,000
2096	Northbend	do	I. J. Truman	1	1	25	21	0	0	151	151					0	0	0	0		75	13,000
2097	North Loup	do	Jas. O. Ganoe	1		1	9	0	0	64	61	0	0	0	0	0	0	0	0		150	4,000
2098	North Platte	do	J. C. Orr	2	0	23	42	0	0	0	0					4	8				250	20,000
2099	Oakland	do	D. E. Reese	1	1	14	15	0	0	148	128	3	2	0	0	4	5	4	5		113	15,000
2100	Odell	do	W. F. Hargrove	1		4	7	0	0	5	9	0	0	4	7	1	5	1	5		80	5,000
2101	Ogallala	do	M. F. Laughlin	1	0	10	17	0	0	7	13	0	0	0	0	0	0	0	0		11	5,500
2102	Ohiowa	do	V. D. Timmerman	3	0	5	8	0	0	50	77	1	3	2	5	0	0	0	0		300	7,000
2103	Omaha	do	Homer P. Lewis	5	22	318	574	7	8	0	0	50	33			22	40	15	11		1,500	450,000
2104	O'Neill	do	T. M. Morrow	1	1	8	19	0	0	0	0	0	0	1	0	0	0	0	0		50	
2105	Ord	do	Geo. I. Kelley	1	2	35	35			195	185	5	5	5	5	1	8	1	2		150	18,000
2106	Osceola	do	M. R. Snodgrass	2	0	20	29	0	0	145	124	2	1	2	2	5	9	3	1		150	15,000
2107	Oxford	do	W. T. Oates	1	0	25	20	0	0	0	0					3	2	1	0		0	10,000
2108	Pawnee City	do	H. M. Brayton	2	1	21	52			234	270	0	0			3	11	1	3		632	23,775
2109	Pender	do	C. C. Matter	1	0	5	20	0	0	140	140					1	9	0	3			18,000
2110	Ponca	do	B. H. Culver	1	1	7	21	0	0	190	196	0	0	3	2	0	3	0	2		2,000	8,800
2111	Ravenna	do	W. H. Bartz	1	0	12	25	0	0	106	89					0	4			3		6,000
2112	Riverton	do	L. A. Carnahan	2		4	16	0	0	78	95	0	0	0	0	1	2	0	0		53	5,500
2113	Roseland	do	M. M. Paterson	1	0	20	20	0	0	45	55					0	0	0	0	3	100	5,000
2114	Rulo	do	J. C. Whitescarver	1	0		7	0	0	110	106	0	0	0	0	0	3	0	0		30	17,000
2115	St. Edward	do	F. H. Abbott	1	2	14	18	0	0	83	79	0	0	0	0	0	0	0	0		100	2,500
2116	Salem	do	C. W. Whitehead	1	1	13	18			6	3					0	0	0	0		48	5,000
2117	Schuyler	do	A. B. Hughes	1	2	22	46	0	0	0	0					4	11	3	10	4		
2118	Scribner	do	L. A. Williams	1	2	19	18	0	0	4	0	5	1	10	8	1	1	1	1		45	10,000
2119	Seward	do	Geo. F. Burkett	2	0	17	40	1	0	312	324	3	7			3	7	3	7		200	
2120	Shelby	do	J. M. Haskins	1	2	11	8			98	101		1			1	2		1	4	62	
2121	Shelton	do	H. Hull	1	1	4	20	0	0	111	120	0	0	0	0	1	8	1	8		70	8,000
2122	Shickley	do	F. Skipton	1		28	20	0	0	85	75					0	0	0	0		100	3,500
2123	Sidney	do	F. D. Hyde	1	0	12	9	0	0	138	142	1	1			1	3	1	1		125	20,100
2124	Silvercreek	do	E. D. Lehman	1		10	12			40	78			10	12	3	4	3	4		50	8,000
2125	South Omaha	do	W. J. Taylor	1	3	10	23	0	0					2	1	0	3	0	1	4	500	50,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEBRASKA—continued.																					
2126	Stanton	High School	Ellen M. Austin	....	2	16	20	....	....	84	132	....	....	....	....	3	5	3	3	....	60	$10,000
2127	Stella	do	J. L. Mishler	1	....	7	3	0	0	73	67	....	....	....	....	2	1	2	....	....	....	3,000
2128	Sterling	do	S. P. Arnot	1	1	13	15	....	....	107	129	4	2	3	1	3	4	3	1	3	142	12,000
2129	Stratton	do	Nellie Sparlin	1	....	2	4	0	0	11	14	1	2	2	3	0	0	0	0	....	12	6,000
2130	Stromsburg	do	G. W. Crozier	2	1	10	18	0	0	146	154	0	0	4	5	3	7	3	5	3	350	10,000
2131	Superior	do	Isaac E. Wilson (supt.)	1	2	38	75	0	0	233	252	0	1	2	0	2	1	2	1	4	177	37,500
2132	Sutton	do	Alex. Stephens (supt.)	1	1	11	30	0	0	267	265	....	....	....	....	1	8	1	8	....	200	20,000
2133	Syracuse	do	A. L. Caviness	1	2	17	26	0	0	118	127	8	10	....	....	3	9	2	6	3	418	12,000
2134	Tablerock	do	W. V. Weimer	1	1	26	29	....	....	....	....	....	....	....	....	2	4	....	....	....	70	6,000
2135	Talmage	do	W. H. Sublette	1	....	....	13	0	0	65	57	....	5	....	....	....	9	....	....	....	500	8,000
2136	Tecumseh	do	M. B. C. True	1	2	20	38	0	0	246	257	....	....	....	....	2	3	2	3	....	334	14,922
2137	Tekamah	do	A. V. Sunderlin	2	1	50	61	0	0	0	0	4	5	6	7	5	4	3	3	....	....	....
2138	Tobias	do	S. W. Witman	1	1	10	9	0	0	14	17	....	....	....	....	3	2	3	1	....	163	5,000
2139	Trenton	do	J. G. Caster	1	....	2	2	0	0	8	10	....	....	....	....	1	....	....	....	....	....	2,500
2140	Ulysses	do	F. E. Adams	1	5	30	30	0	0	104	99	30	30	....	....	3	8	3	8	4	18	5,000
2141	Valparaiso	do	Mrs. L. M. Guttery	....	1	4	5	0	0	16	23	4	5	0	0	4	5	4	5	....	40	2,500
2142	Verdon	do	Minnie G. Himes	....	1	5	11	0	0	85	97	0	0	1	1	1	1	....	....	....	40	290,000
2143	Wahoo	do	Isaac W. Bender	2	1	40	47	0	0	303	313	40	47	0	0	4	10	4	10	....	500	....
2144	Wayne	do	B. W. Ashley	1	2	19	26	....	....	202	225	6	4	3	0	5	6	5	6	....	25	14,600
2145	Weeping Water	do	A. H. Waterhouse	2	....	20	29	....	....	125	140	13	21	....	....	1	5	1	0	....	0	15,000
2146	Westpoint	do	D. C. O'Connor	1	1	20	19	0	0	169	151	1	1	0	0	3	5	2	1	....	100	25,000
2147	Wilber	do	R. M. Thomson	1	1	18	21	0	0	239	218	....	....	....	....	5	7	2	2	....	650	17,000
2148	Wilsonville	do	J. D. Phillips	1	....	17	18	0	0	35	40	....	....	....	....	....	....	....	....	....	0	2,800
2149	Wisner	do	C. H. Beaver	1	1	34	26	....	....	159	135	....	....	2	....	3	....	2	....	4	147	....
2150	Wood River	do	A. H. Seymour	1	0	5	9	0	0	96	106	0	0	0	0	0	0	0	0	....	0	6,300
2151	Wymore	do	Miss Elizabeth Humphrey.	1	3	50	52	....	....	260	298	....	....	....	....	2	3	2	2	....	360	50,000
2152	York	do	B. G. Moulton	3	1	50	70	....	....	....	....	10	10	10	10	2	5	....	4	....	650	60,000

	NEVADA.																					
2153	Austin	High School (dept.)	W. M. Greenwell	1	2	25	25	0	0	70	80	10	15	....	....	6	6	0	0	....	200	4,000
2154	Battle Mountain	High School	H. E. Witherspoon	1	0	6	6	0	0	30	44	0	0	6	6	0	0	0	0	....	100	2,500
2155	Canon City	do	H. H. Howe	1	1	47	68	0	0	236	220	0	0	0	0	4	7	0	0	....	250	20,000
2156	Eureka	do	J. Jones, jr	2	0	7	23	....	....	8	15	....	....	....	....	1	3	1	3	....	20	25,000
2157	Goldhill	do	R. C. Storey	1	1	18	32	....	....	....	....	....	....	1	6	2	6	1	6	....	300	20,000
2158	Virginia City	do	Chas. L. McLane	1	1	21	57	0	0	290	312	....	....	....	....	3	10	....	....	....	630	50,000
2159	Wadsworth	do	G. E. Arnold	1	0	5	10	0	0	48	47	0	0	0	0	0	3	0	0	....	0	4,500
	NEW HAMPSHIRE.																					
2160	Amherst	High School	C. A. Crooks	1	0	3	9	0	0	6	8	0	0	0	0	0	0	0	0	....	25	5,000
2161	Antrim	do	E. B. Lincoln	1	....	5	17	0	0	....	....	....	....	....	....	0	0	....	....	....	100	2,000
2162	Berlin	do	Geo. F. Babb	1	1	17	17	0	0	0	0	4	3	....	....	0	0	0	0	....	.....	2,500
2163	Bethlehem	do	Hiram I. Ward	1	1	10	13	0	0	25	32	1	0	0	0	1	0	1	0	....	108	5,000
2164	Bristol	do	Albert L. Pitcher	1	0	5	9	0	0	14	8	1	2	....	....	....	2	....	2	....	25	.....
2165	Charleston	do	Henry C. Sanders, jr	1	....	18	20	0	0	0	0	0	0	3	1	0	0	....	....	....	20	1,000
2166	Claremont	Stevens High School	Melville C. Smart	1	5	19	34	0	0	0	0	5	4	2	....	4	16	2	....	4	582	27,000
2167	Concord	High School	Jno. F. Kent	1	5	119	166	0	0	0	0	12	10	1	0	13	18	6	2	4	1,000	100,000
2168	Dover	do	Frank W. Whitney	3	5	51	112	0	0	0	0	3	12	10	6	9	10	4	3	4	414	.....
2169	Exeter	do	A. Burbank	1	1	50	0	0	0	....	....	6	0	8	0	10	0	....	....	....	50	10,000
2170	Farmington	do	Albert B. Allen, A. M	1	1	23	38	0	0	0	0	....	....	....	....	1	4	0	0	....	.....	17,000
2171	Franklin Falls	do	W. Scott Ward	1	2	35	35	0	0	0	0	6	0	3	0	5	5	4	1	4	300	75,000
2172	Goffstown	do	Jas. A. MacDougal	1	0	12	25	0	0	0	0	0	0	0	0	3	0	0	....	....	20	.....
2173	Gorham	do	F. L. V. Spaulding	1	1	28	36	0	0	0	0	0	0	0	0	5	9	0	5	4	525	6,500
2174	Great Falls	do	J. M. Russell	1	2	21	29	0	0	0	0	....	....	....	....	3	7	2	5	....	150	20,000
2175	Greenland	Brackett Academy	Mary E. Spear	....	1	6	11	....	....	10	9	1	0	0	0	3	4	0	0	....	150	4,000
2176	Hampton	High School	Jack Sanborn	1	2	10	14	1	0	0	0	....	....	....	....	5	8	....	....	....	.....	.....
2177	Henniker	do	F. L. Pugsley, A. B	1	....	8	10	0	0	17	20	0	0	0	0	0	2	0	0	4	15	1,000
2178	Hinsdale	do	C. H. Patterson	1	2	8	34	0	0	0	0	2	18	2	....	2	6	2	2	4	912	6,000
2179	Hollis	do	Fred. W. Dudley	1	0	10	12	0	0	0	0	0	0	2	0	3	2	2	0	....	200	6,000
2180	Keene	do	Robt. A. Ray	2	3	50	73	0	0	0	0	10	22	20	0	7	12	3	5	3	550	.....
2181	Laconia	do	Wm N. Cragin	2	2	52	70	0	0	0	0	6	10	5	....	1	3	1	1	....	.....	30,000
2182	Lancaster	do	D. T. Timberlake	1	1	13	26	0	0	18	18	....	....	....	....	....	2	....	....	....	.....	.....
2183	Lisbon	do	Chas. L. Wallace	1	1	30	23	0	0	0	0	7	4	0	0	5	4	2	0	4	25	30,000
2184	Littleton	do	Chas. A. Williams	1	2	32	52	0	0	....	....	2	2	....	....	10	7	0	2	....	200	22,000
2185	Manchester	do	Albert Somes	4	6	151	167	0	0	0	0	22	14	9	0	30	35	9	7	4	400	.....
2186	Milford	do	Fred J. Allen	3	3	36	32	0	0	12	14	8	4	....	....	1	8	1	0	....	200	.....
2187	Milton Mills	do	Henry L. Woodward	1	0	4	6	....	....	3	2	0	0	0	0	0	0	....	....	....	.....	3,000
2188	Nashua	do	Lemuel S. Hastings	3	4	91	129	0	0	0	0	12	18	....	....	13	13	4	3	....	200	125,000
2189	New Boston	do	Miss M. B. Adams	....	1	3	11	....	....	9	11	....	....	....	....	....	....	....	....	....	10	4,500
2190	New Market	do	F. T. Johnson	1	0	16	28	0	0	0	0	2	6	2	2	2	8	2	4	....	0	15,000
2191	Newport	do	F. O. Chellis	1	2	20	28	....	....	5	5	5	0	3	4	5	6	3	2	4	300	10,000
2192	Peterboro	do	Ella C. Abbot	0	3	20	39	0	0	0	0	....	1	2	....	0	0	....	....	....	0	12,000
2193	Pittsfield	do	Jas. H. Johnson	1	1	21	32	0	0	0	0	7	5	0	0	1	1	1	0	....	0	25,000
2194	Plymouth	do	M. S. Getchell	3	3	15	40	....	....	....	....	....	....	7	28	3	7	....	....	....	.....	.....
2195	Portsmouth	do	Irving H. Upton	3	4	83	101	1	1	0	0	8	9	....	....	12	9	3	1	4	700	35,000
2196	Raymond	do	Lizzie C. True	....	1	29	24	....	1	....	....	....	....	....	....	....	....	....	....	....	.....	.....
2197	Walpole	do	L. E. Sherwin	1	1	14	22	0	0	26	26	1	....	....	....	0	0	0	0	....	45	8,000
2198	Warner	Simond's High School	J. M. Barton	1	1	16	25	....	....	8	15	....	....	10	15	1	9	1	1	....	1,200	12,000
2199	Washington	Tubb's Union Academy	E. E. Farnsworth	1	0	3	2	0	0	6	7	0	0	2	0	0	0	0	0	....	0	.....
2200	West Lebanon	High School	Samuel P. French	1	1	8	16	0	0	0	0	3	3	2	5	2	0	2	0	....	0	15,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEW HAMPSHIRE—continued.																					
2201	Whitefield	High School	Henry W. Hurd	1	1	8	15	0	0	169	149	0	0	5	8	1	5	1	1	....	26	$8,000
2202	Wilton	do	Frank B. Pelton	1	0	7	16	0	0	6	1	0	0	0	0	2	3	0	0	....	0	2,000
2203	Winchester	do	W. O. Smith	1	1	20	22	0	0	.....	.....	2	13	18	9	4	3	1	1	....	100	10,000
	NEW JERSEY.																					
2204	Atlantic City	High School	Henry P. Miller	1	3	50	97	1	2	1,083	1,081	....	....	....	....	8	16	....	....	....	1,500	.....
2205	Belvidere	do	R. M. Van Horn	1	1	6	33	0	0	130	131	2	4	2	0	0	0	0	0	....	75	20,000
2206	Belleville	do	Wm. H. Winslow	1	2	17	15	....	....	178	182	....	....	....	....	3	5	....	....	....	1,200	.....
2207	Bloomfield	do	Jno. B. Dunbar	2	3	31	65	0	0	0	0	7	5	8	11	8	12	2	3	....	632	.....
2208	Boonton	do	L. J. Whitney	0	2	10	27	0	0	13	12	0	0	0	0	3	5	0	0	....	500	12,000
2209	Bridgeton	do	Chas. H. Platts	1	2	35	46	0	0	17	24	0	0	2	5	13	12	....	....	....	.....	35,000
2210	Caldwell	do	Clarence E. Hedden	1	1	22	26	0	0	96	112	3	0	4	0	6	6	....	....	....	100	.....
2211	Camden	do	Horatio Draper	2	4	64	49	3	4	.....	.....	0	0	0	0	14	0	0	0	....	93	4,000
2212	Chatham	do	Frank O. Payne, M. S.	1	1	26	13	0	0	0	0	0	0	5	2	2	5	1	3	....	356	1,200
2213	Clinton	do	E. J. Frey	1	0	11	21	0	0	69	68	0	0	0	0	0	0	0	0	....	128	6,500
2214	Cranford	do	Richard E. Clement	1	1	19	24	1	0	141	119	0	0	1	3	2	8	1	3	....	115	15,000
2215	Dover	do	J. H. Hulsart	1	4	11	30	....	1	575	523	....	....	2	1	2	8	1	0	3	150	4,000
2216	Dunellen	do	A. J. Whitney	1	0	9	11	0	1	119	131	0	0	3	4	1	1	....	1	....	110	6,000
2217	East Orange	do	Vernon L. Davey	2	8	84	155	2	2	34	33	27	23	6	....	6	17	2	1	4	785	125,000
2218	Egg Harbor City	do	H. C. Krebs, B. S., Ph. B.	1	0	9	6	0	0	180	165	....	....	2	3	9	6	1	....	....	300	.....
2219	Elizabeth	Battin High School	Miss L. H. Sayre	....	5	31	84	2	3	4	18	....	....	....	....	2	17	....	....	....	436	53,350
2220	Flemington	Reading Academy	S. B. Gilhuly, A. M.	1	0	17	25	0	0	158	157	0	0	5	0	5	6	2	0	....	135	12,000
2221	Freehold	High School	John Enright	2	2	87	83	27	24	175	184	0	0	4	0	6	8	2	....	....	1,000	22,000
2222	Gloucester	do	Wm. Dougherty	1	2	34	44	0	0	0	10	0	0	0	0	2	2	....	....	....	.....	.....
2223	Hackensack	Washington High School	Nelson Haas	2	1	38	34	0	0	270	229	....	....	6	2	7	5	2	1	....	.....	35,000
2224	Hammonton	Central High School	R. E. Salisbury	1	2	16	26	0	0	361	268	3	1	....	....	0	0	0	0	....	165	25,000
2225	Hightstown	High School	Theodore Green	1	....	7	7	0	0	140	140	0	0	0	0	1	2	....	....	....	300	13,000
2226	Hoboken	do	C. J. Brower	4	3	89	47	....	....	.....	.....	....	....	6	17	9	22	....	....	....	28	.....

2227	Keyport	do	S. V. Arrowsmith	2	2	32	45	13	15	324	322	0	0	1	3	3	15	0	2		876	30,000
2228	Long Branch City	do	C. Gregory	2	4	70	76	4	2	280	280	4	1			12	21	3	0		1,600	
2229	Madison	do	W. B. Matthews	1		7	8														600	
2230	Manasquan	do	S. B. Van Stone	1	2	53	80			168	145			12	10						225	15,000
2231	Millville	do	T. D. Sensor	1	1	30	47	2	1	10	15					5	3				395	
2232	Montclair	do	Randall Spaulding	3	7	90	118	0	3	0	0	12	19	11	10	2	11	2	3		1,416	150,000
2233	Moorestown	do	Geo. E. Megargee	1	1	14	26			211	272	0	0	0	1	0	0	0	0		238	15,000
2234	Morristown	do	W. L. R. Haven	1	3	33	47	0	1	500	504	2	1	4	3	4	4	2	1		270	
2235	Mount Holly	do	Chas. D. Raine	1	2	22	47	0	0	407	398					2	7				33	38,000
2236	Newark	do	E. O. Hovey	9	18	433	593			0	0	43	55			26	52	7	1	4	2,278	
2237	New Brunswick	do	W. C. Armstrong	2	6	110	120		2			6		20		12	13	6	2		3,000	75,000
2238	New Providence	do	Geo. J. Vogel	1	0	2	2	2	2	27	30	0	0	1	0	2	0	1	0		733	5,000
2239	Newton	do	Chas. J. Majory	1	1	22	28	0	0	250	250	0	0	0	0	3	7	0	0		0	
2240	Nutley	High School (dept.)	Wm. R. Wright	1	2	13	19	0	0	171	181	1				0	2	0	0		625	
2241	Orange	High School	Usher W. Cutts	1	3	36	38	0	0	139	150	10	5	5		2	2	1			534	45,000
2242	Paterson	do	L. H. White	2	9	128	127	0	0	24	68			25	8	24	58		1			95,000
2243	Plainfield	do	U. M. Maxson	2	4	70	98	0	2	0	0	11	3	4	0	8	15	4	2	4	1,100	
2244	Rahway	do	W. M. Simmons	2	1	9	24			166	159					1	8					
2245	Raritan	do	Geo. A. West	1	0	5	2	0	0	104	97	0	0	0	0	0	0		0		310	12,000
2246	Red Bank	do	Richard Case	1	3	14	39	0	1	363	339	0	0	2	4	2	14	1			675	
2247	Rockaway	do	G. R. Gerard	1	1	11	16	0	0	143	138					0	0	0	0		100	10,000
2248	Roselle	North High School	R. Howell Tice	1		4	12					0	0	1	0	0	5	0	0		275	12,000
2249	do	South High School	Miss R. Van Syckel		1	8	10			89	102					0	0	0	0		368	10,000
2250	Salem	High School	Wm. A. Storrie	1	1	11	31	0	0	0	0	0	0	2	0	2	8	2	0		100	5,000
2251	Somerville	do	J. S. Haynes	1	1	16	30	0	0	353	373					5	10					
2252	South Amboy	do	W. L. Heinecker, A. M.	1		13	14	0	0			1				2	6	1			588	1,200
2253	South Orange	Columbia High School	G. J. McAndrews, A. M.	1	2	36	32					6	4	13	8		4		4	4	400	16,000
2254	Summit	High School	E. Fred Knapp	1	3	11	11	0	0	85	109	0	0	4	2	2	3	1	0		370	45,000
2255	Toms River	do	F. A. North	1	0	13	24	0	0	126	99			1		2	2				300	10,000
2256	Trenton	do	W. H. Brace, A. M.	2	9	96	194	2	3					5		7	21	2			320	38,000
2257	do	Model High School	James M. Green	2	2	79	61	0	0	203	244	11	7	31	3	8	17		4			126,000
2258	Union	Conn. Farms. High School	Ambrose B. Kline	0	1	5	1	0	0	20	12					2	0				250	2,000
2259	Vineland	High School	H. J. Wightman	1	1	32	48		1							10	16	0	0		175	62,000
2260	Washington	do	J. C. Rush	2	1	15	35	0	0			0	0	0	0	1	2				260	28,000
2261	Westfield	do	Edwin Francis	1	2	34	43			206	237	2	1	2	1		3	0	2		400	35,000
2262	West Hoboken	do	Robert Waters	1	1	9	18	0	0	1,043	972	0	0	0	0	0	5	0	0		1,256	30,000
2263	West Orange	St. Marks High School	E. D. McCullom, A. M.	1	1	19	21	0	1	297	311	2	0	3	0	0	0	0	0	4	530	50,000
2264	Woodbridge	High School	Geo. W. Gamble	1	1	11	14	0	0	148	138	0	0	0	0	4	4	0	0	3	280	30,000
2265	Woodstown	do	Emily S. Sayre		3	15	30	5	12	113	192					0	4				120	3,500
	NEW MEXICO.																					
2266	Albuquerque	High School	Martha M. Winslow		1	7	14	0	0	15	13	1	0	2	0	0	4	0	0	4	75	12,000
2267	Bernalillo	do	Bro. Gabriel	1		10		0	0	114		4									700	2,000
2268	Deming	do	Geo. Selby	1		7	9			17	28	2	4	4	6	2	3	2	3		100	17,500
2269	East Las Vegas	do	J. A. Wood	1	1	17	18	2	1					4	7	3	3	1	1	2	25	16,000
2270	Eddy	do	E. O. Creighton	2	0	20	25	0	0	151	182	4	3	3	1	0	1	0	1	4	100	18,000
2271	Socorro	do	U. Francis Duff	1	0	10	5	0	0	20	8					0	0				0	
	NEW YORK.																					
2272	Addison	Union School	D. A. Blakeslee	1	3	44	53	0	0	0	0	1	1	15	12	1	3	1	0	4	2,000	40,000
2273	Akron	do	Orson Warren	1	2	21	26	0	0	169	173	3	2	0	0	4	3	0	0		550	12,600

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEW YORK—cont'd.																					
2274	Albany	High School	Oscar D. Robinson	10	15	313	460	0	3	0	0	----	----	----	----	31	59	----	----	----	7,000	$229,493
2275	Albion	do	Chas. A. Hamilton	1	7	24	34	0	0	39	51	10	4	15	12	5	3	5	2	4	2,780	32,000
2276	Alexander	Union School	J. L. Walthart, B. S	1	2	15	22	0	0	32	18	2	0	----	----	0	0	0	0	----	1,115	6,845
2277	Amsterdam	do	Jno. G. Serviss	1	2	18	22	0	0	500	660	3	----	2	----	3	2	2	1	2	600	30,000
2278	Andes	do	Avery W. Skinner	1	----	10	8	0	0	75	88	10	1	3	----	3	1	2	1	----	600	4,500
2279	Andover	do	Burdette B. Brown, A. M.	2	0	8	22	0	0	119	128	1	2	4	0	0	1	0	0	4	261	5,902
2280	Angola	do	C. W. Vandergrift	1	----	8	12	0	0	96	100	----	----	----	----	6	2	1	0	----	400	----
2281	Apalachin	do	Lewis Carris	1	0	18	26	0	0	34	46	1	1	2	0	0	0	0	0	----	----	----
2282	Argyle	do	Jas. G. Hunt	1	1	17	16	----	----	----	----	4	4	----	----	4	5	4	2	----	1,087	3,160
2283	Attica	do	Arthur M. Preston	1	3	76	49	0	0	205	245	7	5	13	2	3	4	3	2	----	1,736	30,000
2284	Auburn	do	Wm. P. Thompson	4	8	163	270	----	2	----	----	23	10	25	10	15	33	7	5	4	685	125,000
2285	Avoca	do	Wm. W. Miller	1	1	20	30	0	0	80	80	0	0	0	0	0	0	0	0	----	400	5,125
2286	Avon	do	Reuben J. Wallace	1	2	25	43	0	0	75	100	1	1	4	6	3	3	1	1	----	929	8,000
2287	Babylon	do	Frederick H. Lane	1	2	20	30	----	----	140	160	----	----	----	----	3	3	3	3	4	2,256	44,150
2288	Bainbridge	do	F. W. Crumb, A. M	1	2	40	42	0	0	80	124	7	4	16	5	4	5	3	2	----	1,200	20,000
2289	Baldwinsville	do	A. W. Emerson, B. S	1	3	57	66	1	0	309	313	1	0	3	3	12	16	6	4	4	1,100	46,000
2290	Batavia	do	Jno. Kennedy	1	6	100	220	----	----	0	0	2	15	10	15	6	14	4	6	4	10,460	141,765
2291	Bath on Hudson	do	Geo. H. Quay	1	----	4	3	0	0	233	279	0	0	0	0	0	0	0	0	----	85	17,000
2292	Bay Shore	do	Enos S. Wood	1	1	13	14	0	0	230	230	----	----	----	----	0	0	0	0	----	600	40,000
2293	Belfast	do	C. W. Southworth	1	2	10	16	----	----	82	126	3	6	----	----	3	6	1	1	----	558	9,675
2294	Bergen	do	Dan B. Albert	1	1	10	19	0	0	65	81	1	1	0	0	0	0	----	----	----	576	10,000
2295	Berkshire	High School	Arthur Belden	1	----	29	17	0	0	37	47	----	----	----	----	----	----	----	----	----	----	----
2296	Bolivar	Union School	A. J. Glennie	1	2	16	22	0	0	128	133	4	1	0	4	2	1	2	0	----	595	6,041
2297	Boonville	do	C. H. Warfield	1	3	53	59	0	0	9	10	----	----	3	4	3	9	1	2	4	400	11,000
2298	Brewster	do	Henry S. Purdy	1	1	18	30	0	0	162	138	1	2	1	4	2	2	1	----	----	350	500
2299	Brookfield	Academy	C. E. Osborne	1	1	10	13	----	----	60	72	----	----	----	----	3	2	----	----	----	800	5,335
2300	Brooklyn	Boys' High School	A. G. McAllister	31	----	800	----	4	----	0	----	84	----	74	----	84	----	10	----	4	1,649	274,710
2301	do	Girls' High School	Calvin Patterson	4	62	0	1,798	0	15	0	580	0	63	0	10	0	168	0	7	4	500	----
2302	Buffalo	High School	F. A. Vogt	8	27	518	776	0	2	74	79	80	18	----	----	57	72	26	8	3	2,267	213,797
2303	Cambridge	Union School	Jas. E. Potter	2	1	19	43	0	0	140	200	4	5	2	10	4	11	4	11	----	2,421	26,675
2304	Camden	High School	D. D. Van Allen, A. M	1	1	40	55	0	0	125	175	0	0	----	----	3	5	3	2	----	400	20,000

2305	Campbell	Union School	Minnie B. Newell		1	15	15			41	31	2			2						38	4,150
2306	Canajoharie	do	S. McKee Smith	1	2	31	31	0	0	195	208	0	1	10	7	3	2	2	1		1,070	36,500
2307	Canandaigua	do	Henry L. Taylor	3	6	49	96	0	0	372	484	3	8	12	7	3	5	2	2	4	3,056	89,528
2308	Canaseraga	do	Henry E. Adams	1	1	7	15	0	0	92	86	2	0			1	0	0	0	2	600	9,200
2309	Canastota	do	Geo. H. Ottaway	1	2	42	51	0	0	178	249	0	0	2	1	6	8	0	1	3	1,149	16,681
2310	Candor	do	Chester G. Sanford	1	1	23	36	0	0	90	84	1	0	0	0	0	1	0	0		621	9,600
2311	Canton	do	Mr. Fred C. Foster	1	3	51	61	0	0	177	177	6	2	8	2	14	3			3	1,169	33,700
2312	Carthage	High School	M. F. Perry	1	2	30	50	0	0	140	130	2	2	3		3	2	1	1		600	35,000
2313	Castile	Union School	Geo. H. Stratton	1	1	16	21	0	0	130	102					0	4	0	0		325	6,500
2314	Catskill	Academy	Mabel Doolittle	2	3	20	21	2	0	35	45	6	4			9	8	4	4	4	530	3,000
2315	Cattaraugus	High School	Jas. V. Sturges	1	1	10	18	0	0	191	149	4	0	0	0	7	11	1	0		1,200	25,000
2316	Central Square	do	A. G. Bugbee	1	1	4	7	0	0	74	62	0	0	0	0	2	2	0	0	4	500	6,200
2317	Charlotte	Union School	E. J. Manly	1	1	3	9	0	0	106	140	0	0	0	0	0	0	0	0		475	12,750
2318	Chateaugay	Academy	Edward L. Stevens	1	7	38	60	0	0	180	200			3	4	2	4	1	1	3	1,000	12,850
2319	Chittenango	Yates Union School	N. P. Avery	1	1	13	16	0	0	23	23	1	1	5	4	4	3	3	1	4	2,745	13,400
2320	Clarence	Parker Union School	E. A. Parks	1	3	35	40	0	0	115	85	0	0	0	0	5	9	1	0		1,500	5,000
2321	Clayton	Union School	Chas. A. Shaver	1	2	45	55	0	0	130	145					5	8				250	
2322	Clyde	High School	Alvin B. Bishop	1	4	55	70	0	0	156	194	2	2	1	2	2	4	1	2		1,600	35,000
2323	Cobleskill	do	W. H. Ryan	1	3	35	65	0	0	147	203	3	2			5	6	1	1		800	45,000
2324	Cohoes	Egberts Institute	Geo. M. Strout	1	3	10	22	0	0	0	0	9	9	0	0	2	15	2	2		200	30,000
2325	Cooperstown	Union School	Strong Comstock, A. M.	1	4	40	37	0	0	181	192	1	0			4	5	3	0		2,842	30,354
2326	Copenhagen	do	Fred A. Walker	1	1	29	44	0	0	48	60	2	2	1		1	3	1	3		685	6,185
2327	Corinth	do	A. M. Hollister, A. M	1	2	4	8	0	0	196	188	0	0	1	2	0	0	0	0	4	405	35,000
2328	Corning	Academy	Leigh R. Hunt	1	4	31	67	0	0			4	3			3	4	2	0		1,367	70,000
2329	Cornwall on the Hudson.	Union School	Nathan B. Chase	1	1	18	23	0	0	180	189	0	0	0	0	1	3				1,200	12,000
2330	Coxsackie	do	Geo. W. Fairgrieve	1	1	6	12	0	0			2	1	3	4	3	7	0	4	4	672	22,653
2331	Crown Point	do	Ernest E. Race	1	0	11	19	1	1	4	3	2	0	0	3	1	1	1	1		1,000	800
2332	Cuba	do	J. E. Dewey	1	2	50	90	0	0	120	129	4	4	2	2	5	6	2	2		295	16,000
2333	Dansville	do	W. G. Carmer	1	3	38	65	0	0	194	215	0	0	15	20					3		34,430
2334	Deposit	Academy	S. D. Arms, A. M.	1	2	30	32	0	0	0	0	7	1	0	0	8	4	6	0		1,411	25,000
2335	De Ruyter	Union School	Geo. W. Lang	1		5	5	0	0	65	105	3	0	1	0	2	3	0	0	4	300	5,000
2336	Dolgeville	Academy	A. W. Smith	2	3	15	41			0	0			3	5	1	6				1,500	20,000
2337	Dryden	Union School	M. J. Fletcher	1	2	42	37	0	0	64	87	0	2	7	2	3	2	2	0		629	7,158
2338	Dunkirk	do	J. Edman Massee	2	2	33	65	0	0			5	3	10	15	4	8	1	3		121	33,000
2339	East Aurora	do	Chas. Goldsmith	1	2	55	99	0	0	197	220	1	2	1	1	8	8	2	2	3	1,575	40,000
2340	East Bloomfield	do	A. E. Neeley	1	2	7	5	0	0	48	43	0		0		0	4	0	0	3	990	5,290
2341	East Syracuse	do	Carrie M. Peet	0	3	19	32	0	0	202	318	0	0	0	0	2	5	0	0		1,000	50,000
2342	Elizabethtown	do	H. D. Hoffnagle, A. B	1	1	4	14	0	0	53	53	1	2			1	1				450	6,000
2343	Ellenville	do	F. A. Woodward	1	5	18	46	0	0	36	42	0	0	0	0	4	5	0	0		150	3,000
2344	Ellicottville	do	W. S. Hubbard	1	0	8	19	0	0	22	30	0	0	0	0	0	1	0	0		700	17,000
2345	Ellington	Academy and Union School.	E. M. Storms	0	3	17	25	0	0	50	51	2	6	0	0	2	6	2	4		423	
2346	Elmira	Academy	Herbert M. Lovell	1	7	151	156	2	0	0	0					19	16	1	5		1,861	68,871
2347	Fair Haven	Union School	G. A. Jacobs, M. S	1	2	24	27	0	0	1	10			3	1	3	3	3	2	3	350	1,200
2348	Falconer	do	J. S. Wright	2	0	6	17	59	67	0	0	0	0								200	18,000
2349	Fishkill	High School (dept.)	E. B. DuMond	1	0	4	1	0	0	11	8	0	0	0	0	4	1	0	0	2	325	9,815
2350	Florida	Seward Institute	Arthur J. Clough	1	1	17	20	0	0	75	85	1	0	2	0	0	0	0	0		725	19,000
2351	Fonda	Union School	Chas. A. Coons	1	1	7	32	0	0	118	150	0	0	0	0	1	7	0	2	3	978	18,521
2352	Forestville	Academy	A. C. Anderson	1	2	40	42	0	0	75	87	1	2	6	10	4	2	3	2		800	10,000
2353	Fort Covington	do	Lester W. Ward	1	2	6	12	0	0	83	186	0	0	0	0	0	1	0	0		320	8,798
2354	Fort Edward	Union School	Frank D. Russell	1	2	10	20	0	0	160	317					0	1	0	0		1,200	36,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEW YORK—cont'd.																					
2355	Fort Plain	Union School	R. H. Bellows	1	1	4	7	0	0	220	234	0	0	0	0	0	0	0	0	3	524	$19,411
2356	Frewsburg	....do	P. E. Marshall	2	1	20	30	...	...	94	80	...	...	...	...	3	5	0	0	3	200	7,000
2357	Friendship	Academy	T. H. Armstrong	1	1	14	10	4	8	171	152	4	6	2	0	1	1	1	1	....	749	19,147
2358	Fulton	Union School	B. G. Clapp	1	6	110	140	0	0	540	610	5	4	10	5	3	7	2	3	4	1,300	60,000
2359	Gainesville	....do	S. L. Strivings	1	1	9	13	0	0	39	43	0	0	0	0	0	0	0	0	3	246	.....
2360	Geneva	Classical and Union School.	W. H. Truesdale	1	4	56	101	0	1	528	533	17	16	10	12	3	8	3	4	4	3,720	81,862
2361	Glens Falls	Union School	Nellie Farmer	0	7	53	85	0	0	0	0	0	0	5	7	7	13	3	4	....	4,000	45,000
2362	Gloversville	High School	Robt. J. Hughes	1	2	29	54	0	0	79	114	22	13	25	0	5	13	5	2	....	.....	30,315
2363	Gouverneur	Seminary	John C. Bliss	2	4	57	63	0	0	53	67	...	...	...	...	4	6	1	3	3	.....	16,076
2364	Gowanda	Union School	Chas. A. Black, A. M.	1	2	50	58	0	0	150	140	0	0	10	0	7	8	4	0	....	700	20,000
2365	Granville	....do	Raymond E. Brown	1	1	17	23	...	...	235	265	11	9	0	0	0	4	0	2	4	500	10,302
2366	Greene	....do	Wm. N. Harris	1	1	16	22	0	0	123	102	0	0	0	0	2	6	0	0	4	1,200	8,400
2367	Greenport	....do	C. R. Stiles	1	2	20	33	0	0	188	239	0	0	9	10	2	3	0	0	....	687	22,725
2368	Greenwich	....do	C. L. Morey	1	3	60	43	0	0	230	243	10	2	8	6	5	2	4	0	4	1,700	12,000
2369	Groton	....do	O. W. Wood, Ph. B	1	2	26	31	0	0	10	10	2	1	6	4	4	7	4	7	....	850	25,000
2370	Hamburg	....do	Byron H. Heath	1	3	65	78	0	0	210	230	0	0	...	...	5	8	....	....	....	1,101	18,000
2371	Hamilton	....do	Chas. H. Van Tuyl	1	2	40	95	0	1	160	155	...	...	...	...	2	8	....	....	....	900	.....
2372	Hammondsport	....do	E. A. Rhodes, A. M	1	1	23	21	0	0	90	96	0	0	4	4	3	3	3	0	....	526	14,000
2373	Hancock	....do	Lincoln R. Long	1	2	17	39	0	0	99	131	1	2	...	...	5	3	0	0	....	385	8,500
2374	Havana	....do	H. C. Jeffers	1	....	8	7	...	...	77	68	...	...	...	...	2	2	....	....	4	350	3,000
2375	Hempstead	High School	A. C. Almy	1	1	20	30	0	0	260	290	...	...	2	....	5	....	2	....	....	1,200	30,000
2376	Herkheimer	Union School	A. G. Miller	1	2	19	35	...	...	372	386	2	4	1	2	4	4	1	2	....	.....	26,628
2377	Highland	....do	Frank F. Gray	1	0	7	11	0	0	88	100	0	0	2	0	0	0	....	....	4	600	4,700
2378	Highland Falls	....do	Gerome Denna	1	1	15	25	...	...	144	235	...	...	...	...	4	5	....	....	....	300	25,000
2379	Hobart	....do	Mrs. H. M. Mace	1	3	9	19	0	0	8	1	3	....	....	....	0	2	0	0	....	700	4,000
2380	Hogansburg	Academy and Union School.	M. S. McGarr	2	....	8	18	0	0	141	158	2	3	3	1	0	8	0	3	....	1,375	6,000
2381	Holland Patent	Union School	John C. Chase	2	1	3	6	0	0	89	61	1	2	...	...	0	2	0	1	....	800	11,000
2382	Holley	....do	H. D. Hopkins	1	1	15	12	0	0	158	168	0	0	5	10	0	0	0	0	....	632	13,967

2383	Homer	do	L. H. Tuthill	2	2	40	78	0	0	220	206	0	4	4	0	0	9	0	5	3	1,000	40,000
2384	Honeoye	do	L. A. Toepp	1	1	15	13	0	0	48	36	0	2	2	1	0	0	0	0	3	150	5,000
2385	Hoosic Falls	High School	Arthur G. Clement	3	2	25	25	0	0	370	365	1	0								1,934	
2386	Hornellsville	Academy	Wm. R. Prentice	1	8	93	218	0	0	0	0	3	4			10	20	2	3	4	2,000	43,458
2387	Horseheads	Union School	P. T. Marshall	1	2	28	48	0	0	5	8	1	2	0	3	0	11	0	0		619	25,000
2388	Howard	do	A. D. Miller, Ph. B	1	1	25	16	0	0	24	23	3		1		6	4	3	0			3,000
2389	Hudson	High School	F. J. Sagendorph	1	1	36	32	0	0	0	0	1	2			3	6	0	0	3	5,000	5,000
2390	Huntington	Union School	C. J. Jennings	2	3	36	55	0	0	251	233	4	5	4	1	4	14	2	4	4	1,131	20,945
2391	Ilion	do	Judson I. Wood	1	6	47	72	0	0	23	33					5	15	0	0		295	10,000
2392	Irvington	Union School	R. A. McDonald	2	4	44	46	2	2	213	184	0	0		2	0	2	0	0		2,196	60,000
2393	Ithaca	High School	F. D. Boynton	3	6	187	253	1	2							32	28	32	14	4	624	103,950
2394	Jamestown	do	R. R. Rogers	2	8	110	181	1	2	66	86	4	8			8	21	6	2	3	3,177	108,800
2395	Johnstown	do	Wm. S. Snyder	1	5	61	71	0	0	0	0	3	0	3	2	7	1	7	1		8,207	50,000
2396	Jordan	Academy	W. S. Lattimer	1	2	40	60	0	0	125	125	3	1	1	0	0	2	0	0		1,500	25,000
2397	Keeseville	Union School	Leland L. Landers	1	1	11	10	0	0	85	115	0	1	2	0	4	0	2			1,249	10,490
2398	Kingston	Academy	Henry W. Callahan	3	7	125	168	0	1	0	0	14	13	2	0	10	25	4	1	4	1,502	53,027
2399	Knowlesville	Union School	J. W. Filer	1	2	4	6		1	53	48	1	2	2	3	0	0	0	0		341	8,490
2400	Leonardsville	do	Ernest E. Henman	0	2	20	25	0	0	31	64	0	0	2	1	1	6	0	0	3		2,500
2401	Le Roy	do	Miss Emma Henderson	0	4	42	38	0	0	11	14	2	2	8	5	8	6	5	1	3	1,092	19,318
2402	Limestone	do	E. A. Babcock	1		5	10			8	37			1	2	1					200	3,500
2403	Lisle	Academy	D. S. Zimmer	1	1	16	20	0	0	34	50	2	1	1		3	2	2	1		425	4,500
2404	Little Falls	Union School	Marcellus Oakey	1	2	42	68	0	1	0	0	14	11	10	5	11	10	8	4		2,800	15,000
2405	Liverpool	do	H. E. Reed	1	1	8	8	0	0	23	19	0	1	1	0	0	0	0	0		750	4,000
2406	Lockport	do	Edw. Hayward	3	5	138	151	0	1	49	50	6	4	20	10	12	14	6	0		628	148,555
2407	Long Island City	High School	Edw. F. Fagan	1	3	15	71	1		32	55	0	0	0	0	0	8	0	0		194	
2408	Lyndonville	Union School	Edson L. Moore	1	2	8	10	0	0	47	65	1	0	0	0	0	0	0	0	2	700	3,000
2409	Lyons	do	W. H. Kinney	3	1	58	91	0	0	463	432	12		20	15	6	7	3	2		1,686	69,911
2410	McGrawville	do	Geo. D. Bailey	1	0	2	4	0	0	30	30	0	0	0	0	0	0	0	0		170	7,500
2411	Madison	do	C. J. Coleman	1	1	20	35	0	0	43	97			3	5	1	3	1	3	3	500	4,000
2412	Madrid	do	Erwin L. Hockridge	1	1	35	30	0	0	36	36	1		0	0	3	3	1	1		325	6,200
2413	Malone	Franklin Academy	E. D. Merriman	2	5	71	96			52	65	0	0	1	0	4	6	0	0	4	5,000	50,000
2414	Manlius	Union School	E. A. Winchell	0	4	7	10	0	0	103	120	0	0	0	0	2	1	0	0		1,040	6,621
2415	Marathon	do	W. A. Ingalls	1	1	12	17			90	122	1	1	2	2	4	3	3	3	3	264	5,800
2416	Marcellus	do	M. I. Hunt	1	2	24	40	0	0	88	74	0	0	0	0	1	3	0	0		402	14,447
2417	Margaretville	do	A. A. Lewis	1		6	21			80	72										668	
2418	Masonville	do	Guy V. Wilson	1	0	7	18	0	0	13	*15										26	
2419	Matteawan	do	G. R. Miller	1	2	16	25			296	322			3	2	2	9				500	
2420	Mayville	do	T. E. Lockhart	1	3	38	42	0	0	92	108	2	3	4	5	5	3	4	1		924	9,000
2421	Mechanicsville	do	L. B. Blakeman	1	2	35	30	0	0	310	340	0	1	0	0	2	4	0	0		525	36,000
2422	Medina	High School	Henry Pease	1	4	37	47	0	0	14	4	4	3	1		10	6	4	0	4	1,261	27,548
2423	Mexico	Academy	Melzer C. Richards	3	4	79	46	1	0	0	0	14	12	2	0	15	7	4	3		1,750	19,150
2424	Middleburg	Union School	H. H. Snell	1	2	52	42	0	0	100	147	1	0	0	0	5	1	3	0		944	24,448
2425	Middle Granville	do	Myra L. Ingals	1	3	20	20	0	0	75	75	0	0	0	0	0	0	0	0		335	9,500
2426	Middleport	do	E. G. Hughey	1	2	30	45	0	0	45	80	3	3	0	0	2	1	2	0	3	700	8,000
2427	Middletown	Wallkill Academy	Wm. A. Wilson	2	2	43	40	1	0	50	64					5	4			3	438	19,200
2428	Minaville	Union School	Christopher Keller	1	1	7	6	0	0	236	306					0	0	0	0		497	50,500
2429	Mohawk	do	W. E. Stearns	1		13	20	0	0	18	12	1	0	3	3	2	2	2	0		1,053	21,250
2430	Montgomery	do	Reuben Fraser	1	2	4	4			96	146	5	0	2	0	5	6	3	0		900	4,500
2431	Monticello	High School	Prof. O. Montrose	1	1	14	29	0	0	19	48	1	0			1				3	450	15,000
2432	Moravia	Union School	J. D. Bigelow	2	1	58	38	0	0	157	163	4	1	6	2	8	4	1	1	3	664	13,335
2433	Morris	do	W. D. Johnson	1	2	14	19	0	0	98	98	1	3	2		4	10	1	1		831	3,000
2434	Mount Morris	do	A. M. Curtis	1		14	16	0	1	14	14	0	0	1	1	0	0	0	0		908	17,970

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEW YORK—cont'd.																					
2435	Naples	Union School	B. W. Mosher	1	3	37	39	0	0	122	141	5	5	3	0	1	3	1	2	....	1,436	$28,200
2436	Newark	do	Jno. W. Robinson	1	1	12	18	.....	.....	.....	.....	0	0	11	10	4	8	2	0	4	1,750	35,000
2437	Newark Valley	do	F. P. Webster	1	2	7	10	0	0	96	100	3	0	1	3	0	0	....	.....	....	475	12,660
2438	New Berlin	Academy and Union School.	Wm. M. Bennett	1	1	16	39	0	0	80	100	1	0	2	0	1	8	0	0	....	623	3,925
2439	Newburg	Academy	Jas. M. Crane, A. M	4	5	93	155	0	1	59	87	8	3	2	2	9	27	5	5	4	19,665	99,894
2440	New York City	Central Evening High School.	Geo. White	1	2	52	....	6	....	1,411	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....
2441	Niagara Falls	Suspension Bridge High School.	Thos. B. Lovell, A. M	1	3	10	21	0	0	425	498	1	3	3	6	1	2	0	0	....	.....	80,000
2442	do	Union School	R. A. Taylor	1	4	27	60	0	0	402	390	4	6	.....	.....	2	16	2	3	....	4,300	96,000
2443	Nichols	do	Irving F. Stetler	1	0	22	20	0	0	43	41	0	0	0	0	1	2	0	0	....	478	3,500
2444	North Brookfield	do	E. J. Bonner	1	0	6	7	0	0	47	23	.....	.....	.....	.....	0	0	0	0	....	500	3,500
2445	North Cohocton	do	Myron C. Plough	1	1	25	35	0	0	30	36	1	3	1	2	0	0	0	0	....	318	5,500
2446	Northport	do	Claude A. Du Vall	1	...	13	17	0	0	82	116	0	0	0	0	4	5	0	0	....	200	7,900
2447	North Tarrytown	do	N. H. Dumond	1	1	21	18	0	1	175	165	.....	.....	.....	.....	0	2	....	2	....	817	25,641
2448	North Tonawanda	High School	Clinton S. Marsh	3	3	48	36	0	0	23	11	0	2	5	2	4	6	5	4	4	1,822	40,000
2449	Northville	Union School	B. C. Van Ingen	1	1	7	3	0	0	13	18	.....	.....	.....	.....	0	0	.....	.....	....	400	7,967
2450	Norwood	do	E. F. McDonald	1	7	30	52	.....	.....	80	170	....	2	2	2	2	4	....	2	....	674	19,200
2451	Nyack	do	Ira H. Lawton	1	....	12	6	0	0	546	524	0	0	12	6	4	5	.....	.....	....	1,321	54,102
2452	Olean	High School	Chas. W. Evans	3	4	45	105	0	0	25	85	2	1	6	0	9	16	5	3	....	3,064	85,000
2453	Oneida	Union School	F. W. Jennings	1	3	52	102	0	0	331	326	4	8	34	41	4	13	4	8	....	.....	27,344
2454	Oneonta	do	Mary Bull	....	4	16	20	0	....	34	43	0	1	0	0	3	5	0	0	....	3,675	43,000
2455	Onondaga Valley	Academy	D. H. Cook	1	3	75	75	....	2	75	75	4	2	12	10	9	9	3	2	....	1,000	20,000
2456	Ovid	Union School	Lewis H. Clark, jr	1	1	20	11	0	0	17	10	.....	.....	.....	.....	3	2	.....	.....	4	1,600	9,325
2457	Owego	Academy	E. J. Peck, A. M	2	4	59	106	....	2	397	369	9	1	5	....	6	9	6	9	....	6,000	35,793
2458	Oyster Bay	Union School	W. A. Miller	1	....	....	4	0	0	124	121	0	0	0	0	0	0	0	0	....	300	20,000
2459	Painted Post	do	Alvin Z. Pierce	1	....	4	10	0	0	68	73	4	8	10	12	0	2	0	2	4	280	.....
2460	Palatine Bridge	do	Geo. H. Hoxie	1	1	5	9	....	....	65	28	.....	.....	5	....	.....	.....	.....	.....	4	700	15,000
2461	Palmyra	Classical Union School	Geo. W. Pye	2	3	40	70	....	0	230	260	12	4	....	....	13	7	6	1	....	2,401	42,000

2462	Parish	Union School	W. F. Canough	1	....	7	7	0	0	62	97	2	0	3	5	3	4	3	4	....	536	8,700
2463	Patchogue	....do	W. E. Gordon	1	4	17	25	0	0	358	400	0	0	0	0	2	11	0	0	....	882	26,000
2464	Peekskill	Drum Hill Union School	John Miller	1	3	41	48	0	0	338	435	0	0	0	0	6	3	0	0	....	369	35,850
2465	....do	Oakside Union School	Alex. D. Dunbar	1	2	34	38	0	0	316	339	0	0	0	0	6	7	0	1	....	700	45,000
2466	Penn Yan	Academy	F. T. Shultz	2	3	34	106	0	1	28	36	2	1	0	5	0	9	....	6	4	1,600	16,500
2467	Phelps	Union School	D. D. Edgerton	1	3	8	12	0	0	142	173	9	6	6	2	9	8	3	3	4	650	15,000
2468	Phœnix	....do	A. W. Dyke	1	4	23	30	0	0	14	34	1	0	1	0	2	1	0	0	4	400	18,883
2469	Pittsford	....do	F. J. Withington	2	1	21	35	.....	.....	121	111	1	1	2	....	3	4	....	1	3	300	20,000
2470	Plattsburg	High School	Helen D. Woodward	1	4	30	34	0	0	54	34	9	0	.....	.....	4	5	4	3	....	1,695	47,006
2471	Port Byron	Academy	Wm. L. Harris	1	1	15	15	1	1	160	125	0	0	1	0	4	3	0	0	....	1,000	13,190
2472	Port Chester	Union School	Jno. C. Rockwell	1	1	10	19	0	0	325	497	4	1	5	6	3	5	3	0	....	2,024	70,000
2473	Port Jervis	....do	John M. Dolph	2	4	44	101	1	0	0	0	5	....	4	10	2	12	3	.....	.....	7,000	34,000
2474	Port Leyden	....do	C. D. Hill	1	1	7	7	0	0	40	32	0	0	.....	.....	1	2	0	0	....	554	6,510
2475	Portville	....do	W. H. Smith	1	0	20	17	0	0	120	125	0	0	0	0	1	2	1	2	....	757	.....
2476	Poughkeepsie	High School	Jas. Winn	3	4	45	83	0	1	28	57	0	0	3	9	8	24	0	3	4	18,388	80,210
2477	Prattsburg	Franklin Academy and Union School.	C. B. Miller	1	....	12	15	0	0	78	95	2	2	1	3	1	7	0	3	....	2,000	.....
2478	Pulaski	Academy	S. R. Shear	2	....	32	15	.....	.....	25	30	12	1	2	2	8	8	2	0	....	1,000	10,000
2479	Red Creek	Union School	A. D. Whitney	1	1	15	25	0	0	41	52	0	0	....	2	1	6	....	2	....	300	6,000
2480	Red Hook	High School	L. L. Stillman	1	....	10	20	0	0	62	71	3	3	.....	.....	0	4	0	0	....	450	300
2481	Rhinebeck	Union School	Thos. S. Barnes	1	1	27	33	0	0	80	85	0	0	0	0	0	0	0	0	....	652	15,000
2482	Richburg	....do	F. L. Peckham	1	....	2	3	.....	.....	58	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	180	12,000
2483	Richfield Springs	....do	J. Anthony Bassett	1	4	49	75	0	1	153	161	1	0	2	1	13	7	2	1	....	596	26,221
2484	Rochester	Academy	Jno. G. Allen	5	21	358	509	0	0	0	0	148	63	30	20	38	67	28	19	4	2,150	167,470
2485	Rome	....do	S. A. Watson	1	9	75	124	0	2	5	1	2	0	10	15	11	21	.....	.....	.....	1,835	25,000
2486	Rondout	Ulster Academy	Wm. E. Bunten	2	5	14	16	0	0	472	408	6	4	2	0	5	10	0	0	....	1,164	48,334
2487	Rushford	Union School	Wm. C. White	1	1	18	27	0	0	61	47	0	0	1	0	0	1	0	0	....	297	6,271
2488	Rushville	....do	A. M. Baker	1	....	5	6	0	0	60	57	.....	.....	.....	.....	0	0	0	0	....	370	10,000
2489	Sag Harbor	....do	Jno. Jay Harrison	1	1	12	30	1	0	210	250	0	0	0	0	2	0	0	0	....	320	20,000
2490	St. Johnsville	High School	Frank Y. Adams	1	1	37	33	0	0	132	186	6	1	10	6	0	0	.....	.....	3	586	6,060
2491	St. Regis Falls	Union School	Alex. McDonald	1	1	13	10	0	0	25	20	3	3	1	2	3	2	3	2	....	650	6,500
2492	Salamanca	....do	J. H. Carfrey	2	2	27	42	0	0	302	345	7	0	10	5	2	4	2	4	3	1,500	8,650
2493	Salem	Washington Academy	W. B. Harding	1	2	32	55	0	0	90	92	0	1	0	0	1	10	.....	.....	.....	.....	.....
2494	Sandy Creek	High School	R. H. Snyder	1	3	6	10	0	0	132	111	6	5	3	6	2	....	1	....	4	900	15,000
2495	Sandy Hill	Union School	Frances A. Tifft	1	4	59	91	0	0	297	443	2	0	10	20	3	11	1	0	....	1,175	20,350
2496	Saratoga Springs	....do	Henry H. Kendall	1	4	69	106	0	4	0	0	2	2	.....	.....	5	10	0	0	.....	.....	44,675
2497	Saugerties	....do	Fred N. Moulton	1	2	31	35	0	0	198	247	5	4	4	0	0	0	0	0	....	1,000	25,000
2498	Savannah	....do	C. G. Plumb	1	1	4	12	0	0	94	93	.....	.....	.....	.....	0	0	0	0	3	482	12,000
2499	Savona	....do	A. O. Tucker	1	3	29	30	0	0	47	39	.....	.....	.....	.....	0	0	0	0	....	420	7,000
2500	Sayville	Graded Union School	Geo. P. Armstrong	1	1	3	5	0	0	233	239	.....	.....	.....	.....	0	0	0	0	....	300	19,500
2501	Schenectady	Classical Union School	Chas. S. Halsey	1	5	101	106	0	0	0	0	21	2	26	15	24	14	12	3	....	529	18,216
2502	Schoharie	Academy	Soloman Sias	1	2	25	20	0	0	80	75	0	0	12	3	1	2	1	0	....	750	16,433
2503	Schuylerville	Union School	O. H. Burritt	0	2	8	17	0	0	145	135	0	1	1	1	2	3	1	2	4	730	21,000
2504	Scottsville	....do	Frank H. Brown	1	1	30	53	0	0	76	85	0	0	1	0	7	4	0	0	....	538	15,000
2505	Seneca Falls	Mynderse Academy	F. T. Porter	1	4	42	84	0	0	412	429	4	3	4	....	6	8	.....	.....	.....	1,504	25,800
2506	Sharon Springs	Union School	Chas. H. Allen	1	....	4	6	.....	.....	36	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	5,000
2507	Sherburne	....do	Arthur C. Nute	1	2	4	8	.....	.....	61	107	3	0	0	1	0	0	0	0	....	1,125	.....
2508	Sherman	....do	L. H. Russell	1	3	13	10	0	0	64	67	0	0	4	3	4	6	2	1	....	800	11,950
2509	Shortsville	....do	Wm. D. Hewes	1	1	6	10	.....	.....	70	130	1	.....	.....	.....	1	2	.....	.....	.....	241	4,139
2510	Sidney	....do	Frank W. Goveth	1	2	8	9	0	2	224	199	3	1	0	0	1	3	0	1	4	1,200	27,600
2511	Silver Creek	....do	J. M. McKee	2	1	39	30	0	0	213	220	.....	.....	5	6	1	7	1	1	....	1,423	24,287
2512	Sinclairville	Union School	W. E. Bunten	1	1	13	28	0	0	57	54	.....	.....	.....	.....	2	4	.....	.....	.....	.....	9,629

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	NEW YORK—cont'd.																					
2513	Sing Sing	High School	Ida W. Bennett	0	4	42	64	1	2	.....	.....	.....	.....	.....	.....	4	11	.....	.....	.....	3,803	$16,000
2514	Skaneateles	Union School	H. F. Miner	1	3	34	55	1	0	2	2	1	2	.....	.....	4	10	0	4	3	1,600	12,000
2515	Smithville Flats	do	J. H. Murray	1	....	4	4	0	0	40	47	0	0	0	0	0	0	0	0	....	500	.....
2516	Solvay	do	C. O. Richards	1	1	2	8	0	0	110	180	0	0	0	0	0	0	.....	.....	.....	600	.....
2517	Southampton	do	F. A. Johnson	1	2	25	35	0	0	115	140	1	0	0	0	2	3	1	0	....	1,198	19,500
2518	South New Berlin	do	Chas. R. Loomis	1	0	5	15	0	0	45	45	.....	.....	.....	.....	0	2	0	0	4	250	4,000
2519	Spencer	do	S. K. Marsh	1	1	35	37	.....	.....	8	10	1	....	20	31	2	4	1	3	....	1,000	3,500
2520	Springville	Griffith Institute and High School.	Robt. W. Hughes	1	3	48	59	0	0	254	258	3	0	0	0	6	6	1	0	....	1,070	25,000
2521	Stamford	Seminary and High School	Jas. A. Tooley	1	3	20	28	0	0	30	37	5	4	8	4	3	7	1	4	3	2,000	9,000
2522	Stillwater	High School	Willis N. Hinman	1	1	13	17	0	0	117	118	.....	.....	.....	.....	4	3	0	0	4	900	15,000
2523	Tioga Center	do	Oscar Granger	1	0	17	13	0	1	55	29	0	0	0	0	0	0	0	0	....	100	4,250
2524	Tonawanda	do	Walter T. Palmer	1	2	13	29	0	0	47	60	.....	.....	.....	.....	0	0	0	0	5	500	12,000
2525	Union Springs	do	Arthur M. Seekel	1	2	18	24	1	4	70	112	0	1	0	0	0	6	0	2	....	700	17,500
2526	Utica	Academy	G. C. Sawyer	4	6	142	169	1	0	0	0	36	7	.....	.....	25	17	10	3	....	1,140	61,071
2527	Valatie	Union School	O. B. Sylvester	1	2	13	19	0	0	95	74	0	0	1	4	1	4	0	0	....	1,224	10,432
2528	Waddington	do	J. W. Rutherford	1	1	12	17	0	0	98	73	.....	.....	.....	.....	2	6	.....	.....	.....	200	.....
2529	Walden	High School	D. C. Dominick	1	1	16	17	0	0	234	258	0	....	6	4	2	4	1	1	....	1,167	25,000
2530	Walton	do	Jas. R. Fairgrieve	1	4	62	90	0	3	274	242	9	5	4	2	7	7	3	1	....	1,600	60,000
2531	Warrensburg	Union School	B. F. Record	1	2	6	13	0	0	117	119	0	0	0	0	1	5	0	0	....	974	7,885
2532	Warsaw	do	Irving B. Smith	2	2	81	93	0	0	268	234	20	11	5	7	9	7	7	1	....	3,361	41,170
2533	Warwick	Institute	L. W. Hoffman	1	2	15	10	0	0	150	175	3	0	5	3	0	0	0	0	....	1,500	30,000
2534	Washingtonville	High School	J. H. Burrows	1	....	8	12	.....	.....	58	73	.....	.....	.....	.....	2	1	.....	.....	2	175	7,300
2535	Waterford	do	M. J. Cook	....	3	25	45	0	0	23	8	2	3	.....	.....	2	9	0	2	....	2,000	20,000
2536	Waterloo	Union School	Thos. C. Wilber	2	2	39	56	0	0	8	13	0	0	3	3	4	9	2	2	....	1,166	28,100
2537	Waterport	do	A. W. Behrend	1	....	11	7	0	0	27	33	3	1	0	0	0	0	0	0	....	225	3,760
2538	Watertown	High School	Eugene W. Little	3	7	140	157	0	1	0	0	15	....	10	....	18	21	7	....	4	75	30,000
2539	Watkins	Academy	Saml. S. Johnson	2	2	34	54	0	0	10	17	.....	.....	.....	.....	1	5	0	1	3	900	20,000
2540	Waverly	High School	P. M. Hull	2	3	49	71	0	1	4	17	6	11	25	30	4	10	3	8	4	1,599	35,000
2541	Webster	Union School	Edwin J. Howe	1	3	30	34	0	0	113	80	3	4	2	0	3	0	3	0	....	620	10,000

2542	Weedsport	do	Robt. Simpson, jr	1	2	21	35	0	0	5	25	3	3	----	----	3	6	0	0	----	250	15,000
2543	Wellsville	Academy	Lewis W. Craig	2	1	25	59	0	0	180	170	0	0	6	0	4	9	0	0	----	296	28,900
2544	Westchester	Union School	Michael E. Devlin	1	1	10	10	0	0	160	170	0	0	2	2	2	2	2	2	----	1,100	30,000
2545	Westfield	do	A. N. Taylor	1	1	20	10	0	0	291	284	4	4	12	15	4	8	3	4	----	2,500	75,000
2546	West Hebron	do	Geo. E. Baldwin	1	1	3	14	0	0	19	9	1	0	1	0	0	0	----	----	----	125	1,000
2547	Westport	do	Fred V. Lester	1	2	20	37	0	0	20	13	5	3	8	5	7	4	3	1	----	343	9,694
2548	West Winfield	do	O. J. Merrell, A. M	1	2	30	42	0	0	102	106	1	2	2	3	4	7	1	1	4	1,200	21,000
2549	Whitehall	Central High School	W. W. Howe	1	2	8	20	0	0	36	31	0	0	0	0	0	6	----	----	----	2,000	----------
2550	White Plains	Union School	R. A. Stewart	1	2	36	38	0	0	290	308	----	----	----	----	0	0	----	----	----	623	35,913
2551	Whitesboro	do	W. D. Lewis	1	1	4	9	0	0	107	122	----	----	----	----	----	2	----	----	----	250	----------
2552	Whitneys Point	Academy	Arthur R. Mason	1	1	15	15	0	0	85	110	0	0	7	6	4	2	3	0	3	350	----------
2553	Wilson	Union School	H. C. Hustleby	1	2	22	22	0	0	116	166	----	----	----	----	0	2	0	0	----	800	11,650
2554	Windsor	do	Wm. S. Murray	1	2	20	18	0	0	90	102	0	0	----	----	1	2	1	2	3	700	8,000
2555	Winthrop	Brasher and Stockholm Union School.	Wm. H. Adams	1	2	15	21	0	0	79	82	0	0	6	5	3	3	3	3	----	785	9,900
2556	Wolcott	Leavenworth Institution.	E. D. Niles	2	2	29	37	0	0	160	167	2	0	4	2	3	4	1	1	----	250	15,605
2557	Woodhull	Union School	Geo. Holmes	1	----	4	5	----	----	53	81	1	----	----	----	----	----	----	----	----	80	4,825
2558	Worcester	do	Henry L. Tipp	1	----	10	10	----	----	105	75	4	3	----	----	2	4	1	1	----	425	15,000
2559	Wyoming	Middlebury Academy	Fred B. Waite	1	1	10	16	0	0	15	23	1	0	2	0	5	2	1	0	3	1,250	5,000
	NORTH CAROLINA.																					
2560	Boone	Academy	W. M. Francum	0	1	8	8	0	0	20	17	0	0	0	0	0	0	3	2	----	0	500
2561	Concord	Graded School	Jno. F. Shinn	1	3	24	27	0	0	179	195	3	3	2	1	11	13	2	3	----	------	15,000
2562	Durham	do	E. W. Kennedy	2	0	23	53	0	0	264	287	----	----	----	----	2	9	----	----	----	1,000	30,000
2563	Finch	Stanhope High School	Rev. A. A. Pippin	3	1	44	37	----	----	27	23	10	5	6	9	----	----	----	----	----	------	2,500
2564	Goldhill	Bethany Academy	L. H. Rothrock	1	0	18	18	0	0	37	37	4	2	0	0	0	0	0	0	----	100	500
2565	Goldsboro	High School	Geo. W. Connor	1	2	59	86	0	0	----	----	30	60	----	----	2	5	2	5	----	2,500	----------
2566	North Wilkesboro	Institute	W. R. Absher	1	1	15	16	----	----	70	49	----	----	----	----	----	----	----	----	----	------	4,000
2567	Reidsville	City Graded School (colored).	C. C. Somerville	1	0	5	9	5	9	139	147	0	2	2	0	0	2	----	----	----	0	----------
2568	do	High School (white)	W. E. Darden	2	0	22	39	----	----	96	163	4	11	0	0	----	----	----	----	----	76	12,000
2569	Spring Hope	High School	M. A. Griffin	1	0	5	3	----	----	35	34	2	3	----	----	----	----	----	----	----	------	1,200
2570	Victor	Union Home School	Jno. E. Kelly, A. M	1	2	28	11	----	----	----	----	----	----	----	----	----	----	----	----	----	100	25,000
2571	Winston	High School	T. M. Reynolds	1	1	48	54	----	----	608	668	----	----	10	17	5	10	3	8	----	2,300	----------
	NORTH DAKOTA.																					
2572	Bismarck	High School	P. J. Wheaton	1	1	12	24	----	----	----	----	2	3	----	----	3	4	----	----	----	523	----------
2573	Drayton	do	H. A. Tewel	0	3	18	12	0	0	74	87	0	0	13	11	3	0	3	0	----	200	6,500
2574	Fargo	do	Elmyra A. Kent	4	----	32	42	1	1	0	0	0	0	0	0	6	7	6	7	----	200	----------
2575	Jamestown	do	F. A. Wagner	2	0	8	25	0	0	0	0	0	0	----	----	0	6	----	----	----	125	----------
2576	Larimore	do	Wm. E. Hoover	1	1	20	15	0	0	7	6	----	1	3	8	4	2	3	1	3	892	300
2577	Lisbon	do	B. M. Lawrence	1	1	18	22	0	0	12	6	----	----	10	6	0	0	0	0	4	250	20,000
2578	Mandan	Lincoln High School	W. H. Seitz	1	0	0	11	0	0	7	7	0	0	0	4	0	2	0	4	----	80	7,000
2579	Pembina	High School	W. A. Tucker	1	0	0	3	0	0	14	16	0	0	0	0	0	0	0	0	----	170	8,000
2580	St. Thomas	do	Thos. W. Orr	1	----	5	3	0	0	10	17	3	0	----	----	0	0	0	0	----	400	6,500
2581	Valley City	do	J. E. McCartney	1	1	9	13	0	0	189	181	----	----	6	9	----	----	----	----	----	250	28,000
2582	Wahpeton	do	L. H. Allen	1	1	16	22	0	0	4	6	----	----	----	----	2	3	1	1	3	625	15,000
	OHIO.																					
2583	Adelphi	High School	J. B. Seelig	1	----	4	7	0	0	8	11	----	----	----	----	4	7	----	----	----	75	6,000
2584	Akron	do	Wilbur V. Rood	4	11	238	315	3	4	0	0	----	----	----	----	26	58	----	----	3	110	143,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
2585	Alliance	High School	J. W. Guthrie	3	1	60	92	1	1	0	0	----	----	----	----	9	7	----	----	----	1,500	$75,000
2586	Alpha	Beaver Creek High School.	Villa L. Moore (supt.)	1	1	29	20	----	1	0	0	0	0	0	0	4	----	----	----	----	275	4,500
2587	Andover	High School	Miss Claire Rippman	2	2	45	52	----	----	99	106	18	10	8	11	5	4	3	2	----	300	20,000
2588	Antwerp	....do	W. E. Bowman	1	1	16	16	0	0	0	0	----	----	----	----	1	3	----	----	----	100	18,000
2589	Arcanum	....do	Miss Belle Segerfoos	2	1	21	23	----	----	----	----	----	----	4	6	2	2	1	----	----	200	12,000
2590	Ashland	....do	Belle F. Osborn	1	3	15	30	0	0	20	25	3	2	2	2	8	17	3	3	----	1,400	45,000
2591	Ashley	....do	E. A. Brobst	1	2	13	17	----	----	76	74	----	----	----	----	0	0	0	0	----	35	5,000
2592	Ashtabula	....do	Miss Pearl MacVay	3	4	47	74	1	1	0	0	7	8	3	2	3	7	2	3	4	----	----
2593	Ashville	Harrison Township High School.	C. B. Shook	1	0	9	6	0	0	9	11	----	----	----	----	0	0	0	0	----	75	500
2594	Athens	High School	Miss Kate Boyd	1	2	20	47	1	2	276	245	1	3	1	----	2	6	2	6	----	400	3,000
2595	Attica	....do	J. E. Ockerman	2	----	11	10	0	0	74	85	1	2	0	0	2	2	1	1	----	300	12,000
2596	Atwater	....do	Albert D. Kemp	1	----	12	15	----	----	6	10	----	----	1	2	1	1	0	0	----	50	1,000
2597	Bainbridge	....do	S. K. Smith	1	----	12	13	1	----	0	0	1	2	1	0	0	0	0	0	----	0	15,000
2598	Baltimore	....do	L. L. Wagner	1	----	6	5	0	0	57	42	1	1	2	2	9	0	0	0	----	0	2,800
2599	Barberton	....do	W. S. Robinson	2	0	19	17	0	0	229	219	3	4	16	13	0	0	0	0	3	40	18,000
2600	Barnesville	....do	W. C. Bowers	2	1	28	45	1	1	----	----	----	----	----	----	3	7	2	----	4	750	30,000
2601	Bartlett	Township High School	R. A. Underwood	1	----	14	16	----	----	----	----	----	----	----	----	0	0	0	0	----	----	2,500
2602	Batavia	....do	Geo. P. Chatterton	1	1	16	32	1	1	119	142	8	15	1	0	2	5	2	3	4	200	20,000
2603	Beaver	....do	O. E. Halterman	1	0	5	4	0	0	36	52	----	----	----	----	5	3	----	----	----	50	1,600
2604	Bellaire	....do	Alice Cunningham	1	4	26	57	0	2	15	25	----	----	----	----	7	9	----	----	----	120	250
2605	Bellbrook	....do	Mary H. Ingram	0	2	4	5	1	0	41	49	0	0	1	0	0	0	0	0	2	309	4,500
2606	Bell Center	....do	Elam M. Day	1	----	7	9	----	----	109	140	----	----	----	----	2	4	----	----	4	195	15,000
2607	Bellefontaine	....do	Henry A. Cassidy	1	2	24	44	1	1	20	25	1	0	1	----	3	5	----	----	----	150	----
2608	Bellevue	....do	H. C. Bates	2	2	25	45	0	0	5	5	6	10	4	4	5	5	----	----	----	550	17,000
2609	Bellville	....do	W. S. Lynch	2	----	28	22	0	0	----	----	4	6	2	----	2	4	2	3	4	100	21,000
2610	Belmont	....do	S. C. Murphy	1	0	5	7	0	0	17	13	----	----	----	----	3	4	----	----	----	200	4,000
2611	Belpre	....do	C. E. Githens	1	----	10	10	1	0	120	130	----	----	----	----	4	----	----	----	----	1,000	10,000
2612	Berea	....do	D. C. Meek	1	2	14	27	0	0	216	153	----	----	----	----	2	9	1	1	----	600	20,000
2613	Berlin	....do	F. E. Allison	1	1	17	10	0	0	----	----	----	----	----	----	0	0	0	0	----	135	500

2614	Berne	do	Bell Archer	1	1	8	13	0	0	30	25	0	0	0	0						0	3,000
2615	Beverly	do	J. F. Wagner	1	1	13	19	0	0	87	64					3	6				160	16,000
2616	Blanchester	do	Robt. N. John	1		15	12			149	128					0	2				100	8,000
2617	Bloomingburg	do	D. S. Ferguson	1	2	18	17	3	2	89	90					0	2			3	0	5,000
2618	Bluffton	do	B. F. Bury	2		15	20			145	155	1	1	1		2	4	2	1		320	20,000
2619	Bolivar	do	L. G. Kuhn	2	1	35	38			91	66	4	6			0	0				250	6,800
2620	Bowerston	do	A. B. Wingate	1	2	14	14			60	58					2		2		3		7,000
2621	Bowersville	do	Frank P. Sayrs	1	0	4	6			63	68	0	0	7	10	0	0	0	0		75	
2622	Bowling Green	do	D. A. Haylor	2	1	48	48	0	0	0	0					4	10				159	
2623	Bradford	High School	H. L. Yount	2		8	7	0	0	196	167					4	1			4		25,000
2624	Brecksville	Township High School	J. F. Smith	1	0	16	11	0	0	12	11	1	0	0	0	2	2	1	0	4	600	4,500
2625	Bristolville	High School	J. H. Craig	1		9	14	0	0	12	9						3		1	3	0	3,000
2626	Bucyrus	do	G. M. Plumb	2		18	48									2	12	1			1,400	
2627	Burbank	do	I. E. Houseman	1	1	15	13			27	37	3				1		1			150	3,000
2628	Butler	Independence High School	M. Stickler	1	2	8	15	0	0	54	70	0	0	0	0	0	0	0	0		75	7,000
2629	Cadiz	High School	Maude Potts	1	1	14	20	4	2	0	0	2	1	0	1	0	0	0	0		35	
2630	Caledonia	do	Jno. Miller	2		25	22	0	0	80	87					4	3	0	0		250	8,000
2631	Cambridge	do	A. B. Hall	2		30	51	1	1	490	636					2	11			3	1,000	50,000
2632	Camden	do	J. E. Randall	2		9	16	0	0	71	58	0	0	0	0	3	2				50	
2633	Canal Fulton	do	Jno. H. Focht	1	1	25	34	0	0	5	15	5	4			8	7	5	4		394	35,000
2634	Canal Winchester	do	T. M. Fouts	1	0	23	20	0	0	94	75					2	1	1	1			9,000
2635	Canton	do	Jno. M. Sarver	3	2	54	122	0	0	2,396	2,428					4	11				150	100,000
2636	Cardington	do	L. I. Morse	2		32	24	3	2	140	160					4	3			4	156	40,000
2637	Carey	Union High School	T. A. Bonser	1	1	12	23			168	133			3	4	1	7	1	2	3	430	31,500
2638	Carrollton	High School	W. H. Ray	1	1	33	36	0	0	131	122					3	3				200	6,000
2639	Cedarville	do	Jno. H. Sayrs	1	0	14	20	0	6	119	136	1	4			1	4	1	4	3	120	15,000
2640	Celina	do	Miss Blanche Freeman	1	2	20	30	0	0	200	220			4	7	2	2	1	1		90	25,000
2641	Centerburg	do	S. H. Maharry	1		14	19			92	68			2	4	3	7				400	5,500
2642	Centerville	Washington High School	Theo. S. Fox	1		13	17	0	0	24	26	1	4	2		5	6	2	1		500	
2643	Chagrin Falls	High School	F. P. Shumaker	1	1	18	42			178	146	4	10	5	6	4	3	3	2	3	500	45,000
2644	Chester Cross-Roads.	Geauga Seminary	C. F. Easton	1	1	4	3	0	0	53	42	1									25	1,500
2645	Chester Hill	High School	S. H. Mott	2		17	15	0	0	8	8			2		3	0	2			500	8,000
2646	Chesterville	Union High School	E. W. Van Fleet	1	0	18	14	0	0	17	33	1	0	1	0	2	0	0	0		150	5,000
2647	Chillicothe	High School	Jno. A. Long	2	4	63	94	6	8							5	7					
2648	Christiansburg	do	W. F. Gilmore	1		14	14	0	0	33	40					1	4				300	5,000
2649	Cincinnati	Hughes High School	E. W. Coy	7	10	265	370	5	6	0	0	62	19	12		37	52	18	5	4	2,000	120,000
2650	do	Woodward High School	Geo. W. Harper	7	13	413	515	11	11	0	0	63	15	42	40	59	71	8	2	4	3,500	150,000
2651	Circleville	High School	Ella C. Drum		3	51	75	3	2							6	8	2			150	
2652	Clarington	do	Chas. Troy	2	2	22	20			80	85											
2653	Clarksville	do	W. E. Barrett	1	0	11	20	0	0	71	62					2	4	2	2		0	5,000
2654	Cleveland	Central High School	Edward L. Harris	15	27	733	952			0	0					70	120			4	1,250	
2655	do	West High School	Theo. H. Johnston	6	8	222	325			0	0	41	36	50	68	23	54	14	22	4	500	
2656	Clifton	High School	E. E. McCaslin	1	1	12	13	0	0	66	78		1	3	2	3	2	2	1	3	160	8,000
2657	Clyde	do	R. J. Kiefer	2	1	27	51	0	0	0	0	2	1	1		5	5	3	1		350	
2658	Collinwood	do	W. L. Griswold	1	1	30	35	1								5	1				350	
2659	Columbiana	do	Wm. R. Butcher	1	1	24	24			0	0					1	1				400	
2660	Columbus	North High School	Chas. D. Everett	5	5	144	240	3	2	82	94					0	0			4		
2661	Columbus Grove	High School	A. L. Belch	1	2	16	25			190	216					6	10					20,000
2662	Congress	do	L. S. Knight, A. M	1		10	18	0	0	22	10	3	10	0	0	1	5	1	5		300	5,000
2663	Conneaut	do	Lizzie E. Morrow	1	2	41	65	0	0	0	0			10	15	3	8	3	8		200	30,000
2664	Conover	do	Geo. Nelson	1		10	14	0	0	25	29						2				352	

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
2665	Corning	High School	Geo. W. De Long	1	....	10	20	....	....	.....	.....	....	....	....	....	0	0	....	....	....	300	$8,000
2666	Cortland	....do	R. P. Clark	1	2	20	26	....	....	.....	.....	0	0	0	0	1	3	0	0	4	250	10,000
2667	Coshocton	....do	B. R. McClelland	2	....	16	15	....	....	5	15	6	12	....	....	....	8	....	4	....	500	.....
2668	Covington	High School (dept.)	R. F. Bennett	2	1	45	42	0	0	172	170	10	4	3	3	....	....	....	....	....	400	20,000
2669	Crawfis College	College	B. J. Beach	1	1	11	9	0	0	15	22	....	....	....	....	0	0	0	0	....	4	5,000
2670	Crestline	High School	Saml. A. Gillett	2	0	19	35	0	1	0	0	....	....	....	....	2	4	1	0	4	.....	.....
2671	Creston	....do	J. A. Feik	1	....	6	8	....	....	14	14	2	3	....	....	0	0	0	0	....	122	.....
2672	Cumberland	....do	E. E. Smock	1	2	20	21	7	4	47	56	....	....	....	....	2	4	....	....	....	.....	10,250
2673	Cuyahoga Falls	....do	F. Schnee	1	2	23	32	....	....	....	....	....	....	6	4	6	9	3	2	....	.....	45,000
2674	Danville	Union High School	Frank H. Roberts	1	....	3	4	....	....	94	67	....	....	....	....	....	1	....	....	....	10	4,000
2675	Dayton	Steele High School	Chas. B. Stivers	12	6	244	386	7	11	0	0	17	10	12	2	17	35	6	4	....	.....	325,000
2676	De Graff	High School	Chas. J. Britton	1	2	20	14	....	....	.....	.....	....	....	....	....	3	9	....	....	....	400	20,000
2677	Delaware	....do	Eliza Grove	1	5	74	119	4	2	0	0	20	34	26	48	13	20	6	11	....	1,500	35,000
2678	Dell Roy	....do	C. H. Carlisle	1	....	7	3	0	0	90	118	1	1	4	3	5	2	4	1	....	.....	8,000
2679	Delphos	....do	E. W. Hastings	1	....	12	19	....	....	19	21	....	....	5	6	5	4	2	2	....	600	15,000
2680	Derby	....do	S. M. Sark	1	0	7	14	0	0	.....	.....	....	....	....	....	2	1	1	0	....	25	2,500
2681	Deshler	....do	H. A. Jones	1	1	15	35	0	0	145	95	0	1	0	0	0	0	....	....	....	100	9,000
2682	Doylestown	....do	E. E. Adair	1	....	22	28	....	....	94	103	2	2	....	....	1	5	1	2	3	200	10,000
2683	Dresden	....do	Lucy B. Brown (decd.)	1	1	21	37	0	0	.....	.....	0	0	1	2	3	8	1	2	....	600	15,000
2684	Dunkirk	....do	J. R. Bowland	2	0	24	36	0	0	138	171	5	8	0	0	1	3	1	3	4	.....	50,000
2685	East Cleveland	....do	W. H. Kirk	3	2	27	30	0	0	212	190	3	9	8	4	0	4	0	3	....	700	12,000
2686	Eaton	....do	L. D. Bronse	3	0	58	60	1	2	.....	.....	12	7	....	....	2	8	1	1	....	2,000	2,500
2687	Edgerton	....do	J. R. Walton	....	5	20	30	....	....	80	120	9	20	....	....	....	....	....	....	....	50	18,000
2688	El Dorado	....do	U. S. Loofbourrow	1	....	8	8	....	....	33	36	....	....	....	....	2	3	....	....	....	200	.....
2689	Elida	....do	E. C. Ackerman	1	0	24	18	0	0	62	62	0	0	0	0	1	2	0	0	3	50	10,000
2690	Elyria	High School (dept.)	Harriet E. Day	1	4	80	121	1	0	.....	.....	5	3	25	40	11	15	5	8	4	400	35,000
2691	Fairfield	High School	E. S. Breese	1	2	9	3	0	0	54	50	....	....	....	....	1	5	....	....	....	550	5,000
2692	Findlay	....do	J. F. Smith	1	4	79	137	2	1	0	0	....	....	....	....	10	11	....	....	....	400	.....
2693	Forest	....do	Frank P. Allyn	1	....	20	20	0	0	110	130	....	....	....	....	2	2	2	1	....	125	1,500
2694	Forgy	....do	Wm. I. Crain	1	1	25	11	0	0	6	5	2	1	1	....	2	2	....	2	....	300	5,000

2695	Fort Recovery	do	T. W. Shimp	1	1	22	26	0	0	133	116			3	4	3	2	1	2		250	25,000
2696	Fostoria	do	F. M. Gallup		3	28	58	1	0					2		4	10	2			400	100,000
2697	Frankfort	do	J. M. Lane	1	0	12	5	3	1	90	77	0	0	0	0	1	0	0	0		105	8,000
2698	Franklin	do	Hampton Bennett	1	2	18	29	0	0	345	318			3	4	2	5	2	0		200	25,000
2699	Frazeysburg	do	J. M. Carr	1	0	23	20	0	0	100	90			4	1	8	1	4	1		50	
2700	Fredericksburg	do	D. W. McGlennen	1		2	9			78	88		2			1					80	20,000
2701	Fredericktown	do	W. F. Allgire	1	0	19	18	0	0	90	87					2	3	1	2		0	17,000
2702	Freeport	do	W. F. Matson	1		10	27			72	61	5	12	2	1							2,000
2703	Fremont	do	W. D. Ross	1	3	53	104		1							1	15					10,000
2704	Galena	do	M. N. Miller	1	0	20	21	0	0	45	42					2	5			3	50	3,400
2705	Galion	do	S. C. Guinther	2		23	52					1	1	5	4	2	7	1	1	3	1,650	120,000
2706	Gambier	do	M. T. C. Wing	1	1	11	13	0	0	10	3	8	4			0	0				50	7,500
2707	Garfield	do	Lewis E. York	1		3	5			11	9					2	4	2	4			3,000
2708	Garrettsville	do	C. T. Northrop	3		21	50			89	100			5	4	5	4			4	2,100	20,000
2709	Geneva	Normal School	J. P. Treat	5	1	50	74	0	0	146	201	8	5			5	16	3	2		400	30,000
2710	Genoa	High School	P. E. Graber	1	1	13	15	0	0	125	114	0	0	0	0	5	2	0	0	3	250	
2711	Georgetown	do	Isaac Mitchell	2	0	21	29	0	3	0	0					2	7				0	
2712	Germantown	do	H. M. Numma	1	2	27	36	1	1	174	162	7	6	4	0	9	11	4	3		3,000	25,000
2713	Girard	do	A. W. Kennedy	1	1	19	29	0	0	284	277					2	5			3	500	30,000
2714	Glandorf	do	H. F. Rauh	1		18	20	0	0							2	3	0			80	5,000
2715	Glendale	do	Chas. F. Dean	1		6	5	0	1	0	0						2					
2716	Glenville	do	H. L. Cosgrove	2	0	12	4	0	0	191	204	0	0	1	0	0	1	0	1	3	400	35,000
2717	Gnadenhutten	do	S. K. Mardis	1	0	17	13	0	0	8	14	0	0	0	0	10	4				400	5,000
2718	Grafton	do	H. M. Ebert	1		8	10			87	78					3	3	3	3		140	25,000
2719	Granville	do	Horace A. Stokes	2	1	21	29	1	1	130	126	1	4	1		3	8	1	4		700	25,000
2720	Greenfield	do	Laura McGarraugh	1	2	17	20	1	3	279	276	2	1			1	3	1	2		750	30,000
2721	Greenford	do	J. R. Campbell	1		3	5	0	1	14	8					0	0	0	0	3	222	
2722	Greenville	do	F. G. Cromer	2	1	60	80	1	0	460	455					2	10		2	4	2,300	85,000
2723	Greenwich	do	B. D. Myers	1	1	9	15	0	0	22	20					4	3				183	
2724	Groveport	do	J. A. Wilcox	1	1	20	19			77	74				1	6	7		1		100	13,500
2725	Hamden Junction	do	J. W. Jones	1		4	8	0	0	140	162						2					9,000
2726	Hamilton	do	W. P. Cope	3	3	93	136	1	4			0	1	10	12	11	15	4	1	4	800	70,000
2727	Hanging Rock	do	Edward Taylor	1	2	10	11	0	0	70	74					1	1				250	
2728	Hanoverton	do	J. J. Brown	1		15	17			42	27										0	6,000
2729	Harbor	do	W. H. King	2	1	27	28			5	15					0	0	0	0		250	28,000
2730	Harrisburg	do	D. C. Rybolt	1	0	2	3	0	0	9	10	0	0	0	0	0	0	0	0		88	5,000
2731	Harrison	do	E. E. Ellis	1	1	17	16	0	0	146	166	1	1	1	1	4	5	1	1			1,600
2732	Hartford	do	F. E. Cole	1	1	2	4	0	0	33	24	0	0	0	0	1	3					
2733	Hartville	do	H. A. Myers	1		25	12	0	0	5	3					0	0			3	0	5,000
2734	Hartwell	do	J. L. Trisler	1	4	36	34	0	0	201	208	20	10			5	4	5	4			50,000
2735	Hebron	do	F. E. Slabaugh	1	1	15	18	1		10	12	8	2			2	4	2	2	4	600	
2736	Hicksville	do	W. A. Salter	1		20	53			19	24		3				11		2		250	
2737	Hilliard	do	O. A. Wright	2		24	22					6	1	4	3	2	3	2	1		130	6,000
2738	Holgate	do	W. H. Richardson	1		17	5			0	0	0	0	0	0	1	2				0	16,000
2739	Homer	do	F. P. Housholder	1	1	19	13	0	0	4	4	6	4	2	1	0	0	0	0		200	3,000
2740	Hubbard	Central High School	L. T. McCartney	2		7	13			26	26	2	2			1				3	600	10,000
2741	Huron	High School	B. B. Hall	2	0	16	24	0	0	0	0	0	0	6	1	6	7	6	1	3	100	20,000
2742	Iberia	do	D. E. Black	1		6	4		1	52	41	0	0	0	0	0	0	0	0		0	5,000
2743	Jackson	do	Jno. R. Smith	2	0	28	66	0	3	0	0	4	2			1	11				250	
2744	Jacksontown	do	O. C. Larison	1	1	8	6			42	34					0	0				300	
2745	Jefferson	do	J. E. McKean	2	3	40	80	1	3	20	20		4	6	6	3	5		1			20,000
2746	Jersey	do	Frank Elzey	1		5	5	0	0	38	40					0	0	0	0		20	

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
2747	Johnstown	High School	B. T. Jinkins	1	1	20	15	....	....	68	72	....	....	....	....	2	4	....	....	....	150	$6,000
2748	Junction City	do	Wm. J. Dunn	1	2	4	13	....	....	72	72	1	....	....	....	1	0	1	0	....	.....	3,000
2749	Kalida	do	D. B. Gallogly	1	....	15	18	....	....	3	17	....	....	....	....	....	....	....	....	....	.....	.....
2750	Kelleys Island	do	Miss N. V. Hayes	0	1	9	12	0	0	9	4	0	0	0	0	4	6	0	0	....	30	3,000
2751	Kent	do	E. O. Trescott	2	2	18	28	....	....	22	62	....	....	14	10	8	14	3	3	....	800	44,000
2752	Kings Creek	do	J. W. Barber	1	1	13	12	....	....	.....	.....	10	11	....	....	....	....	....	....	....	60	5,000
2753	Kingston	do	A. L. Ellis	1	....	32	27	0	0	.....	.....	3	0	....	....	3	8	3	....	....	0	4,000
2754	Kingsville	do	F. E. Morrison	1	1	28	44	....	....	40	65	1	5	....	....	1	5	....	....	3	.....	15,000
2755	Kinsman	do	M. L. Boyd	1	1	30	36	0	0	47	60	....	....	....	....	2	0	1	0	4	615	10,000
2756	Legrange	do	C. M. Carrick	1	1	20	20	....	....	80	40	....	....	....	....	....	....	....	....	....	100	.....
2757	Lakeside	do	Mrs. H. D. Grindle	1	1	10	12	....	....	3	6	0	0	0	0	1	4	0	0	....	60	.....
2758	Lancaster	Crawfis Institute	A. B. Keifaber	2	....	15	12	....	....	13	2	....	....	8	....	4	2	....	....	....	.....	20,000
2759	Lebanon	High School	Joseph F. Lukens	1	0	11	23	0	0	0	0	1	0	0	0	2	5	0	0	....	150	10,000
2760	Leesburg	do	W. C. Sayrs	1	0	21	13	1	2	3	1	2	2	4	0	1	1	1	0	3	.....	5,000
2761	Lees Creek	Wayne Township High School.	E. M. Johnson	1	....	17	16	....	....	.....	.....	0	....	2	....	2	....	2	....	....	10	.....
2762	Leetonia	High School	Miss Emma Bates	1	1	24	26	....	....	.....	.....	6	3	....	....	6	4	4	2	....	132	.....
2763	Leipsic	do	C. M. Lewis	1	0	8	12	....	....	.....	.....	4	2	0	0	2	3	2	2	3	150	15,000
2764	Leroy	do	W. M. Glasgow	3	1	34	30	....	....	49	41	5	5	....	....	4	4	2	2	4	950	10,000
2765	Lewisburg	do	F. M. De Motte	1	0	13	10	0	0	0	0	0	0	0	0	1	6	0	0	....	90	3,500
2766	Lexington	do	H. H. Phelps	2	0	14	16	0	0	5	5	14	16	....	....	0	0	0	0	....	0	9,000
2767	Lima	do	S. Steffens	1	4	56	98	0	2	.....	.....	1	6	2	0	8	25	1	3	4	.....	15,000
2768	Lockington	do	Geo. C. Enders	1	....	5	5	....	....	20	20	2	3	1	1	....	....	....	....	....	....	3,000
2769	Lockland	do	S. T. Dial	1	2	22	18	0	2	240	220	0	0	2	4	2	9	2	4	....	150	35,000
2770	Locust Corner	Pierce Township High School.	J. W. Liming	1	0	15	9	0	0	.....	.....	....	....	....	....	0	0	0	0	....	1	800
2771	Lodi	High School	B. F. Hoover	1	1	20	48	0	0	0	0	....	....	....	....	2	2	....	....	....	800	20,000
2772	Logan	do	Catherine A. Howlby	2	2	43	68	....	....	.....	.....	4	5	....	....	1	10	1	3	....	350	35,000
2773	Lorain	do	Elizabeth N. McConnell	1	3	34	55	2	4	.....	.....	....	....	....	....	0	7	0	0	4	196	7,000
2774	Loudonville	do	J. W. Scott	2	....	36	40	0	0	192	208	....	....	....	....	3	10	2	4	....	262	30,000

2775	Louisville	do	Llewellyn O. Eldredge	1	0	17	19	0	0			2	3	0	0	2	3	2	3		37	13,000
2776	Loveland	do	D. N. Cross	1		8	16	0	0	95	85	2	3	2	2		2				50	
2777	Lucas	do	A. L. Freehafer	1	0	7	13	0	0	8	8	0	0	0	0	0	0	0	0		0	5,000
2778	McArthur	do	M. A. Henson	1	1	20	28	1		91	100	1		2	1	5	3	3				
2779	McComb	do	Chas. M. Milroy	2		18	26	0	0	9	11					3	3	2	1		75	
2780	McConnelsville	do	F. W. Bush	2	2	27	37	0	0	0	0					3	3				400	
2781	Macksburg	do	F. P. Wheeler	1	0	16	17	0	0	74	77					0	0	0	0		325	3,500
2782	Madison	do	H. N. Kimball	1	1	20	20	0	0	8	12	6	4			8	12	3	0		150	10,000
2783	Madisonville	do	F. B. Dyer	1	4	44	46			0	0				7	1	11		7		500	10,000
2784	Malvern	do	J. E. Finefrock	1	0	29	20	0	0	75	78			5	1	2	2	2	2		275	18,000
2785	Mantua Station	do	Virgil Mills	1	0	10	19	0	0	66	64			0	0	0	0				200	14,000
2786	Marengo	do	E. W. Green	1	0	16	12	0	0	30	34			12	16	2	2	2	0	3	30	3,200
2787	Marietta	do	Harvey E. Smith	2	4	20	108		3			3	3			3	21	3	3		500	10,000
2788	Marlboro	do	A. Y. Taylor	1	1	30	30	0	0	30	35	0	0	10	15	4	3	2	1		200	5,600
2789	Martins Ferry	do	R. A. Blackford	3	1	32	52		2			8	10	3	0	3	8	2	2		100	
2790	Martinsville	do	R. B. Fairley	1	0	10	12	0	0	60	60	4	3	4	1	0	1	0	1	3	14	4,000
2791	Marysville	do	L. B. Demorest	2	1	29	50	1	1	0	0	13	5	5	15	6	11	4	4		200	12,000
2792	Maumee	do	L. E. Webb	1	0	5	21	0	0	86	74					0	2	0	0			25,000
2793	Medina	do	Fannie E. Thompson	2	2	58	65	0	0	0	0	4	1	10	12	12	13	3	2		400	
2794	Mendon	do	W. E. Kershmer	1	0	5	6	0	0	13	18					0	0	0	0		0	10,000
2795	Middlefield	do	G. T. Robinson	1	1	8	17	0	0	32	39	1	0	0	0	0	1	0	0	4	105	8,000
2796	Middlepoint	do	H. F. Ireland	1	2	21	20			48	43											
2797	Middleport	do	W. P. Stewart	1	1	15	24	0	3							2	7				135	40,000
2798	Middletown	do	Jno. Morris	2	2	24	23	0	0	11	17			2	2	3	2	0	0			
2799	Milan	do	W. G. Scroggie		3	30	32									5	4					18,000
2800	Milford Center	do	W. H. Sidebottom	1	1	25	24			93	98			10	8		2			2	300	15,000
2801	Millersburg	do	R. H. Sunkle	1	1	13	15	0	0	27	26					6	7	3	1		100	10,000
2802	Mineralridge	do	C. W. Harshman	1	0	3	8	0	0	81	98	0	1								225	3,500
2803	Minerva	do	O. W. Kurtz	2		21	20			99	120					3	4				120	10,000
2804	Mogadore	do	E. N. Lloyd	1	1	3	11	0	0	45	43					1	4	0	0	3	150	2,800
2805	Monroe	do	W. L. Smith	1		11	11	0	0	0	0	1	2	2	0	2	0	0	0		130	
2806	Montpelier	do	W. L. Fulton	2	0	32	28	1		180	210	3	4	2		2	4	1	2		20	15,000
2807	Morning Sun	do	M. S. Woods	1		2	5			21	10	2	2	0	0	3	3		1		200	
2808	Morrow	do	W. P. Vandervort	1	0	10	12	0	0	90	100					4		1			100	6,000
2809	Moscow	do	O. M. Patton	1	0	13	11	0	0	78	61	0	0	0	0	1	1	0	0		60	5,700
2810	Mount Carmel	do	Eugene Dial	1	1	13	12	0	0	37	40					7	2				200	
2811	Mount Gilead	do	M. W. Spear	1	1	30	38			150	150					3	12				500	30,000
2812	Mount Pleasant	do	Wm. M. White	1	2	28	44									2	8				100	10,000
2813	Mount Vernon	do	Jno. K. Baxter	2	3	59	108	0	4	0	0	5	6	20	35	5	11	3	4			
2814	Mount Victory	do	C. M. Lehr	1		4	4	0	0	88	85	0	0	0	0	1	4	0	0		110	8,500
2815	Napoleon	do	J. F. C. Robinson	2	1	18	26			0	0	2	2			4	3	1			16	
2816	Nelson	do	F. L. Oesch	1	0	9	5	0	0	14	11					2	1	0	0	4	100	1,000
2817	Nelsonville	do	M. Ella Moore	1	2	16	55		1							3	12	1			200	10,000
2818	Nevada	do	Wm. H. Hill	1	1	4	12	0	0	80	79	0	0	0	0	3	2	1	0			
2819	Newark	do	E. E. Richards	2	5	90	140	2	2	30	50	10	10			5	16	5	16		100	
2820	New Bedford	do	Jno. Schlarb	1		3	2	0	0	15	10					0	0					800
2821	New Berlin	do	Jas. A. Syler	1	1	8	9	0	0	13	14	0	0	0	0	2	0	0	0		80	8,800
2822	New Bremen	do	E. Ward	2	0	18	13	0	0	246	230					6	0	2	0		100	30,000
2823	New Carlisle	Linden Hill High School	L. G. Weaver	1	1	12	20			3	10					2	2					
2824	New Concord	High School	A. H. McCulloch	1	2	25	26	0	0	16	18	3	4			3	4	3	4		89	9,000
2825	New Holland	do	C. L. Thomas	1	0	7	17	0	0	0	0	1	1	0	0	0	5		1		50	14,000
2826	New Lexington	do	Jas. C. Fowler	1	0	20	26	0	0			8	16			0	3	0	2	3	300	30,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
2827	New Lisbon	High School	W. M. Henderson	2	1	17	28	1	1	.....	.....	.....	.....	.....	.....	2	5	.....	.....	.....	600	.....
2828	New Matamoras	do	C. C. Middleswart	1	2	4	10	0	0	56	62	.....	.....	.....	.....	1	3	.....	.....	.....	25	.....
2829	New Paris	do	E. L. Thomas	2	0	11	30	.....	3	.....	.....	.....	.....	2	1	2	11	2	1	.....	30	$12,000
2830	New Philadelphia	do	W. H. Nicklas	2	2	29	47	1	0	.....	.....	3	0	4	15	5	12	2	3	.....	950	10,000
2831	Newport	do	L. E. Booher	1	1	12	12	0	0	63	63	.....	.....	.....	.....	0	0	.....	.....	.....	0	5,000
2832	New Richmond	do	G. B. Bolenbaugh	1	2	9	10	0	1	160	155	2	1	1	0	1	1	1	1	.....	500	16,000
2833	New Straitsville	do	Chas. L. Williams	1	0	9	11	0	0	2	10	0	0	0	0	2	4	.....	.....	.....	300	.....
2834	New Washington	do	H. H. Frazier	2	0	31	36	0	0	0	0	.....	.....	.....	.....	4	4	0	2	.....	200	20,000
2835	Niles	City High School	Miss Lida Baldwin	1	2	18	47	0	0	0	0	0	0	0	0	2	10	0	0	4	500	40,000
2836	North Amherst	High School	W. H. Schibley	1	.....	27	23	.....	.....	171	154	1	.....	.....	.....	6	3	1	.....	.....	75	30,000
2837	North Baltimore	do	J. E. McFadden	2	1	17	35	.....	1	0	0	.....	.....	17	33	.....	5	.....	3	4	100	30,000
2838	North Bloomfield	do	B. D. Hirst	1	0	7	13	0	0	8	14	1	3	1	0	0	0	0	0	.....	180	3,400
2839	North Lewisburg	do	J. J. Welty	1	0	4	21	0	1	92	119	1	3	.....	.....	0	9	.....	.....	3	200	10,000
2840	North Lima	do	C. M. L. Altdoerffer	1	0	3	7	0	0	8	7	.....	.....	.....	.....	0	0	.....	.....	3	43	.....
2841	Oak Harbor	do	Miss Sue E. Harrison	1	1	31	33	0	0	0	0	4	2	8	7	10	12	5	4	.....	600	5,000
2842	Oak Hill	do	S. E. Miller	2	.....	16	18	.....	.....	84	132	.....	.....	.....	.....	0	0	.....	.....	.....	.....	4,000
2843	Oberlin	do	L. Bennett	2	2	49	75	.....	.....	.....	.....	.....	.....	.....	.....	6	8	6	8	.....	700	72,000
2844	Orrville	do	J. L. Wright	1	1	11	28	.....	.....	157	175	.....	.....	.....	.....	2	4	1	1	.....	187	15,000
2845	Osborn	do	Geo. P. Harmount	1	1	19	19	0	0	71	80	2	.....	.....	.....	3	6	1	.....	4	240	12,000
2846	Ostrander	do	J. W. Cross	1	.....	15	22	0	0	45	47	6	4	3	3	.....	1	.....	.....	.....	60	8,000
2847	Owensville	Boston High School	A. T. Marsh	1	0	8	11	0	0	48	40	0	0	0	0	0	0	0	0	.....	11	5,131
2848	Oxford	High School	C. W. M. Clure	1	2	29	45	2	3	169	175	.....	.....	.....	.....	12	12	.....	.....	.....	400	35,000
2849	Painesville	do	Frank H. Kendall	3	2	49	106	0	0	0	0	.....	.....	.....	.....	1	16	.....	.....	.....	.....	.....
2850	Payne	do	J. B. Shadley	1	0	6	7	0	0	163	169	1	2	3	2	1	5	1	2	.....	50	5,000
2851	Peebles	do	J. E. Collins	1	0	18	16	0	0	63	63	0	0	0	0	0	0	0	0	.....	.....	.....
2852	Pemberton	do	T. J. Robinson	1	0	2	11	.....	.....	14	3	0	0	0	0	0	0	0	0	.....	0	3,000
2853	Pemberville	do	R. F. Beausay	1	0	9	6	0	0	127	98	0	0	2	2	1	2	0	2	.....	100	14,000
2854	Peninsula	Village High School	Fred Hickman	1	0	11	11	0	0	79	65	.....	.....	.....	.....	1	1	1	1	.....	200	8,000
2855	Perrysville	High School	D. P. Fulmer	2	1	5	15	.....	.....	78	87	5	15	.....	.....	1	5	.....	4	.....	50	7,000
2856	Piketon	do	W. M. Clayton	1	.....	12	16	1	2	4	6	1	2	.....	.....	1	4	.....	2	.....	.....	6,000

2857	Plain City	do	Geo. A. Chambers	2	0	24	28	2	0	130	137	12	10	10	0	3	7	2	1		250	40,000
2858	Plymouth	do	H. B. Work	1	2	25	36	0	0	112	85					3	3	1			345	
2859	Poland	do	M. A. Kimmel	1	1	7	7	0	0	0	0			1		1	2				450	
2860	Polk	do	E. O. Parker	1		4	4	0	0	14	11					0	0				35	
2861	Pomeroy	do	T. C. Flanegin	1	2	21	42	2	1	0	0					3	4	0	0		1,500	6,000
2862	Port Clinton	do	Ella Wommelsdorf	1	2	32	59			240	233	8	12			2	6	2	3	4	200	30,000
2863	Portsmouth	do	D. P. Pratt	4	2	54	98	6	3	0	0					2	13	2	1		200	
2864	Port Washington	do	C. L. Cronebach	1	0	1	3	0	0	19	15	0	0	0	0	1	3				100	
2865	Prospect	do	T. B. Weaver	0	4	8	20	0	0	98	104					1	5				225	
2866	Put in Bay	do	J. C. Oldt	1	0	10	8	0	0	10	10	0	0	0	0	0	0				50	6,000
2867	Quaker City	do	W. H. Gregg	1	1	20	25	0	0	0	0					4	3	1	1		320	20,000
2868	Rainsboro	do	Ed M. Roberts	1		9	6	0	0	16	14	0	0	0	0	0	4	0	4		150	4,500
2869	Ravenna	do	W. J. Dodge	3	2	30	58									2	10	1			1,450	
2870	Reesville	do	D. G. Taylor	1		4	6	0	0	36	50			0	4	0	3	0	3		40	800
2871	Republic	do	J. C. Seemann	1		2	6	0	0	3	2					1	1	0	0		15	4,000
2872	Rex	Bethel Township High School.	J. E. Peterson	1		6	6	0	0	16	14					0	0				100	7,000
2873	Reynoldsburg	High School	D. J. Snyder	2	1	60	60									5	5					11,000
2874	Richmond Dale	Jefferson Township High School.	Geo. W. Fry	1		11	16														20	5,000
2875	Richwood	High School	Mildred Graham	2	1	31	46	0	2	186	197	2	1	3	2	4	2	2	0		300	18,000
2876	Ripley	do	F. S. Alley	1	1	25	31	2	4	255	260			5	4	5	7	3	2	3	1,000	30,000
2877	Rittman	do	Chas. E. Held	1		5	6	0	0	15	13	0	0	0	0	0	0	0	0		0	3,000
2878	Rock Creek	do	A. A. Prentice	1		4	6		1	71	90					2	4					15,000
2879	Rockford	do	I. W. Stahl	1	1	8	12					2	5			0	2				75	
2880	Sabina	do	C. W. Wright	2	0	21	33	0	0	141	126					1	4			3	500	10,000
2881	St. Clairsville	do	Geo. Rossiter	1	1	9	25	1	0	136	121					1	3				500	2,000
2882	St. Louisville	do	Ed A. Evans	1		4	9			14	9	0	0	0	0	0	0	0	0			5,000
2883	St. Marys	do	Ida M. Windate	1		22	20	0	0	22	33	1		3	2	3	3	2	1		1,200	65,000
2884	St. Paris	do	J. M. Reason	2	0	15	30	0	0	106	107			5	10	2	3	2	2		350	10,000
2885	Salineville	do	R. S. Baker	1	0	8	14	0	0	6	9					3	9					20,000
2886	Sandusky	do	C. S. Coler	3	2	62	158	2	3	0	0	3	7	5	9	5	17			4	900	90,000
2887	Scio	do	Emmett C. Ryan	1	0	13	9			3	10										195	5,000
2888	Seven Mile	do	E. C. Eikenberry	1		13	17	0	0	53	43	1		2		0	0	0	0		35	
2889	Seville	do	J. A. Lowrie	1	1	21	25	0	0	11	11					1	7				300	10,000
2890	Shanesville	do	A. C. Baker	1		10	20			30	50	1	1			3	7	1	1			2,500
2891	Shauck	Johnsonville High School.	R. H. Morrison	1		20	16	0	0	17	13	2	3	0	0	1	3	0	0		100	8,000
2892	Shelby	High School	C. H. Handley	1	2	26	39			226	210	3	1	2	0	2	7	2	1		450	36,000
2893	Sheldon	do	T. E. Warren	2	1	26	28	0	0	16	18	12	10	2	1	3	8	8	5		500	1,000
2894	Shiloh	do	Miss Ina McKee	1	1	18	30	0	0	78	83	0	0	0	2	1	3	0	0		200	15,000
2895	Smithville	do	Jas. Q. Zaring	1		5	8			75	55					0	0					
2896	Somerset	do	H. R. McVay	2	0	23	21	0	0							0	4			4		
2897	South Solon	do	J. A. Dick	1	0	14	10	0	0	12	6	0	0	0	0	4	3	0	0		24	3,000
2898	Sparta	do	N. D. O. Wilson	1	0	8	6	0	0	40	37					1	2			3	400	7,000
2899	Spencer	do	F. L. Giles	1		20	28	0	0	23	38					3	7			4	0	6,000
2900	Spencerville	do	N. H. Stull	2	0	31	38			183	187					4	5					20,000
2901	Springfield	do	Jno. S. Weaver	4	6	126	214	6	18							13	21			4	400	
2902	Spring Valley	do	E. H. Colvin	1	0	10	13	0	0	68	56	0	0	2		0	2	0	0		150	4,000
2903	Steubenville	do	E. W. Matthews	2	3	62	98	0	1	0	0	15	10	20	0	14	16	8	6		3,000	
2904	Stockport	do	H. E. Axline	1	0	5	10	0	0	5	6	2	0	2	4	2	2	1	1		100	15,000
2905	Stryker	do	C. C. Biglow	1	4	21	31	0	0	117	105					5	10				30	20,000
2906	Sullivan	do	S. S. McBride	2	0	29	26	0	0	27	32					1	0	0	0		0	6,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
2907	Sunbury	High School	Worthington Scott	1	3	16	8	....	....	52	56	....	1	2	2	5	....	1	....	....	150	$5,500
2908	Tallmadge	do	W. M. Webb	1	....	18	17	0	0	51	48	....	....	....	....	2	4	....	....	....	650	6,000
2909	Tarlton	do	Jno. B. Grove	1	....	10	10	....	....	5	5	....	....	....	....	1	1	....	....	....	....	2,500
2910	Thornville	do	R. E. Alspach	1	....	23	9	....	....	41	32	....	....	....	....	7	5	....	....	....	200	4,000
2911	Tiffin	do	C. A. Krout	2	2	50	84	0	0	12	49	....	....	8	9	8	22	2	3	4	....	75,000
2912	Tippecanoe City	do	Jas. I. Bartmess	1	1	16	19	0	0	125	136	0	0	3	2	3	4	1	....	....	....	40,000
2913	Toledo	do	H. C. Adams	6	6	179	286	1	0	0	0	....	....	....	....	23	55	....	....	4	1,000	129,247
2914	Tuscarawas	do	A. A. Schear	1	0	14	13	0	0	4	7	2	2	....	....	3	3	2	2	....	20	.....
2915	Uhrichsville	do	Mrs. M. I. B. Hoover	1	1	20	39	....	1	.....	.....	.....	.....	.....	.....	2	7	.....	.....	....	322	45,000
2916	Unionville Center	do	H. B. McCord	2	1	11	14	0	0	0	0	0	4	0	0	0	4	0	4	....	50	8,000
2917	Upper Sandusky	do	Thos. L. McKean	2	1	24	70	0	0	0	0	0	0	0	0	0	0	0	0	....	90	75
2918	Urbana	do	I. N. Keyser	2	1	31	60	1	....	.....	.....	.....	.....	2	3	6	7	2	3	....	300	80,000
2919	Utica	do	J. G. Simpson	1	1	24	12	....	....	11	14	4	1	.....	.....	0	2	0	0	....	350	15,000
2920	Vanlue	do	L. E. Huston	1	0	6	6	0	0	62	54	2	5	0	0	1	1	1	1	....	.....	8,000
2921	Van Wert	do	Miss Helen Harrington	1	3	47	73	1	1	.....	.....	.....	2	....	1	4	8	....	3	....	750	47,200
2922	Vermilion	do	C. E. Gore	1	3	38	15	....	....	111	92	....	....	....	....	2	1	....	....	....	200	21,000
2923	Versailles	do	T. C. Pitsenberger	1	....	2	7	....	....	148	149	....	....	....	....	....	....	....	....	....	0	.....
2924	Wadsworth	do	F. M. Plank	2	1	32	34	0	0	187	212	5	6	4	3	2	11	1	3	4	350	30,000
2925	Wapakoneta	do	C. W. Williamson	2	0	20	11	....	....	335	365	7	4	....	....	2	1	....	....	....	800	50,000
2926	Warren	do	F. E. Ostrander	2	3	55	123	2	0	0	0	2	2	20	30	10	10	5	4	....	780	.....
2927	Warsaw	do	C. C. McMichael	1	0	22	22	0	0	63	60	1	3	0	0	1	0	1	0	4	100	13,000
2928	Washington	do	H. C. Knowles	1	3	10	17	....	....	38	41	....	....	....	....	3	2	3	....	....	34	3,000
2929	Washingtonville	do	W. A. Hiscox	1	....	11	19	....	....	.....	.....	.....	.....	.....	.....	3	4	.....	.....	....	350	15,000
2930	Watkins	do	F. Z. Ballinger	1	0	13	14	0	0	0	0	....	....	....	....	3	4	1	1	....	0	.....
2931	Wauseon	do	J. W. Grabiel	2	1	36	51	0	0	164	163	4	6	6	3	1	3	1	1	....	.....	40,000
2932	Waverly	do	Jas. A. Douglas	2	0	17	24	0	0	.....	.....	0	0	0	0	2	2	0	0	4	524	2,000
2933	Waynesville	do	S. A. Stilwell	2	0	20	20	....	1	8	6	....	....	15	15	4	7	2	1	....	500	.....
2934	Wellsville	do	Miss Roberta Reynolds	....	2	20	38	0	0	.....	.....	.....	.....	.....	.....	4	13	.....	.....	....	180	.....
2935	West Alexandria	do	J. L. Brouse	1	0	8	20	....	....	71	52	....	....	....	....	2	4	1	....	....	60	12,000
2936	West Bedford	do	J. H. Dull	....	1	12	8	....	....	31	37	....	....	....	....	....	....	....	....	....	10	3,500

2937	Westboro	do	R. E. Andrews	1	0	8	15	0	0	37	45				5	1	5					4,000
2938	West Carlisle	do	D. C. Robison	2		10	15	0	0	15	12										300	1,500
2939	Westerville	do	E. D. Ressler	2	0	30	40	0	0	0	0					3	14				77	
2940	West Jefferson	do	J. O. Beck	1		6	7	0	0	85	88					1	4				27	11,000
2941	West Liberty	do	W. S. Jones	2	0	10	14	0	0	10	10	3	3	0	0	4	3	2	0	4	200	8,000
2942	West Mansfield	do	J. E. Gordon	1		6	2	0	0	78	85					1	2	1	1		0	7,000
2943	West Mentor	do	Jeannette C. Munson	0	2	5	9	0	0	10	9	0	0	3	4	0	3	0	2		0	2,500
2944	West Middleburg	do	O. S. Kibler	1	1	5	4	0	0	39	52	0	0	0	0	5	4	0	0	3	80	2,500
2945	West Milton	do	F. B. Harris	1	0	22	18	0	0			3	0	2	2	1	0				120	11,000
2946	Weston	do	Geo. E. Ryan	1		8	23			98	97					1		1				5,000
2947	West Salem	do	Geo W. Goshorn	1		25	15	0	0	50	85	3	0			4	2	2	1		250	25,000
2948	West Union	do	E. S. Jones		2	20	40			80	100	2	5			2	3	1	3		20	1,500
2949	Westwood	do	S. T. Logan	1	1	12	15	0	0	125	78	3										5,000
2950	Whitehouse	do	A. F. Thompson	1		3	5			16	12										0	10,000
2951	Williamsburg	do	G. W. Felter	1		7	23	0	0	0	0	0	0	0	0	1	3	0	0		40	10,000
2952	Williamsport	do	E. B. Wilson	1	0	17	18	0	0	244	186					0	0	0	0		0	24,600
2953	Willshire	do	J. W. Kannel	1	1	6	11			83	68					0	2				66	5,000
2954	Wilmington	do	H. E. Chatterton	3	1	20	33	5	3												200	
2955	Wilmot	do	D. W. Shumaker	1	0	11	6	0	0	5	10										210	5,000
2956	Winchester	do	S. S. Thomas	1	0	17	26	0	0	71	74					0	0				15	4,000
2957	Woodsfield	do	J. M. Hall	1	0	16	19	0	0	105	85	1	0	0	3	4	2	1	0		213	5,000
2958	Wooster	do	S. S. Milligan	7	2	84	134	1	0	0	0	3	5	3	4	9	25	8	9	2	400	100,000
2959	Worthington	do	S. H. Layton	1	2	27	39	0	1							4	10				300	31,000
2960	Wyoming	do	C. S. Fay	1	2	36	38	0	2	129	139					4	10	1	1			18,000
2961	Xenia	do	G. J. Graham	2	3	67	90	22	24	0	0					13	19			4	500	20,000
2962	Youngstown	Rayen High School	Geo. F. Jewett	2	6	90	175	0	0	0	0	15	25			6	24	6	24		500	100,000
2963	Zaleski	High School	W. J. Beyerly	1	0	13	12	0	0	99	101	0	0	6	5	4	2	2	2		97	8,000
2964	Zanesfield	do	R. H. Dunaway	1	0	17	13	0	0	0	0	2	0	4	2	2	2	0	0		0	5,000
2965	Zanesville	do	W. M. Townsend	2	6	140	210	3	9	0	0					17	31	2	3	4	500	40,000
	OKLAHOMA TERRITORY.																					
2966	Guthrie	High School	S. V. Mallory	1	1	20	30			680	570										100	4,000
2967	Oklahoma City	do	Mrs. S. Douglass		1	9	11			51	36	4	3								100	500
2968	Perry	do	A. E. Robinson	1	1	2	17	0	0	402	408											
	OREGON.																					
2969	Ashland	High School	T. A. Hayes	0	1	30	39	0	0	4	10					4	9					10,000
2970	Astoria	do	R. M. Wright	1	2	31	42									2	1	1			200	30,000
2971	Baker City	do	J. A. Churchill	2	0	28	24			300	348					12	3				600	30,000
2972	Grants Pass	do	W. B. Adams	1	1	12	16	0	0	258	257	20	16	10	12					3		
2973	Heppner	do	A. W. Wier	1	1	6	8	0	0	147	149	0	1	4	1	4	2	4	2		25	12,347
2974	Hillsboro	do	J. H. Stanley	1	1	16	18	0	0	237	252					5	7				0	19,000
2975	Jacksonville	do	C. S. Price	1		6	14	0	0	60	71	2	5	1		1	5		3			6,000
2976	Medford	do	N. L. Narregan	1	1	8	8			200	250	8	8			3	10	3	10		200	1,200
2977	Oregon City	do	R. W. Pringle	1	2	37	60			218	257										200	15,000
2978	Roseburg	High School (dept.)	W. J. Lackey	1	0	8	5	0	0	242	245	0	0	0	0	7	5	0	0		500	
	PENNSYLVANIA.																					
2979	Abington	High School	E. L. Flack	1		6	10	0	0	7	5					2	4	0	0		100	17,000
2980	Alexandria	do	H. M. Hosterman	1	0	6	14	0	0	0	0	0	0	0	0	0	0	0	0		25	
2981	Allegheny	do	Jas. E. Morrow	7	6	133	209	1	5	0	0	15	34	6	23	39	64	8	20	3		

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	PENNSYLVANIA—continued.																					
2982	Allentown	High School	F. D. Raub	3	3	103	140	0	0	0	0	5	0	0	0	19	43	5	2	....	800	$40,000
2983	Altoona	....do	Geo. D. Robb	1	4	62	120	....	....	.....	.....	6	1	....	....	4	12	2	....	....	.....	.....
2984	Ambler	....do	Geo. W. Bickel	1	....	10	19	....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	176	.....
2985	Archbald	....do	R. N. Davis	1	0	6	10	0	0	4	34	0	0	....	....	0	0	0	0	4	550	.....
2986	Ashbourne	Cheltenham High School	Milton C. Cooper	2	....	8	17	....	1	.....	.....	.....	.....	3	10	3	12	.....	.....	....	1,050	.....
2987	Ashland	....do	S. H. Clair, A. M	2	0	38	53	0	0	0	0	0	0	0	0	15	16	0	0	....	1,253	.....
2988	Atglen	....do	E. T. Good	0	1	7	6	0	0	5	13	....	....	....	....	....	....	....	....	....	.....	.....
2989	Athens	....do	W. O. Robinson	2	2	42	62	0	0	0	0	.....	.....	.....	.....	6	8	2	7	4	800	45,000
2990	Bangor	....do	Jas. W. Elliott	2	....	12	28	0	0	11	14	0	0	2	8	0	6	0	3	....	500	.....
2991	Beaver	....do	W. J. Alexander	1	2	32	28	0	0	1	6	.....	.....	.....	.....	3	6	.....	.....	....	350	125
2992	Bedford	....do	Wm. M. Watts	2	1	16	54	2	3	.....	.....	0	0	0	0	0	10	0	0	....	1,100	20,000
2993	Bellefonte	....do	David O. Etters	3	1	37	57	3	1	.....	.....	.....	.....	15	3	6	4	4	.....	....	300	20,000
2994	Berlin	....do	J. J. Brallier	1	....	5	20	0	0	90	105	0	0	0	0	0	0	.....	.....	....	150	.....
2995	Berrysburg	....do	D. F. Detter	1	....	15	7	.....	.....	4	11	.....	.....	.....	.....	1	3	.....	.....	....	500	2,500
2996	Berwick	....do	E. K. Richardson	2	....	24	27	0	0	271	293	2	0	4	4	4	5	2	2	4	0	30,000
2997	Berwyn	....do	J. A. Clarke, A. M	1	....	9	12	.....	.....	6	5	.....	.....	.....	.....	.....	.....	.....	.....	....	70	.....
2998	Bethlehem	....do	J. Morris Roberts	1	1	10	23	0	0	435	517	1	0	2	6	2	3	1	0	....	300	.....
2999	Bismarck	Central High School	J. B. Batdorf	1	1	5	8	.....	1	6	11	.....	.....	.....	2	1	1	....	1	....	110	15,000
3000	Blairsville	High School	Wm. C. McKee	2	....	20	18	0	0	0	0	.....	.....	.....	.....	.....	2	.....	.....	....	25	.....
3001	Bloomsburg	....do	L. P. Sterner	2	1	60	50	0	0	454	486	2	1	....	....	15	6	.....	.....	....	200	55,000
3002	Boyertown	....do	E. J. Conner	1	1	30	18	.....	.....	.....	.....	.....	.....	.....	.....	4	7	.....	.....	....	200	.....
3003	Braddock	....do	Geo. M. Fowler	1	1	15	25	0	0	0	0	.....	.....	.....	.....	3	6	2	0	3	400	.....
3004	Bradford	....do	Anna E. McAuliff	2	6	100	150	0	1	0	0	17	12	7	2	6	18	....	3	....	.....	100,000
3005	Bridgeport	....do	W. N. Gehman	1	....	5	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	....	90	37,000
3006	Bristol	....do	Louise D. Baggs	....	2	14	25	.....	.....	9	7	0	0	1	....	7	4	.....	.....	....	346	36,200
3007	Brownsville	Union High School	W. S. Bryan	1	1	14	20	1	1	169	165	.....	.....	1	2	3	6	1	2	....	550	.....
3008	Bryn Mawr	Lower Merion High School	J. I. Robb	1	1	26	30	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	....	.....	.....
3009	Burlingame	South Williamsport High School.	J. W. Stout	1	....	3	10	0	0	4	27	1	1	0	0	1	4	....	....	....	300	60,000

3010	Butler	High School	Jno. O. Gibson	1	3	40	80			0	0	2	2	15	30	8	14	5	3		400	
3011	Cambridgeboro	do	Chas. F. Chamberlain	1	1	21	26			113	157						3			3	275	12,000
3012	Canonsburg	do	W. C. Black	2	1	18	43	1		244	237					0	6	0	3		150	
3013	Canton	do	C. M. Harding	2		12	20	0	0	125	175	0	0	3		0	0	0	0	3	250	22,000
3014	Carbondale	Central High School	H. J. Hockenberry	1	2	20	45			32	67	3				9	18				1,464	40,000
3015	Carlisle	Colored High School	Jesse P. Zeigler	1		9	16	9	16							1	3				0	
3016	do	White High School	Mary Landis	1	2	12	43	0	0	19	30	2	2	0	0	3	15		0		15	25,000
3017	Catasauqua	High School	Thos. W. Bevan	1		15	23	0	0	0	0	0	0	3		5	11	0	0		500	50,000
3018	Chambersburg	do	Samuel Gelwix	1	2	50	72	0	1	0	0					5	9	0	0		500	
3019	Chester	Central High School	Thos. S. Cole	1	3	36	67	1	0			2	0	2	0	8	14	2	0		125	30,000
3020	Clarion	High School	L. L. Himes	1	0	15	20	0	0							5	3	3	0		300	20,000
3021	Claysville	do	J. D. Trussell	1	0	8	6	0	0	126	100	0	0	8	6	0	0	0	0			
3022	Cochranton	do	W. A. Patton	1	0	11	12	0	0	80	83	0	0	0	0	0	2	0	0	3	80	
3023	Columbia	do	Mary Welsh		2	13	31	0	0	5	13	2		3	4	3	12	1				
3024	Conneautville	do	E. M. Mixer	1	2	22	21	0	0	88	95	1	0	1	0	5	3	2	0	4	200	1,800
3025	Connellsville	do	W. G. Gans	1	2	28	36	0	0	0	0					3	5	0	0		600	
3026	Conshohocken	do	J. Horace Landis	2	3	85	74	2	0	157	194					7	8	1			420	31,000
3027	Corry	do	Miss Caroline W. Coats	2	1	22	45	0	1	0	0					4	11				300	
3028	Coudersport	do	W. F. Du Bois	1	1	8	19	0	0	132	181	4	8	0	0	0	0	0	0	5	140	34,000
3029	Dauphin	Borough High School	Prof. E. F. Brightbill	1	0	13	22	0	0			0	0	0	0		3	0	0			5,630
3030	Downingtown	High School	J. R. Hunsicker	2	0	5	23	0	0	0	0			3	6	1	1	0	0		100	15,000
3031	Doylestown	do	J. L. Shroy	1	1	7	24	0	0	146	180					1	2	0	0		600	35,000
3032	East Brady	High School No. 6	E. D. Baker	1	1	15	18			97	130					0	8				2,385	
3033	Easton	High School	B. F. Sandt	3	3	72	151	1	2	0	0	15	2	10	0	7	47	2	2		5,500	20,000
3034	East Stroudsburg	do	J. J. Ungee	1	0	1	7	0	0	5	7	0	0	0	0	0	3				100	
3035	Ebensburg	do	T. L. Gibson	1	1	19	23	0	3	151	167	2	0			3	4				120	22,000
3036	Elizabethtown	do	B. F. Heiges	2	0	15	20	0	0	120	130					2	8				57	
3037	Elk Lick	do	Milton Phillips	1	1	15	13														25	
3038	Emlenton	do	S. M. Meats	1	0	5	17	0	0	0	0	0	0	0	0	4	4	0	0		250	12,000
3039	Emporium	do	Harry F. Strouffer	2		22	43	0	0	0	0	0	0			5	6	1			350	28,000
3040	Ephrata	do	H. E. Gehman	1	0	18	13	0	0			0	0	0	0	5	3	0	0		135	
3041	Erie	do	Jno. C. Diehl	5	6	131	289	2	0	0	0	15	4	26	4	12	31	6	2	4	340	145,000
3042	Everett	do	C. H. Bucher	1	0	8	8	0	0	7	27	0	1	1	0	0	4	0	1	3	1,200	6,500
3043	Fleetwood	do	D. B. Linderman	1	0	12	4	0	0	5	10	2	1	0	0	4	2	2	1		125	8,000
3044	Franklin	do	Chas. E. Lord	2	0	48	81	1	0			0	3	4	0					4	250	
3045	Greatbend	do	M. W. Cargill	1		5	8			12	9	0	0	0	0	1	3	0	0		400	
3046	Greencastle	do	Wm. D. Smiley	2	0	22	29	0	0			0	0	0	0	3	10	0	0		125	9,275
3047	Greensburg	do	H. B. Twitmyer	2	1	42	32	0	0			5	0	2	0	5	1	3	0		1,100	
3048	Greenville	do	Miss Elmira Mealy	1	3	31	65					15	20			10	20	5	6		800	41,000
3049	Halifax	do	E. W. Romberger	1	0	10	10	0	0	5	8	0	0	0	0	0	3	0	0		0	5,400
3050	Hamburg	do	Eli M. Rapp	1		20	23	0	0	0	0	0	0	0	0	2	6	0	0		350	30,000
3051	Hanover	do	W. L. Hoffheins	1	2	30	32	0	0			15	10	4	0	5	5	3	2		500	50,000
3052	Harrisburg	do	J. H. Wert	9	11	165	267	6	13	0	0	18	16	44	60	10	37	5	14	4	1,100	160,000
3053	Hatboro	do	H. A. Markley	1	1	13	3	0	0	84	72					0	0					3,500
3054	Hawley	do	Mark Creasy	0	7	10	28	0	0	157	179	0	0	0	0	2	6	0	0		300	8,000
3055	Hazleton	do	L. P. Bierly	2	1	27	44					4				7	9	4			180	50,000
3056	Hickory	Academy	B. B. Wolf	1	0	4	14			24	29	1	3	0	0	3	8	3	2		100	1,500
3057	Hokendauqua	High School	M. P. Reagle	1	0	10	15	0	0	95	100					6	5					20,000
3058	Hollidaysburg	do	J. A. Stewart, A. M	1		5	21	0	0	0	0					2	8				300	
3059	Honesdale	do	Geo. W. Twitmyer	2	2	20	26	0	0	0	0	10	3	15	6	7	4	2	2		7,894	40,000
3060	Houtzdale	do	J. L. L. Bucke	1	0	6	12	0	0	5	7			2	0	2	6	2	0		350	10,000
3061	Hughesville	do	C. S. Voorhees	1	0	15	23	0	0	139	155	1	0	2	1	2	3	0	1		300	18,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	PENNSYLVANIA—continued.																					
3062	Hummelstown	High School	H. M. Roth	1	2	18	28	0	0	164	160	....	....	....	....	....	....	....	....	....	.....	.....
3063	Huntingdon	do	Ezra Schman	3	1	15	35	1	0	50	40	....	....	....	....	7	12	....	....	....	1,000	.....
3064	Hyndman	do	C. H. Le Fevre	2	0	9	37	0	1	96	118	2	6	....	....	0	10	0	3	....	3	$10,000
3065	Jeannette	do	B. F. Freed	2	0	0	8	0	0	9	11	0	0	0	0	0	8	0	0	....	300	18,000
3066	Jenkintown	do	D. G. Hartney	1	0	17	24	0	0	137	120	0	0	0	0	3	0	0	0	....	50	10,000
3067	Jermyn	do	E. D. Bovard	1	1	7	23	....	....	193	302	0	0	0	0	4	11	....	....	....	200	16,000
3068	Jersey Shore	do	S. W. Furst	1	....	8	16	0	0	12	14	....	....	....	....	....	....	....	....	....	....	.....
3069	Johnstown	do	H. P. Johnson	1	2	20	44	....	....	....	....	5	2	8	1	2	10	1	3	....	....	.....
3070	Kennett Square	do	Frank C. Bye	1	....	6	13	0	1	132	118	....	....	....	....	1	3	....	....	3	200	13,000
3071	Kittanning	do	T. S. McAulis	1	1	10	20	0	1	310	310	4	....	....	4	1	4	1	4	....	1,000	.....
3072	Lancaster	Boys' High School	J. P. McCaskey	2	2	116	....	....	....	....	....	8	....	....	....	24	....	....	....	....	....	.....
3073	do	Girls' High School	Miss Sarah H. Bundell	4	4	....	189	....	0	0	0	....	4	....	6	....	31	....	....	....	30	40,000
3074	Lansdale	High School	Wm. B. Linn	1	1	20	18	....	....	14	14	....	....	2	....	2	3	....	....	....	205	.....
3075	Lansdowne	do	H. Emilie Groce	0	1	7	16	0	0	104	83	0	0	3	5	0	2	0	0	....	320	12,000
3076	Lebanon	do	Chas. K. Witmer	1	3	56	73	0	0	0	0	12	2	1	0	10	20	3	0	3	3,500	.....
3077	Leechburg	High School (dept.)	H. J. Smeltzer, A. M.	2	0	7	20	0	0	290	308	1	2	1	0	4	4	1	1	....	205	17,000
3078	Lehighton	High School	A. J. Walters	1	0	17	17	0	0	330	312	2	0	3	2	....	....	0	0	....	100	0
3079	Lewisburg	do	D. P. Stapleton	1	1	14	29	....	....	8	17	4	7	....	....	4	8	3	4	....	250	15,000
3080	Linesville	do	R. S. Penfield	2	4	8	8	0	0	91	77	0	0	0	0	1	2	0	0	3	0	7,000
3081	Liverpool	do	W. B. Hamilton	1	0	10	10	0	0	9	7	....	....	....	....	0	3	0	0	....	300	5,000
3082	Lock Haven	do	W. J. Wolverton	3	1	55	75	0	0	0	0	10	3	3	0	8	10	1	1	....	200	16,000
3083	Lykens	do	Ira S. Wolcott	1	1	10	20	0	0	250	270	3	0	0	0	4	6	0	0	....	300	25,000
3084	McEwensville	Academy and High School.	F. H. Schaeffer	1	....	7	10	0	0	12	6	2	3	0	0	0	0	0	0	....	600	4,000
3085	McKeesport	Central High School	Jno. A. Keys	3	1	0	0	0	0	0	0	9	....	0	0	6	14	3	0	....	0	45,000
3086	Manheim	High School	Jno. N. Shenck	1	6	19	22	....	....	201	178	....	....	....	....	4	3	....	....	....	350	10,000
3087	Marietta	do	R. R. Pleam	1	1	24	37	0	0	.....	.....	4	5	6	7	3	6	....	....	....	250	5,000
3088	Marysville	do	Jno. S. Campbell	1	0	8	9	0	0	9	15	0	0	0	0	....	6	0	0	....	25	.....
3089	Mauch Chunk	do	Jas. J. Bevan	2	1	28	16	0	0	.....	.....	0	0	7	3	6	2	6	2	4	300	40,000
3090	Meadville	do	Miss E. R. Haxton	0	8	92	146	0	2	0	0	....	....	....	....	10	17	....	....	....	925	.....

3091	Media	do	L. H. Watters	1	1	8	34	0	0	0	0	0	0	0	0	1	3	0	0		375	25,000
3092	Middletown	do	W. H. Kindt	1	1	22	47			7	27					3	1				111	15,000
3093	Mifflinburg	do	G. W. Mark	3	2	21	47	0	0			1	0	1		0	0	0	0			
3094	Millersburg	do	Chas. B. Cloud	1	0	15	17	0	0	0	0	3	0	1	0	2	0	1	0		300	22,000
3095	Milton	do	Jennie Sassaman	1	2	36	62	1	1							7	16				2,000	
3096	Montoursville	do	H. G. Phillips	1		3	4			19	26			2	2	3	2	1	1		600	10,000
3097	Morrisville	Case High School	Lewis R. Bond	1	0	8	17	0	0			1	2	2	0	0	2					15,000
3098	Morton	High School (dept.)	Elizabeth W. Gilbert		3	26	34	1		49	42											
3099	Mount Carmel	High School	M. G. Cocklin	3	0	14	26	0	0	0	0	0	0	0	0	0	4	0	0		119	
3100	Mount Jackson	do	Eva R Offutt	0	1	6	9	0	0	12	8			6	9						30	
3101	Mount Joy	do	C. L. Arnold	1	1	30	40	1	2	100	136					4	5				75	20,000
3102	Muncy	do	F. W. Robbins	2	0	27	28	2	1	0	0	2	1	0	0	4	5	1			200	35,000
3103	Myerstown	do	Samuel Haak	1		20	12					1				3	3	1	0		342	
3104	Nanticoke	do	A. P. Diffendafer	1	1	6	9	0	0	12	18	0	0	1	2	2	4				400	15,000
3105	Nazareth	do	Frank Hurth	1		12	7	0	0	13	8	3	0	0	0	0	0	0	0		650	9,000
3106	New Bethlehem	do	S. C. Hepler	1		6	12	0	0	0	0		1	2		2	3	2	3	2	100	
3107	New Brighton	do	Miss Jennie Knott		3	57	20		1	563	634			10	10	3	10	3	3		500	30,000
3108	New Castle	do	A. J. Eckles	2	2	49	71	2	2			10	8	15	25	5	19	2	1		600	200
3109	Newport	do	E. H. Bryner	1	1	7	16			118	159	0	0	5	10						500	10,000
3110	Newville	do	D. M. C. Gring	1	1	19	31	3	3	0	0	0	1	0	0	0	6	0	0			12,000
3111	New Wilmington	do	Thusie McLaughry		1	14	22	0	0	7	1	11	16			6	4	6	4		230	1,700
3112	Norristown	do	A. D. Eisenhower	2	6	111	135	0	2	0	0					14	21	4	5		5	40,000
3113	North East	do	Frank H. Shaw	1	2	8	25	0	0	162	207	8	24			4	5	4	5	4	500	5,000
3114	Northumberland	do	Myron Geddes		8	58	67	1	2	198	220					4	15				385	
3115	North Wales	do	L. R. Harley	1	1	7	12							3	2	4	4	1			200	10,000
3116	Oil City	do	F. J. Turnbull	2	3	40	104	0	0	0	0	10	2	15	9	7	17	7	4		800	
3117	Orbisonia	do	H. J. Wickey	1	0	8	25	0	0			1		1		0	4			4	300	
3118	Osceola Mills	do	W. R. Vaughan	1	5	18	29	0	0	226	227	0	0	1	0	0	0	0	0		300	6,500
3119	Pen Argyl	do	W. P. Messinger	1	1	37	27	0	0	304	337	1	0	1	0	6	4	0	0	3	50	30,000
3120	Penfield	do	Prof. S. C. Scott	1	0	7	12	0	0	14	3	0	0	0	0	0	0	0	0	3		
3121	Petersburg	do	J. L. Campbell	1	1	8	20	0	0	88	64	0	0	0	0	3	6				180	4,800
3122	Philadelphia	Central High School	R. E. Thompson	27		807		0		0						78				4	2,800	160,000
3123	do	Girls' High School	John G. Wight	2	61		2,715		21		0		50		10		383		0	4	2,000	
3124	Phœnixville	High School	H. F. Leister	1	4	29	55	0	0			0	0	0	0	6	16	0	0	3	750	80,000
3125	Pittsburg	do	Prof. C. B. Wood	14	18	444	642	6	4	0	0	12	6								2,718	250,000
3126	Plymouth	do	Irving A. Heikes	2	0	18	34	0	0	0	0	0	3	3	0	0	0	0	0	3	100	
3127	Portland	do	H. F. Walker	1	0	13	10	0	0	46	45					1	3				134	10,000
3128	Pottstown	do	J. H. Rohrback	5	1	75	114			0	0	10	0	2	1	4	19	4	3		2,550	
3129	Pottsville	do	S. A. Thurlow	2	1	64	84	0	0	0	0	2	2	15	5	15	22	2	0			
3130	Reading	Boys' High School	M. E. Schreibner	7	0	156	0	0	0			27	0	56	0	30	0	8	0		300	
3131	do	Girls' High School	Miss Elizabeth A. Stahl	1	7	0	245	0	3	0	0	0	0	0	1	0	32	0	1		300	20,950
3132	Renovo	High School	Chas. B. Keelly	1	1	22	33	0	0					2		4	8	1	0		600	60,000
3133	Ridley Park	do	Edwin Brown	1		13	16	0	0			2			2	3	2		2		935	8,500
3134	Rochester	do	Rufus Dan	1	1	9	16	0	0	0	0	0					4				50	
3135	Rouseville	Central High School	C. H. Donnell	1	0	6	20	0	0	4	17					0	6				20	
3136	Royer's Ford	High School	Wm. Lockart	1	1	17	23	0	0			1	0			0	0	0	0		125	
3137	Saegerstown	do	Jno. D. Goodwin	1	1	29	24	0	0	0	0	2	3	3	0	2	3	2	3	4	500	5,000
3138	Saxton	do	S. A. Van Onner	1		10	10			7	3					1	6					
3139	Sayre	do	J. G. Anderson	2	1	16	40	0	0	433	462	1	0	0	0	4	3	0	0		250	40,000
3140	Schuylkill Haven	do	H. Day Giso	1	1	20	11	0	0	16	9			3		3	3				400	
3141	Scottdale	do	C. E. Heller	2	0	12	19	0	0			0	1	1	0	0	0	0	0		1,000	0
3142	Scranton	do	J. C. Lange	2	1	34	66	0	0	0	0	0	0	2	3	9	25	2	3		150	200,150

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	PENNSYLVANIA—continued.																					
3143	Selins' Grove	High School	R. L. Schroyer	2	....	15	27	.....	.....	.....	.....	.....	.....	1	7	1	7	1	....	....	85	.....
3144	Sellersville	....do	A. S. Martin	1	....	9	12	0	0	.....	.....	3	0	0	0	0	2	0	0	....	100	$10,000
3145	Shamokin	....do	Kimber Cleaver	2	3	45	89	.....	.....	.....	.....	7	0	.....	.....	10	16	.....	.....	....	300	.....
3146	Sharon	....do	Marion M. Hoskin	....	2	10	42	.....	.....	0	0	.....	.....	.....	.....	.....	12	.....	.....	....	1,600	500
3147	Sharpsville	....do	T. S. Viekerman	1	....	8	7	0	0	240	253	0	0	0	0	1	2	.....	.....	....	858	40,000
3148	Slatington	....do	J. J. Savitz, Ph. B	3	0	31	30	.....	.....	0	0	3	0	5	6	5	3	2	0	....	500	12,000
3149	Somerset	....do	E. E. Pritts	2	0	5	5	0	0	5	25	2	0	0	0	5	5	2	0	....	50	20,000
3150	South Bethlehem	Central High School	M. A. Richards	3	0	50	52	0	0	0	0	0	0	7	1	7	5	7	1	4	300	.....
3151	South Easton	High School	A. J. La Barre	4	0	48	72	0	0	592	528	20	1	10	0	3	31	3	0	....	400	80,000
3152	Spartansburg	....do	W. H. Kopf	1	....	13	17	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	....	140	3,000
3153	Springboro	....do	G. S. Sigerrdall	1	....	9	12	0	0	65	77	2	1	2	4	4	5	1	1	....	0	5,000
3154	Spring City	....do	Jacob K. Jones	0	1	18	35	0	0	0	0	1	0	0	0	4	3	1	0	....	200	24,000
3155	Steelton	....do	Chas. S. Davis	1	2	46	39	.....	.....	.....	.....	.....	.....	.....	.....	14	8	.....	.....	....	2,000	70,000
3156	Strasburg	....do	W. R. Nauman	1	....	19	17	.....	.....	70	75	.....	.....	1	....	1	3	1	.....	....	510	24,000
3157	Summit Hill	....do	O. M. Grammer	1	....	2	7	0	0	308	136	0	0	0	0	2	7	0	0	....	0	20,000
3158	Sunbury	....do	C. D. Oherdorf	2	1	35	52	.....	.....	.....	.....	4	2	.....	.....	7	18	1	2	....	700	34,000
3159	Susquehanna	....do	C. T. Thorp	1	1	20	37	0	0	175	198	0	0	0	0	0	4	0	0	....	.....	25,000
3160	Tamaqua	....do	J. F. Derr	1	1	20	19	.....	.....	17	21	3	.....	.....	.....	7	5	3	.....	....	50	40,000
3161	Thurlow	....do	Miss Hannah Sears	1	2	12	26	4	2	0	0	0	0	1	0	1	6	1	.....	....	62	101,000
3162	Tidiorte	....do	E. J. Robinson	1	1	2	9	.....	.....	158	156	.....	.....	.....	.....	2	2	.....	.....	....	1,500	20,000
3163	Titusville	....do	Laetitia W. Wilson	2	9	35	51	1	0	825	907	1	2	1	....	7	18	2	2	....	255	.....
3164	Trevorton	....do	P. S. Bergstresser	1	0	9	9	0	0	19	17	0	0	0	0	0	0	0	0	....	29	9,200
3165	Tyrone	....do	J. K. Hamilton	3	1	46	92	....	3	0	0	.....	.....	.....	.....	4	14	.....	.....	....	450	60,000
3166	Ulysses	Lewisville High School	Mark Kelley	1	0	8	22	0	0	64	71	0	0	0	0	0	0	0	0	....	187	5,000
3167	Union City	High School	T. M. Morrison	1	2	24	36	0	0	250	264	5	3	.....	.....	3	5	3	3	4	300	20,000
3168	Uniontown	....do	Lee Smith	0	2	34	47	0	0	650	655	.....	.....	.....	.....	3	6	.....	.....	....	1,200	100,000
3169	Unionville	High School (dept.)	G. W. Brindle	1	0	7	15	0	0	.....	.....	0	0	0	0	0	0	0	0	....	65	.....
3170	Vanderbilt	High School	Oscar Anderson	1	....	7	8	.....	.....	173	192	7	8	0	0	0	0	.....	.....	....	400	.....
3171	Venango	....do	W. O. Woodring	0	1	4	5	.....	.....	20	29	.....	.....	.....	.....	0	1	0	0	....	0	2,500

3172	Warren	do	L. A. Beardsley, A. M.	2	5	36	84	0	0	0	0	1	0			5	12	1	0		6,000	
3173	Wayne	Radnor High School	Geo. H. Wilson	1	1	13	11	0	0							0	0	0	0		216	20,000
3174	Waynesboro	High School	A. J. Harbaugh	2	1	29	36	0	0	420	430					6	11	5	5	4		30,700
3175	Weatherly	do	G. W. Hemminger	1		18	13									4	4				100	10,000
3176	Wellsboro	do	A. F. Stauffer, A. B	1	2	28	35	0	0	0	0	0	0	4	3	3	2	2	0	3	200	25,000
3177	West Chester	do	Addison Jones	3	2	41	72	2	8			6	4	12	3	8	8	5	2	4	1,000	20,000
3178	West Freedom	do	W. O. Logue	2	3	30	32			10	12			12	10							
3179	West Newton	do	S. L. Brooks	1		4	6	0	0	16	24	1	4			4	5	0	0		700	1,800
3180	White Haven	do	E. L. Meyers	1	1	14	20			10	12	1	0			7	5				300	7,000
3181	Wilkesbarre	do	T. J. McConnon	3	3	87	200	1	1	0	0					27	23	2	3			
3182	Williamsport	do	W. W. Kelchner, A. M.	3	4	100	154	1	7					20	5	6	19	4	1		5,000	60,000
3183	Williamstown	do	A. H. Gerberich	2	0	12	19	0	0	338	304	1	0	0	0	2	3	1	0		300	12,500
3184	Wrightsville	do	E. W. Aumiller	1	6	18	12	3	2	182	178	0	0	0	0	3					100	22,000
3185	Wyoming	do	Geo. M. Wilner	1		5	5			13	18						3				70	
3186	York	do	Otis L. Jacobs, A. M	2	2	58	99	0	2	0	0	0	0	0	0	0	12	0	0	4	475	
3187	Youngsville	do	F. J. Lowe	1	0	4	9	0	0	96	60	0	0	0	0	0	3	0	0			8,000
	RHODE ISLAND.																					
3188	Ashaway	Hopkinton High School	Chas. W. Moore	1	1	18	14	0	0	14	5	13	7			3	0	3	0		90	
3189	Auburn	Cranston High School	A. H. Keyes	1	1	9	24	0	0	15	14	2	6	1	0	7	7	0	0		10	12,000
3190	Barrington	High School	R. F. Colwell	1	1	16	23					2				2	3	2			50	
3191	Bristol	do	Arthur P. Johnson	1	2	22	38	0	1	0	0	0	3			1	6	0	3		100	
3192	Central Falls	Lincoln High School	Wm. Overton	2	2	32	48	1		0	0	8	2			2	9	1	1		275	
3193	East Providence	High School	Frank W. Alexander	1	4	35	45	0	0			6	8	1	0	5	9	3	3		400	
3194	Newport	Rogers High School	F. E. Thompson	2	5	58	105	0	1			17	8	5	0	9	7	3	2	4	360	34,000
3195	Olneyville	Johnston High School	F. A. Spratt	1	2	29	40	0	0	0	0	7	14	0	0	4	7	4	3		200	25,000
3196	Pawtucket	High School	Wm. W. Curtis	5	5	118	139	1	0	0	0	15	8	15	52							
3197	Providence	do	David W. Hoyt	12	20	305	633	3	2	0	0	173	84	20	2	33	62	25	10	4	4,000	
3198	Warren	do	Walter H. Young	1	2	19	26	1	0	12	8	1	0	1	2	3	7	1	0		300	13,000
3199	Westerly	do	W. R. Whittle	3	4	51	73	0	0	0	0	7	4	10	5	5	7	3	3		1,500	
3200	Woonsocket	do	F. W. Doring	2	3	59	82	0	0	0	0	10	4	0	10	6	13	3	2	4		40,000
	SOUTH CAROLINA.																					
3201	Bamberg	Graded School	H. S. Hartzog	3	3	49	40			41	39	20	12	10	0	3	5	3	5		0	4,000
3202	Bascomville	Academy	J. M. McConnell	1		7	5	0	0	20	18	2	0	0	0	0	0	0	0		0	250
3203	Beaufort	College	J. R. Verdier	1	1	11	11	0	0	36	42					1	5	0	0			
3204	Bennettsville	Marlboro Graded School	H. M. Stackhouse	3	5	75	100	20	30	25	50	1	15		10	1	16	1	16	4	50	
3205	Blackville	High School	M. H. Ackerman	1		18	12	0	0	105	123	8	4	2	0	0	0					6,000
3206	Brunson	Graded High School	H. W. Pemberton	1	1	15	20			19	18		1			1	1		1			
3207	Central	High School	W. A. Dagnall	1	2	39	39	0	0	10	12	4	3	0	0	1	0	0	0	4		2,000
3208	Cheraw	do	B. C. M. Ives	2	0	12	27	4	5	140	150	0	0	2	0	2	3	1	2		40	2,000
3209	Chester	do	W. H. Hand	2	1	22	30	0	0	127	137	6	8			1	1					16,000
3210	Darlington	St. John's High School	L. C. Glenn	1	2	17	27	0	0	147	133	0	0	0	0						1,044	5,000
3211	Dillon	High School	P. L. Bethea	1	1	4	6	0	0	21	14	2	2								0	
3212	Donalds	do	T. F. Wright	1		12	18			23	22	1	1	0	0							
3213	Elloree	do	F. M. Shendan	1	1	34	26			34	36	10	6	12	8	4	1	4	1	3		1,200
3214	Fairplay	do	F. D. Bond	1	0	2	0			68	55	0	0	0	0						0	
3215	Jefferson	do	Chas. W. Stoll	1	0	11	16	0	0	23	29	0	0	0	0	0	0	0	0		0	1,200
3216	Lake City	do	W. L. Bass	1	1	26	14	0	0	16	18	1	5	2	3	0	0	0	0		0	800
3217	Lamar	Newman Swamp High School.	A. J. A. Perritt	1	1	11	13			22	26	2	3									1,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	SOUTH CAROLINA—continued.																					
3218	Little Rock	High School	Jas. M. Moss	1	0	5	4	....	....	12	9	1	3	1	0	0	0	0	0	....	.....	$300
3219	Marion	do	Dr. Thos. P. Bailey	1	1	29	22	0	0	82	65	6	5	2	1	8	7	5	3	....	200	20,000
3220	Mayesville	do	L. S. McSwain	1	1	6	6	0	0	24	26	2	1	0	0	0	0	0	0	....	0	300
3221	Mountville	do	T. E. Ewart	1	....	11	10	....	....	22	27	5	7	....	....	....	....	....	....	....	.....	800
3222	Newberry	do	Frank Evans	3	0	8	37	3	2	327	413	0	0	4	15	1	12	1	5	....	290	22,500
3223	Ninety-Six	do	J. C. Cork	1	2	30	22	....	....	26	22	6	8	1	....	....	....	....	....	....	50	2,500
3224	Oates	do	Jas. L. Mann	1	1	15	25	0	0	25	20	3	4	2	0	0	0	0	0	....	.....	700
3225	Orangeburg	do	A. M. Rankin	2	3	40	50	....	....	140	160	....	....	....	....	0	0	....	....	....	350	16,000
3226	Piedmont	do	W. B. West	1	....	4	9	....	....	187	340	16	27	....	....	....	....	....	....	....	.....	300
3227	Pine Ridge	do	Jas. Wells	1	....	7	9	0	0	17	11	4	0	0	0	3	0	1	0	....	36	1,000
3228	Rock Hill	do	J. W. Thomson	1	4	43	57	0	0	115	123	....	....	....	....	1	4	....	....	....	550	10,000
3229	Rowesville	do	C. R. Calhoun	1	....	6	6	....	....	25	18	2	1	....	....	....	....	....	....	....	0	1,000
3230	St. Matthews	do	M. H. Daniel	1	....	8	7	0	0	40	46	6	4	0	0	0	0	1	1	3	30	3,000
3231	Stokes Bridge	Hebron High School	P. P. Bethea	1	2	24	27	0	0	32	36	16	10	2	....	6	4	4	4	....	200	1,500
3232	Summerton	High School	Jno. G. Beckwith	1	0	7	2	0	0	19	8	9	2	....	....	0	0	0	0	....	25	1,000
3233	Sumter	do	Jno. B. Duffie	3	13	136	300	....	....	252	148	20	36	50	30	4	13	4	13	....	300	20,000
3234	Waterloo	do	Wm. T. McElroy	1	1	32	36	....	....	3	4	6	5	10	12	....	....	....	....	....	.....	250
3235	Woodruff	Bethel Male and Female High School.	B. W. Getsinger	1	0	12	10	0	0	17	28	....	....	....	....	....	....	....	....	....	.....	.....
	SOUTH DAKOTA.																					
3236	Aberdeen	High School	Miss M. A. Cantwell	1	2	15	14	0	0	25	26	0	0	11	4	3	0	1	0	4	325	.....
3237	Alexandria	do	G. A. Byrns	1	....	8	1	....	....	12	23	1	1	....	....	0	0	....	....	....	60	10,000
3238	Ashton	do	A. H. Avery	1	....	4	4	0	0	86	61	0	0	3	1	3	2	0	0	....	186	5,000
3239	Canton	do	Jenny H. Rudolph	1	....	2	8	....	....	134	190	0	0	....	2	....	4	....	1	....	50	8,000
3240	Deadwood	do	Alex. Strachan	1	1	19	21	0	0	0	0	....	....	8	10	0	0	0	0	4	350	15,000
3241	Dell Rapids	do	L. E. Goodwin	1	1	8	14	0	0	15	10	0	0	0	0	0	0	0	0	....	120	.....
3242	De Smet	do	J. A. Farrell	1	....	6	21	0	0	78	84	....	....	....	....	4	4	....	....	....	80	8,000

3243	Groton	Independent High School	Laura Marley	0	1	20	29	0	0	87	83	0	0	0	0	1	1	0	0	3	185	11,925
3244	Hot Springs	High School	H. F. Kling	1	1	14	16	0	0	186	184	0	0			0	0				300	40,000
3245	Huron	do	Ella C. Weechard		3	34	66	0	0			5	16	1	6	1	6	1	4		140	35,000
3246	Madison	do	R. B. McClenon	1	1	17	16	0	0	0	0	0	0			0	0	0	0	4	200	20,000
3247	Mitchell	do	E. J. Quigley	2	1	40	50			0	0					3	6				200	25,000
3248	Parker	do	Edwin Dukes	1	1	11	12					11	12			3	2	3	2		250	15,000
3249	Pierre	do	H. E. French	1	1	11	16										3				150	
3250	Plankinton	do	F. H. Hoff	1		14	26			6	15	3	1	2							36	8,500
3251	Redfield	do	C. W. Young	1	1	10	7	0	0	10	10	4	5	0	0	3	0	3		3	150	7,000
3252	Sioux Falls	do	H. J. Davenport	2	2	49	76		1			3	10			10	8	3	1			
3253	Webster	do	H. J. Rock	1		5	2					5	2	5	2	5	2				50	10,000
3254	Yankton	do	Rose J. Ryan	0	1	16	26	0	0	0	0	2	0	0	0	1	1	0	0			
	TENNESSEE.																					
3255	Adams Station	Red River High School	R. O. Prewett	1		9	6	0	0	48	46											2,000
3256	Andersonville	Big Valley Academy	J. M. Stookesbury	2	1	40	10	0	0	25	25											
3257	Arlington	High School	Rev. M. F. Leake	1		12	17	0	0	44	51	0	0	0	0	0	2					4,000
3258	Aspen Hill	do	J. A. Patterson	1	1	16	12			39	25											1,400
3259	Beech Grove	College	E. W. Chadwick, A. B	2	0	25	15	0	0	55	45	0	0	0	0	0	0	0	0		30	3,000
3260	Benton	High School	H. F. Kinser	1	0	7	6	0	0	42	41	0	0	0	0	1	0	0	0		0	800
3261	Blountville	Institute	Wm. B. Gale	1	0	8	6			44	42	5	3			2	1					3,000
3262	Booneville	High School	L. A. Reagor	1		10	10	0	0	44	34	0	0	0	0	0	0	0	0		0	1,000
3263	Bristol	Graded High School	P. M. Tyler	1	1	7	1			248	218	7	1									20,000
3264	Caney Spring	Academy	J. W. E. Floyd	1		6	8			40	38	0	0			0	0				0	
3265	Capleville	High School	G. P. McFarland	1		7	6	0	0	36	38					1	1				0	1,000
3266	Chattanooga	Howard High School	J. A. Henry	1		10	14	10	14	0	0					2	11			4	0	
3267	do	High School (white)	Wilford Cawkins	4	4	70	130			0	0					6	31			4		345,000
3268	Clarksville	High School	Miss Bettie Garland		3	21	50					12	40			3	12	3	7			34,630
3269	Clear Springs	Fairview Academy	D. W. Griffith	1		7	4	0	0	63	61	0	0									
3270	Cleveland	High School	D. C. Arnold	1	0	18	25	0	0	299	298					2	7	0	0		0	12,000
3271	Clinton	do	E. B. Booth	2	0	46	35	0	0	126	145					0	0				216	2,500
3272	Como	do	Chas. A. Derryberry	1		9	10			59	74	4	3	2	1	2	3	2	3		1,000	2,500
3273	Corrytown	Walnut Grove Academy	H. B. Clapp	1	0	31	16	0	0	29	26	10	3	0	0	0	0	0	0			1,500
3274	Crystal	Mount Olive Academy	T. B. Underwood	1		5	4	0	0	70	60	5	4	0	0	0	0	0	0			1,000
3275	Daisy	Preparatory Institute	W. C. Milliken	1	0	4	0	0	0	100	100	0	0	4	0	0	0	0	0	2	0	1,500
3276	Danbridge	Maury Academy	S. N. Newman	1	1	30	45	0	0	0	0	1				1	4	1	1			4,500
3277	Decaturville	Normal and High School	J. N. Ruddh	1	1	10	9	0	0	40	31	5	4	10	6	0	0				150	2,500
3278	Duck River	Shadygrove High School	W. C. Salmon	1	1	15	20			36	27											1,000
3279	Dyersburg	Graded High School	H. S. Kennedy	1	2	60	76	0	0	115	184	6	12				7				300	20,000
3280	Eve Mills	High School	J. P. Hicks, B. S	1		2	7			38	23					2	7					2,500
3281	Fall Branch	do	J. T. Henderson	2	1	45	33			40	35					1				3	0	2,000
3282	Fincastle	do	A. N. White, A. B	1	0	19	18	0	0	30	35	0	0	12	9	0	0	0	0		0	2,500
3283	Flag Pond	Seminary	Jno. C. McEwen	1	2	20	30			60	55					0	0	0	0		0	
3284	Fork Vale	Walnutgrove Academy	R. H. Underwood	1	0	3	2	0	0	51	41					0	0				0	1,000
3285	Germantown	High School	Jno. C. Pettus	1	1	3	10			28	41	0	0	0	0						0	1,500
3286	Glass	Palestine High School	W. R. Moore	2	0	15	11	0	0	70	61	5	4	5	6	0	0	0	0		15	1,500
3287	Henderson Cross Roads	Fallcreek High School	J. W. Patton	1	0	7	3	0	0			1	0	0	0	3	1	1	0		0	1,600
3288	Hill City	North Side High School	U. G. Caulk	1	0	6	18	0	0	76	70	6	18	0	0	5	6	5	6		150	2,000
3289	Humboldt	High School	F. H. Henderson	1	2	25	67			100	125					4	2					
3290	Huntingdon	do	B. A. Tucker	1	2	3	7	0	0	91	95											

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	TENNESSEE—continued.																					
3291	Jockey	Clearspring Academy	W. F. Piper	1	0	6	14	0	0	42	37	0	0	4	14	0	0	0	0			$2,000
3292	Johnson City	High School	R. H. Freeland	2	1	10	18	2	....	274	268	....	....	....	....	3	4	....	....	4	.....	29,000
3293	Jonesboro	Graded High School	S. W. Sherrill	1	1	30	19	0	0	120	136	15	....	16	....	3	10	3	5	3	0	20,000
3294	Joppa	Sulphur Springs Academy	C. C. Justus	2	0	48	48	0	0	27	22	10	2	5	4	0	0	0	0	....	25	1,500
3295	Kenton	Institute	J. E. Maury	1	0	10	12	0	0	58	62	0	0	10	12	0	0	0	0	....	0	2,000
3296	Knoxville	Austin High School	J. W. Manning	2	....	5	12	5	12	215	218	0	0	0	0	1	4	....	....	3	193	20,000
3297	.....do	Girls' High School	W. T. White	1	3	26	78	0	0	1	401	....	....	....	....	1	12	....	....	3	.....	.....
3298	.....do	West High School	R. Porter (supt.)	0	2	12	22	0	0	208	222	....	....	....	....	0	0	0	0	3	0	23,450
3299	Laneview	Male and Female Academy	J. W. Meadows	1	1	22	18	....	....	58	58	8	....	....	....	8	5	4	1	....	.....	1,500
3300	Mason Hall	Academy	Mrs. W. R. Duncan	....	1	14	16	....	....	56	48	2	3	....	....	....	5	....	2	....	0	2,000
3301	Memphis	Leath High School	Chas. H. Collier	1	9	63	233	0	0	0	0	0	0	0	0	5	40	0	0	4	60	32,210
3302	Milan	High School	R. E. Goldsby	1	....	6	10	2	1	100	234	....	....	....	....	3	3	1	3	....	0	10,000
3303	Mooresville	Institute	Margaret Culbertson	....	1	19	12	....	....	21	33	....	....	....	....	....	....	....	....	....	0	700
3304	Morganton	High School	J. M. Pardue	2	0	15	25	0	0	40	40	0	0	0	0	5	3	0	0	....	.....	1,600
3305	Morristown	.....do	Chas. Mason	1	2	43	59	0	0	217	212	24	35	....	....	4	0	4	0	3	100	21,593
3306	Mount Horeb	Home High School	Jones M. Hicks	2	0	12	12	....	....	30	23	0	0	0	0	0	0	0	0	....	0	900
3307	Murfreesboro	Bradley Academy	F. G. Carney	1	0	5	19	5	19	131	187	....	....	5	19	....	2	....	....	....	.....	1,500
3308	Nashville	Meigs High School (col'd)	R. S. White	3	0	31	71	31	71	0	0	....	....	....	....	9	11	....	....	3	.....	.....
3309	.....do	Fogg High School (white)	H. C. Weber	4	7	100	324	....	....	0	0	....	....	....	....	8	35	....	....	3	250	40,000
3310	Newbern	Male and Female Seminary	J. P. Greg	1	1	12	19	0	0	150	158	1	5	5	7	1	0	1	....	....	50	6,000
3311	Pelham	Institute	Wm. Nelson	2	1	40	47	0	0	20	33	....	....	....	....	6	4	....	....	....	0	1,400
3312	Philadelphia	Bogart High School	J. F. Knight	1	....	21	34	....	....	25	23	....	....	....	....	....	....	....	....	....	.....	3,000
3313	Post Oak Springs	Academy	W. L. Acuff	1	2	33	27	0	0	37	45	6	4	12	9	1	1	0	0	....	0	1,000
3314	Pulaski	Giles College	A. S. Abernathy	2	1	35	31	1	1	228	302	....	....	....	....	7	4	....	....	3	300	12,005
3315	Rheatown	Masonic Institute	R. B. Collier	1	....	6	4	0	0	37	36	....	....	....	....	0	0	0	0	....	0	1,500
3316	Rhodelia	Lost Creek Academy	Herman Nash	1	....	10	5	....	....	39	30	....	....	....	....	....	....	....	....	....	.....	1,000
3317	Ripley	High School	J. E. Cunningham	1	1	25	42	0	0	125	129	13	15	...	....	3	9	0	4	3	200	575
3318	Robertsville	.....do	Jno. Wilkins	1	....	6	4	....	....	52	34	....	....	....	....	....	....	....	....	....	84	800
3319	Russellville	Graded High School	E. H. Moore	1	2	10	7	....	....	80	60	10	7	0	0	0	0	0	0	....	.....	800

3320	Rutledge	Madison Academy	W. L. Winfrey	2	1	12	14			51	60											2,000
3321	Scotts Hill	High School	W. H. Stinson	2	0	12	4	0	0												0	500
3322	Spring City	do	M. L. Morrison	1	0	15	13	0	0	81	73	0	0	0	0	1	0	0	0		0	1,500
3323	Springfield	Collegiate Institute	J. W. Huey	1	1	8	10			107	115		2									10,000
3324	Sunny Side	New Hope Academy	W. H. Wilson	1		13	13			40	34	0	0	0	0	0	0	0	0			1,500
3325	Talome	High School	W. B. King	1	0	15	10			35	56					0	0	0	0			1,000
3326	Trenton	Peabody High School	G. R. McGee	1	1	30	44	0	0	150	153	0	0	16	7	3	8	2	2			12,000
3327	Trezevant	Male and Female College	H. D. Hays	2	1	8	7			61	50	2	1									5,000
3328	Trimble	Graded School	W. T. Moore	1		10	9	0	0	52	57	2									0	500
	TEXAS.																					
3329	Abilene	High School	E. Graham	2	0	18	41			0	0	0	8								200	1,600
3330	Albany	do	C. M. Murray	1		8	14			132	121	2	3		2	0	0				15	8,000
3331	Aledo	do	Paul Chaslain	1		12	8			48	72			3	2	8						3,000
3332	Alto	do	J. B. Collins	1	1	2	13	0	0	34	17	2	13	2	7	0	0	0	0		250	1,500
3333	Atlanta	Male Institute	M. G. Bates	1	1	30		0	0	146		15	0	10	0	10	0	10	0			5,000
3334	Austin	High School	I. H. Bryant	2	4	53	89			7	31					5	14				530	
3335	Baird	do	F. W. Chatfield	2	3	20	28			81	111	4	12	8	20					3		3,500
3336	Beaumont	do	J. H. Morse	1	4	32	47	18	31	261	292											
3337	Belcherville	do	P. W. Horn	1		20	26	0	0	120	130					0	0				86	
3338	Bellville	do	W. A. Pitts	1		17	13			77	73										200	2,000
3339	Blanco	do	R. R. Eason	2		33	34	0	0	108	87	5	2		1	2	2	1		4		5,000
3340	Blue Ridge	do	C. F. Trotter	2	0	34	36	0	0	30	35	3	4	3	3	0	0					
3341	Boonsville	do	H. W. Weatherford	1	1	35	15	0	0	35	40	10	6	2	1	0	0					
3342	Brackettsville	do	O. J. Blakeley	1	1	18	20			117	128	3	4	5	5	2	2	2	2		300	4,000
3343	Brady	do	S. A. McCollom	1	0	10	10	0	0	70	80	0	0	0	0					3		
3341	Brandon	do	W. D. Clark	1	3	60	68	0	0	68	64	6	8	4	5	0	0	0	0		2	2,500
3345	Bremond	do	L. E. Burgess	1	0	18	20	0	0	48	51					0	0	0	0		50	350
3346	Brenham	East End High School (colored).	H. M. Tarver	1	1	18	29	18	29	185	216	4	8	4	2					3	25	4,000
3347	do	High School (white)	Miss Mary Rial	3	1	17	45			219	226	5	10	17	45	6	12	6	12		300	13,000
3348	Brock	Olive Branch High School	Jno. C. King	1		5	1	0	0	30	36	0	0	0	0	0	0	0	0		0	500
3349	Burnet	High School	R. J. Richey	1	1	18	32			154	148						2				120	10,300
3350	Caddo Mills	do	W. J. Wood	1		7	5	0	0	72	70	1	1	1		0	0	0	0		0	1,000
3351	Calvert	do	J. B. Wolfe	2	0	12	22	0	0	176	169					3	3	2	1	3	320	12,000
3352	Canton	do	F. M. Chancellor	2	0	18	22	0	0	52	38					0	0	0	0		50	1,500
3353	Celeste	College	Prof. Debenport	1		10	25	0	0	90	100	6	8	4	0	0	0				0	10,000
3354	Center Point	High School	S. B. Austin	2	2	20	35			65	65										50	4,000
3355	Chisholm	Berry Creek High School	Enoch Dickson	2	0	35	25	0	0	46	44	5	7	5	8	0	0	0	0		102	3,000
3356	Cleburne	High School	E. C. Lewis	1	2	40	60			500	515					4	3	2			169	39,000
3357	Cold Spring	Academy	R. A. McKee	1		2	4	0	0	35	44											
3358	Coleman	High School	A. V. Hamilton	1	1	39	31			130	166	6	5	4	10		4		2		106	13,000
3359	Colorado	do	G. P. Putnam	1	0	10	15	0	0	75	100	2	3	2	0	0	0	0	0		0	3,000
3360	Comanche	do	J. M. Reiger	4	9	115	136	0	0	164	248	34	17	10	8	7	12	0	0		317	19,000
3361	Corpus Christi	do	M. Menger	2	1	12	24			196	216	2	8	5	4	2	6	1	2		218	20,000
3362	Crockett	do	Walker King	1	1	15	15	0	0	100	115					0	0			4	0	10,000
3363	Cundiff	do	R. A. Sims	1		2	3	0	0	48	82	0	0	0	0					3		800
3364	Daingerfield	do	Rev. Hood	1	0	38	12	0	0	40	56	3	2	0	0							2,000
3365	Dallas	City High School	L. W. Coleman	3	2	56	115	0	0	200	300	10	8	6	3	6	17	6	4	4	300	85,000
3366	Denison	High School	Minnie Marsh	0	3	26	69	0	0	0	0	0	0	0	0	4	5	0	0	4	580	168,000
3367	Denton	do	A. F. Heltman	3	0	50	84	0	0			15	20	0	0	0	0				375	22,550

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	TEXAS—continued.																					
3368	Eliasville	High School	W. A. Davis	....	1	2	3	....	....	32	35	....	....	....	....	....	....	....	....	....	....	$500
3369	Elkhart	....do	Jno. A. Childress	....	1	36	20	0	0	20	25	8	7	0	0	0	0	0	0	....	8	1,000
3370	Ennis	....do	H. F. Triplett	2	0	22	32	0	0	302	323	11	3	....	....	3	5	3	5	....	800	30,000
3371	Estacado	....do	Miss Laura Lewis	0	1	3	8	0	0	12	4	0	2	1	0	0	0	0	0	....	0	800
3372	Fairfield	....do	H. M. Evans	1	1	11	12	0	0	71	68	6	7	....	....	....	....	....	....	....	0	2,000
3373	Ferris	Institute	A. C. Speer	2	1	86	68	0	0	68	80	....	....	....	....	0	0	0	0	....	....	10,000
3374	Floyd	High School	A. A. Driver	1	1	8	9	0	0	60	56	3	4	0	0	0	0	....	....	....	....	1,000
3375	Fort Worth	....do	E. E. Bramlette, A. M.	1	5	70	172	0	0	63	110	....	....	....	....	5	21	....	....	4	125	110,000
3376	Franklin	....do	T. S. Benton	2	....	24	32	....	....	80	90	....	....	....	....	....	....	....	....	....	50	7,000
3377	Gainesville	....do	Jno. P. Glasgow	3	....	31	86	0	0	26	39	....	....	....	....	3	12	0	1	4	200	30,000
3378	Galveston	Central High School	J. R. Gibson	2	2	24	23	24	23	82	105	....	....	1	1	1	3	....	....	....	47	.....
3379	Gibtown	High School	Walter Hayes	2	1	13	16	....	....	58	93	....	....	....	....	....	....	....	....	....	100	2,500
3380	Gonzales	....do	Arthur Lefevre	1	1	8	14	0	0	122	143	0	4	1	0	1	5	1	3	....	300	25,000
3381	Graham	....do	H. Fowler	2	1	36	44	0	0	94	106	3	4	1	2	0	0	0	0	4	0	10,000
3382	Hallettsville	....do	A. J. Pollard	1	....	12	16	....	....	101	81	0	0	0	0	0	1	0	0	....	.....	.....
3383	Henderson	....do	V. M. Fulton	1	1	15	26	0	0	102	123	....	....	....	....	0	6	0	1	....	80	7,000
3384	Hillsboro	Central High School	T. S. Cox	1	1	25	50	0	0	395	360	5	15	1	1	0	0	0	0	3	100	20,000
3385	Houston	High School	T. G. Harris	3	2	57	132	....	....	0	0	11	23	....	....	4	10	1	3	4	636	.....
3386	Hughes Springs	....do	F. B. Price	0	2	45	55	0	0	40	36	2	2	1	1	0	0	0	0	3	.....	3,500
3387	Kerens	Graded High School	S. S. Munroe	1	....	10	14	....	....	69	70	....	....	....	....	....	1	....	1	....	.....	1,500
3388	Kerrville	Tivy High School	J. A. Thomas	2	1	45	30	0	0	155	210	10	11	0	0	....	....	....	....	....	125	15,000
3389	Laneville	High School	C. J. Livsey	2	....	18	20	0	0	28	24	0	0	0	0	0	0	0	0	....	0	800
3390	Leonard	....do	—— Wheatley	2	2	40	60	0	0	85	70	....	....	....	....	0	0	....	....	....	.....	4,000
3391	Lipscombe	....do	R. S. Gregory	1	....	5	3	0	0	14	18	....	....	....	....	0	0	0	0	....	50	3,000
3392	Livingston	....do	Prof. A. E. Davis	1	....	5	10	0	0	47	55	....	....	....	....	0	0	0	0	....	0	.....
3393	Luling	....do	H. M. Brown	0	7	29	46	....	....	108	137	7	12	3	4	2	7	1	3	3	200	12,000
3394	McKinney	....do	W. C. Cousins	1	1	20	40	0	0	310	336	0	0	0	0	2	2	0	0	....	100	25,000
3395	Manor	Parsons Academy	L. F. Smith	1	0	0	14	0	0	100	100	0	2	....	....	....	....	....	....	....	25	2,000
3396	Marble Falls	College	W. H. Bruce, Ph. D	2	1	80	76	0	0	100	100	5	4	2	0	1	0	....	....	....	0	15,000
3397	Marfa	High School	H. V. Moulton	1	1	26	27	0	0	10	15	....	....	....	....	....	....	....	....	....	0	1,000

3398	Mart	....do	Jno. T. Overby	1	....	8	10	....	....	87	95	8	10	....	....	1	4	....	....	4	.....	2,500
3399	Mexia	....do	F. M. Johnson	8	0	40	55	0	0	200	150	4	0	5	....	2	7	1	0	....	600	12,350
3400	Milford	Institute	J. M. Alderdice	2	1	57	41	....	....	94	72	6	8	....	....	4	2	....	....	....	.....	6,000
3401	Mineola	High School	B. A. Stafford	1	1	17	20	0	0	125	138	12	16	....	....	2	4	2	4	....	.....	14,000
3402	Montague	....do	J. H. Vaughan	1	0	8	10	....	....	120	135	....	....	....	....	....	....	....	....	....	0	.....
3403	Mt. Vernon	Franklin Institute	L. J. Truett	2	0	30	55	0	0	91	83	10	12	....	....	0	0	0	0	....	50	4,500
3404	Newton	Ford Male and Female College.	J. M. Horger	1	0	20	5	0	0	26	25	3	2	0	0	0	0	0	0	....	.....	3,000
3405	Nocona	High School	H. B. Oatis (supt.)	....	1	18	32	....	....	159	110	3	5	....	....	....	....	....	....	....	.....	11,000
3406	Oak Cliff	Central High School	S. H. Kimmons	2	1	11	29	0	0	245	230	....	....	....	....	0	4	....	....	....	0	36,400
3407	Ovilla	Institute	S. F. Chapman	1	1	13	13	....	....	59	65	0	0	1	1	....	....	....	....	....	.....	3,000
3408	Paint Rock	High School	J. Curtis	0	1	5	11	0	0	36	26	2	0	3	11	0	0	0	0	....	.....	1,000
3409	Paris	....do	E/L. Dohoney, jr	2	3	25	95	2	15	0	0	16	80	0	0	6	11	2	3	....	1,000	.....
3410	Patroon	College	D. A. Leak	2	2	25	30	....	....	66	48	....	....	6	8	....	....	....	....	....	.....	.....
3411	Pickton	High School	J. B. Gay	2	....	10	17	....	....	63	55	1	3	....	....	....	....	....	....	....	.....	1,000
3412	Plano	....do	Geo. P. Brown	2	0	40	42	0	0	102	118	0	2	0	1	2	4	2	4	3	.....	.....
3413	Pleasant Grove	....do	M. M. Smith	1	0	15	10	0	0	77	73	....	....	....	....	....	....	....	....	....	.....	1,500
3414	Pontotoc	....do	F. E. Daniel	1	2	40	35	....	....	44	57	....	....	....	....	2	1	....	....	....	.....	4,500
3415	Quitman	....do	W. R. Shook	1	1	4	8	....	....	20	21	....	....	1	2	....	....	0	0	....	0	800
3416	Rancho	....do	F. V. Garrison	1	2	26	18	....	....	47	52	....	....	....	....	....	....	....	....	....	26	1,600
3417	Ranger	....do	T. D. Evans	1	2	22	25	0	0	45	56	2	1	0	0	0	0	....	....	3	.....	2,500
3418	Reily Springs	....do	E. E. Matthews	1	1	27	23	0	0	40	36	27	23	9	0	....	....	....	....	....	.....	700
3419	Richland Springs	....do	B. Reagan	1	....	12	13	....	....	55	56	....	....	....	....	3	....	....	....	4	.....	1,500
3420	Rising Star	....do	B. C. Chrisman	1	2	25	35	....	....	115	65	8	4	15	13	7	3	....	....	....	125	1,700
3421	Roby	....do	S. Loveless	1	1	18	20	0	0	38	49	....	....	....	....	0	0	0	0	....	0	3,040
3422	Rockdale	....do	J. W. Clark	1	1	8	21	0	0	206	219	0	0	0	0	2	5	....	....	....	0	15,000
3423	Round Rock	Institute	J. M. Hale	1	2	38	62	....	....	105	114	9	12	....	....	....	2	....	....	....	.....	.....
3424	San Antonio	High School	A. E. Kilpatrick	2	3	29	89	0	0	240	418	0	0	0	0	3	12	0	0	....	378	50,000
3425	San Saba	....do	J. W. Merchant	2	3	22	26	....	....	96	96	1	1	8	12	....	....	....	....	....	20	6,000
3426	Shelbyville	....do	M. M. Dupree	2	1	25	20	....	....	40	55	2	4	1	....	....	....	....	....	....	.....	3,000
3427	Swan	Oakland High School	T. J. McBride	1	1	10	20	....	....	40	50	4	....	....	....	2	....	2	....	....	.....	1,600
3428	Temple	High School	W. F. Jourdan	2	1	30	60	0	0	450	500	2	4	5	10	3	10	1	2	4	700	30,000
3429	Terrell	....do	S. D. Irvine	3	2	22	43	0	0	377	406	....	....	2	1	3	7	....	....	....	400	27,500
3430	Timpson	....do	T. R. Day	2	4	66	84	0	0	84	76	3	3	3	1	3	3	3	3	....	150	4,000
3431	Trenton	Academy	T. E. Goff	1	1	15	11	0	0	69	126	0	0	18	23	0	0	0	0	....	0	1,000
3432	Uvalde	High School	Wesley Peacock	1	1	12	40	0	0	167	129	0	4	....	....	1	3	0	1	....	775	6,500
3433	Velasco	....do	B. C. Hendrick	1	5	20	27	7	6	120	85	20	22	13	15	5	7	5	7	....	.....	5,500
3434	Waco	....do	Mrs. W. D. House	2	6	110	225	....	....	.....	.....	25	60	15	2	....	....	....	....	4	500	65,000
3435	Waxahachie	....do	J. H. Phillips	3	0	19	36	0	0	0	0	10	11	9	25	5	3	....	....	3	150	30,000
3436	Weatherford	....do	R. B. Ewing	1	....	30	20	....	....	0	0	13	20	0	0	2	3	8	10	....	300	.....
3437	Wheelock	....do	R. O. Allen	1	1	7	9	....	....	38	41	6	5	....	1	0	0	0	0	....	.....	900
3438	Whitt	Seminary	A. C. Elliott	1	0	12	16	0	0	39	47	0	0	0	0	0	0	0	0	....	0	4,000
3439	Wichita Falls	High School	Jas. F. Sigler	2	2	20	60	0	0	221	236	0	0	0	0	1	15	0	0	....	250	38,000
3440	Winsboro	Collegiate Institute	W. S. Burks	1	1	18	20	....	....	78	120	....	....	6	11	0	0	0	0	....	120	3,000
3441	Wolfe City	High School	W. W. J. Hanna	1	5	30	45	0	0	110	151	10	25	8	20	0	0	0	0	....	150	12,500
3442	Wortham	....do	J. H. Smith	2	0	15	25	0	0	75	75	1	0	0	0	0	1	0	1	....	0	4,000
	UTAH.																					
3443	Ogden	High School	T. B. Lewis	3	1	15	24	0	0	0	0	6	0	....	....	4	8	1	....	....	.....	125
3444	Salt Lake City	....do	W. R. Malone	4	5	97	161	0	0	0	0	....	....	....	....	6	6	5	6	4	200	1,000

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	VERMONT.																					
3445	Barre	Spaulding High School	O. D. Mathewson	1	2	22	51	0	0	358	432	8	15	14	36	2	5	1	2	4	375	$75,000
3446	Barton	Academy	H. J. Stannard	1	0	11	17	0	0	81	78	1	1	3	2	0	0	0	0	4	200	5,000
3447	Barton Landing	High School	C. H. Willey	1	....	4	7	....	....	7	13	1	2	....	....	0	1	0	0	....	100	3,500
3448	Bethel	Whitcomb High School	J. H. Blaisdell	1	....	23	29	....	....	....	....	....	....	....	....	3	5	....	....	....	400	.....
3449	Bradford	High School	J. Heiss	1	1	8	33	....	....	22	12	....	....	....	....	....	5	....	....	....	2,500	20,000
3450	Brandon	do	E. F. Howard	2	2	15	38	0	0	0	0	0	0	14	13	3	9	1	1	....	250	.....
3451	Brattleboro	do	Jas. D. Horne	1	4	59	72	0	0	0	0	6	8	2	2	14	19	2	6	....	.....	60,000
3452	Bristol	do	Chas. S. Paige	2	....	21	29	0	0	0	0	4	1	....	....	....	1	....	....	....	200	500
3453	Chester	Central High School	E. W. Gibson	1	1	12	26	0	0	7	6	....	5	4	7	5	1	2	1	....	.....	5,000
3454	Danville	Phillips Academy	Harvey Burbank	1	0	3	5	0	0	36	18	0	0	0	0	0	0	0	0	....	0	2,500
3455	Enosburg Falls	High School	Loren M. Jerome	1	1	34	36	0	0	10	16	0	0	5	....	2	5	0	0	....	20	7,000
3456	Essex Junction	do	Julia B. Jackman	....	1	4	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
3457	Fair Haven	do	G. W. Kennedy	1	2	32	49	....	....	214	216	0	0	15	24	....	....	....	....	....	115	5,000
3458	Hardwick	Academy	W. H. Taylor	1	1	15	16	0	0	101	99	2	....	5	....	3	....	....	....	4	....	.....
3459	Hinesburg	High School	L. E. Pattridge	1	0	7	14	0	0	13	10	0	0	2	0	0	0	0	0	....	10	.....
3460	Hyde Park	Lamoille Central Academy	William Hazen	1	0	15	10	....	....	36	57	4	1	....	....	0	0	....	....	4	200	.....
3461	Island Pond	High School	W. D. Parsons	1	0	8	22	0	0	72	87	0	0	0	0	3	9	0	0	....	50	.....
3462	Ludlow	Black River Academy	F. L. Bugbee	1	3	41	53	....	....	10	19	4	4	5	12	5	5	5	2	4	100	17,000
3463	Lyndon	Academy	Warren E. Fisher	1	....	5	13	0	0	48	48	0	0	0	0	0	1	0	0	....	100	8,000
3464	Middlebury	High School	Prentiss C. Hoyt	1	2	25	25	0	0	150	175	4	3	10	12	6	9	6	4	4	100	.....
3465	Montpelier	do	S. J. Blanpied, A. M	1	3	32	48	0	1	0	0	3	0	12	0	2	5	2	0	....	3,200	.....
3466	Morrisville	Peoples' Academy	W. A. Beebe	1	1	12	12	0	0	163	153	7	1	15	12	6	5	2	1	4	1,000	15,000
3467	Newbury	Seminary	Fred E. Prichard	2	0	28	27	1	0	38	32	....	....	3	8	5	6	....	....	....	125	.....
3468	North Bennington	High School	H. Dressel, jr	1	1	22	26	0	0	0	0	....	....	8	10	3	6	1	1	....	250	10,000
3469	Northfield	do	A. F. Booth	1	2	37	37	0	0	0	0	1	2	....	....	9	12	3	2	3	519	.....
3470	Poultney	do	Willard A. Frasier	1	1	12	23	....	....	123	167	....	....	....	....	1	8	1	2	....	15	.....
3471	Proctor	do	F. P. Davison	1	1	12	12	....	....	....	....	....	....	1	....	1	6	1	0	3	50	.....
3472	Quechee	do	Percy Bartlett	1	....	4	3	0	0	9	18	0	0	0	0	1	2	0	0	....	.....	3,200
3473	Richford	do	W. N. Phelps	1	1	12	15	....	....	58	25	1	....	....	....	2	6	1	....	....	100	10,000
3474	Rutland	do	E. J. Colcord	2	2	47	88	0	0	.....	.....	14	6	2	1	9	24	5	4	....	1,000	130,000

3475	St. Albans	Academy and High School	F. H. Dewart	1	4	78	105	0	0	0	0	13	18	30	40	11	19	9	8	4	300	20,000
3476	Shelburne	High School	Lucia E. Barney	0	1	7	7	0	0	3	16	0	0	0	0	0	0	0	0			
3477	South Royalton	do	E. S. Miller	1	0	8	18	0	0	10	14			1		0	0			4	7	8,000
3478	Springfield	do	Chas. H. Cambridge	1	1	33	35	0	0	0	0	4	0	2	0	3	5	0	0		40	
3479	Swanton	do	F. D. Farr	1	3	38	36	0	0	84	85	9	1			4	8	1	2		300	7,000
3480	Underhill	Graded High School	Jno. E. Wheelock	1	0	30	32	0	0	28	30	2	0	0	0	0	0	0	0		15	2,000
3481	Vergennes	High School	C. C. Davis	1	2	8	12	1	0	17	18							0	0	4	200	3,000
3482	Wallingford	do	E. J. Bugbee	1		9	4	0	0	3	4					1	0					2,800
3483	Wells River	do	Miss Edna Stewart		1	4	8			61	67	0	0			3	4	3	4			1,000
3484	West Randolph	do	N. J. Whitehill	1	2	34	19	0	0	146	171	14	4	3	2	10	16	2	4		350	15,000
3485	White River Junction.	do	W. P. Abbott	1	1	13	28	0	0	8	2	1	2	1		6	5	4	3	4	47	
3486	Windsor	do	Prof. R. B. Barton	1	1	36	31	0	0	0	0	4	0			1	7	0	0		0	25,000
3487	Winooski	do	Henry Conlin	1	1	10	21	0	0	0	0	0	0	1	2	0	2	0	0		190	7,500
3488	Woodstock	do	E. H. Whitehill	1	2	36	42	0	1	8	5	2	9	2	0	6	7	1	3		100	
	VIRGINIA.																					
3489	Abingdon	Cave City High School	Cochran Preston	1	2	24	16			82	89	9	3	1								7,500
3490	Adriance	Guinea High School	Mrs. C. W. Cranby		2	10	20	0	0	10	15	8	6	0	0	0	0	0	0		0	
3491	Ashland	Graded High School	W. C. Starke	1	1	18	5	0	0	88	58					3	0	2	0	3		1,000
3492	Berryville	High School	J. F. Fulk	1		14		0	0	56	60	3	0	1	0	0	0	0	0			700
3493	Bigstone Gap	do	C. B. Slemp	2	1	6	10	0	0	96	88					0	0	0	0		0	2,000
3494	Bowling Green	do	Miss Lou Glassell	0	1	7	1	0	0	40	32					0	0	0	0		0	1,000
3495	Bristol	do	R. H. Sheppe	1	1	20	16	0	0	200	209	10	12	0	0	0	0	0	0	3	0	25,000
3496	Broadway	do	W. S. Flory	1	0	15	14	0	0	1	2	4	0	0	0	0	0				600	1,200
3497	Brookings	Providence High School	E. G. Holland	1	0	0	5	0	0	19	13	0	2	0	3	0	1	0	0			175
3498	Buenavista	High School	J. P. McCluer	1	0	14	25	0	0	6	6	1	0	1	0	0	0	0	0		0	
3499	Chatham	do	T. A. Watkins	1	3	14	14	0	0			8	6									
3500	Clover	do	Miss Sallye B. Walker	0	1	10	8	0	0	10	14	10	8	2	4	0	0					
3501	Craigsville	do	C. F. Morton	1		3	1	0	0	17	14					0	0					
3502	Danville	do	W. F. Grasty	1	6	7	17			170	215	4	7	0	0	2	3	2	3		0	3,000
3503	Earlygrove	Laurel Hill High School	I. C. Coley	1	0	3	5	0	0	14	27	0	0	0	0	0	0					600
3504	East Radford	Belle Heth Academy	W. P. Gunn	1	1	8	32	0	0	150	150	4	10	2		1	5	1	5		0	10,000
3505	Elkton	Elk Run Academy	J. J. Lincoln	1	3	20	16			55	85						2		1		0	1,500
3506	Hadensville	High School	M. Esther Mitchell	1	0	10	11	0	0	14	15	0	0	0	0	0	4	0	0		0	500
3507	Hamilton	do	R. A. Lynn	1	0	10	20	0	0	40	44	2										
3508	Harrisonburg	do	C. Smith	1	0	8	12	0	0	115	140	6	10	0	0	3	2	2	2			
3509	Holland	do	Miss Mattie Wilson	0	1	2	6	0	0			1	3	1	1		2	0	1		0	
3510	Houston	do	P. D. Lipscomb	1	0	15	15	0	0	15	30	6	5			0	4	0	3		100	700
3511	Johnsons Spring	Dover High School	Miss Fannie Trice	0	1	2	3	0	0	31	19	0	0	2	1	0	0					300
3512	Jonesville	Academy	W. M. Meredith	2	1	9	4	0	0	62	51					0	0	0	0			5,000
3513	Lacey Spring	High School	J. M. Coffman	1	0	19	9	0	0	28	32					0	0	0	0		0	600
3514	Lawrenceville	do	Jas. A. Riddick	1	0	1	4	0	0	32	23	1	4	0	0	0	0	0	0		0	750
3515	Lincoln	Academy	T. H. Athey	1	0	13	16	0	0	17	12	3	6	1	0	1	2	1	2		15	2,009
3516	Luray	High School	Rev. B. B. White	1		33	0	0	0	70	40					0	0	0	0		0	5,000
3517	Lynchburg	do	Thos. C. Miller	3	5	85	220									2	17				1,000	12,000
3518	McGaheysville	Oak Hill Academy	C. E. Barglebaugh	1		23	19	0	0	41	37	3				0	0				356	1,400
3519	Manchester	High School (colored)	J. H. Blackwell	4	3	38	42	38	42	101	162					2	5	2			139	
3520	Marion	High School	D. C. Miller	2	1	40	35	0	0	75	65	8	7	0	0	4	2	2		2		4,000
3521	Massanutton	Hamburg High School	J. Harvey Kemp	1	0	2	3	0	0	44	26	3	1	2	0	0	0	0	0		0	400
3522	Monterey	High School	Jno. M. Colaw, A. M	2	0	26	17	0	0	24	30	10	2	5	0	7	3	5	1		0	1,250

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	VIRGINIA—cont'd.																					
3523	Mount Crawford	Academy	O. C. Hulvey	1	0	6	9	0	0	50	68	1	2	0	0	0	0	0	0	....	60	$2,500
3524	Neapolis	High School	F. H. Wheatley	1	....	12	16	0	0	0	0	10	8	0	0	0	2	....	2	....	0	5,000
3525	Newmarket	....do	E. A. Suster	1	....	19	1	....	....	31	44	3	....	....	....	....	....	....	....	....	....	.....
3526	Orlean	....do	Jas. J. Marshall	1	....	8	13	....	....	13	16	2	....	....	....	....	....	....	....	....	....	1,500
3527	Petersburg	....do	Miss A. P. Bolling	0	4	55	117	0	0	0	0	5	0	8	0	1	3	0	0	....	250	.....
3528	....do	Peabody High School	Jas. E. Shields	1	1	11	48	11	48	0	0	0	0	0	0	2	10	0	0	....	0	.....
3529	Port Republic	Mont View Academy	B. B. Mitchell	1	0	17	17	0	0	31	44	3	2	1	0	0	0	0	0	....	0	1,200
3530	Portsmouth	High School	W. A. Jenkins	1	1	24	36	0	0	0	0	6	0	....	....	5	6	3	2	....	.....	.....
3531	Radford	Wadsworth Street High School.	W. P. Gunn	....	1	5	18	0	0	40	60	2	6	2	2	0	3	0	3	....	0	4,000
3532	Richmond	High School	Julian P. Thomas	2	19	170	475	0	0	0	0	0	0	0	0	36	95	0	0	3	300	42,000
3533	Roanoke	....do	J. P. Manzy	1	2	15	56	0	0	0	0	0	0	0	0	0	7	0	0	4	.....	400
3534	Roundhill	....do	Joshua C. Fletcher	1	....	6	5	....	....	41	21	2	1	....	....	2	3	....	....	....	.....	1,000
3535	Rye Cove	Washington Institute	R. E. Wolfe	1	....	40	42	....	....	44	32	7	9	0	0	0	3	0	3	....	250	3,000
3536	Salem	High School	J. L. Sheppa	1	0	2	19	....	....	198	181	2	5	....	....	3	7	....	....	3	40	9,000
3537	Smithfield	....do	E. M. Morrison	1	0	8	8	0	0	30	30	4	0	4	0	1	3	0	0	....	.....	1,500
3538	South Boston	....do	D. A. Pittard	2	....	15	16	....	....	42	54	6	10	....	....	....	....	....	....	....	.....	2,500
3539	Spring Valley	....do	J. A. Livesay	2	0	22	8	0	0	15	18	0	0	6	0	0	0	0	0	....	30	2,000
3540	Staunton	....do	G. B. M. Zerr	3	3	38	90	0	0	284	244	10	25	5	30	1	9	1	2	....	525	52,000
3541	Suffolk	Kings Fork High School	Daisey D. Turney	0	1	22	19	0	0	13	9	0	0	1	2	0	0	0	0	....	50	.....
3542	Toshes	Clifton High School	F. B. Fitzpatrick	1	....	9	1	0	0	34	21	12	....	0	0	0	0	....	....	....	0	800
3543	Waterford	High School	G. Maury Crallé	1	....	9	8	0	0	61	12	0	0	7	11	1	3	1	3	....	35	1,050
3544	Westpoint	....do	Mrs. K. R. Richardson	....	1	5	11	0	0	45	89	0	2	....	....	....	1	0	0	....	1	5,000
3545	Winchester	....do	J. C. Van Fossen	1	1	27	26	0	0	18	15	0	0	0	0	8	5	0	0	....	.....	16,000
3546	Wise	Gladeville College	C. Y. Chapman	1	2	18	10	0	0	94	78	....	....	....	....	0	0	....	....	4	.....	2,000
3547	Woodstock	High School	H. M. Smith	1	1	15	15	....	....	85	85	0	0	0	0	0	0	....	....	....	0	0
3548	Wytheville	....do	Robert Snavely	1	1	25	14	0	0	178	163	12	3	0	0	6	3	4	0	....	0	15,000
	WASHINGTON.																					
3549	Aberdeen	High Schoo	Wm. Kittle	1	....	9	9	....	....	155	149	....	....	....	....	2	6	....	....	....	.....	30,000

3550	Centralia	do	A. G. Sears	2	0	19	31	0	0	349	294	0	0	1	1	4	4	1			0	1,950
3551	Chehalis	do	J. T. Forrest	2	0	27	33	0	0	222	222					4	11	2		3	300	25,000
3552	Colfax	do	D. F. Chaney	1		10	12			40	60	3	5	10	15	1	2	1	2		100	35,000
3553	Ellensburg	do	F. M. McCully	1		7	4	0	0	243	253	0	0	0	0	0	0	0	0	2	100	50,000
3554	Everett	do	Emma S. Yule	1	1	21	16	0	0	0	0					3	3	3	2		0	90,000
3555	Fairhaven	do	W. J. Hughes	1	1	11	17	0	0	0	0	4	5			0	0	0	0		26	
3556	Montesano	do	P. A. Williams	1	0	3	12	0	0	160	165	0	5	0		0	1	0	1		0	
3557	New Whatcom	do	Harry Pattison	2	1	26	57			0	0	2	2			2	4	2			0	5,000
3558	North Yakima	do	W. M. Heiney	1	1	13	12	0	0	320	286	0	0	13	12	0	0	0	6		90	55,000
3559	Olympia	do	W. H. Beeler	2	2	60	76	0	0					5	4	6	10			4	200	25
3560	Pomeroy	do	M. C. Yerkes	1		26	16			139	143	0	0	2	3	4	3				150	22,000
3561	Port Angeles	do	O. A. Tiffany	2	0	12	6	0	0	245	270					5	0	0	0		250	10,000
3562	Port Townsend	do	O. B. Grant	2	0	38	33	0	0							2	2	0	0		225	125,000
3563	Puyallup	do	S. G. Landon	1	1	14	22	0	0	0	0					2	5				60	35,000
3564	Seattle	do	Edwin Twitmyer	5	4	100	159					21	31	10	18	6	18	2	5	4	1,500	112,000
3565	Snohomish	do	Lewis Partee	1	1	10	12	0	0	8	8	4	5	3	6	6	5	1	0		200	30,000
3566	Spokane	do	J. B. Walker	2	6	81	132	0	0	0	0					7	14	4	3	4	500	200,000
3567	Sprague	do	E. F. Elliott	1		1	8			170	157					0	0				150	14,000
3568	Tacoma	do	J. W. Roberts	6	5	106	174					6	10			10	22			4	475	75,000
3569	Walla Walla	do	R. C. Kerr	1	3	30	45	0	0	0	0	10	15	6	8	1	4	1	2		400	62,000
3570	Waterville	do	W. W. Kaye	1	0	8	10	0	0	80	90	0	0	0	0	0	0	0	0		272	6,875
3571	Winlock	do	Geo. S. Brooks	1	0	6	6	0	0	28	21	0	0	2	0	0	0	0	0		50	6,150
	WEST VIRGINIA.																					
3572	Buckhannon	High School	H. A. Darnall	2		8	12			172	208					2	4	2	2		275	5,000
3573	Ceredo	do	E. Diefenbach	1		4	9	0	0							3	0					
3574	Charleston	do	Mary R. McGwigan	0	2	27	29	0	0	0	0	12	4	0	0	3	6	1	0		300	50,000
3575	Eastbank	River View College	A. M. Smith	1	1	13	19	0	0	56	49	6	7	0	0	3	3	3	3			8,000
3576	Fairmont	High School	A. Stewart	2	1	10	30			0	0					0	0	0	0		700	41,500
3577	Greenbank	do	J. A. Arbuckle	1	1	6	10	0	0	19	15	3		1		0	0	0	0			
3578	Huntington	do	Mrs. Naomi Everett		1	8	22									1	6			3	5	
3579	Marlinton	M. and F. Academy	J. A. McLaughlin	1	0	4	3	0	0	26	25	3	2	0	0	0	0	0	0		0	2,000
3580	Morgantown	High School	Harvey Brand	1	1	13	42			120	140		2				12		1		75	
3581	Moundsville	do	D. T. Williams	2	0	12	45	0	0	424	431					0	3	0	3		0	1,000
3582	New Cumberland	do	Mary B. Leslie	1	1	20	26			0	0					3	10				100	10,000
3583	Parkersburg	do	F. P. Ames	2		38	60					4				3	9	0	0		400	
3584	Piedmont	do	W. M. Foulk	1	1	9	17	0	0			3	1			3	1	3	1		25	17,000
3585	Point Pleasant	do	W. J. Kenny	1	2	36	30			128	140					1	3				22	20,760
3586	Wellsburg	do	Walter Mitchell	1	1	16	32	0	0	0	0					1	7				450	15,000
3587	Weston	do	F. L. Burdette	2	0	2	13	0	0	275	225	1	1								60	15,000
	WISCONSIN.																					
3588	Ahnapee	High School	W. A. Hayes	1	1	29	22	0	0	0	0	0	1	3	0	0	4	0	3		500	6,000
3589	Alma	do	M. M. Beddall	1		23	16	0	0			0	0	0	0	0	2	0	0		592	
3590	Almond	do	Jno. C. Bridgman	1	1	17	16			5	6						1				200	4,000
3591	Amery	do	Frank A. Briggs	1		10	4			50	86					0	6		4		20	5,000
3592	Amherst	do	Spencer Haven	1		15	20	0	0							5						
3593	Antigo	do	C. D. Marsh	1	1	8	11			14	25	2	3	1			6		2		580	
3594	Appleton	do	F. E. McGwern	3	2	27	44									5	5	4	3	4	1,489	32,560
3595	do	High School (3d district)	W. F. Winsey	2	1	5	8	0	0	13	10					2	3	0	0	4	1,300	30,000

TABLE 4.—*Statistics of public high schools for 1893–94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	WISCONSIN—cont'd.																					
3596	Arcadia	High School	Jno. I. Jegi	1	1	6	5	0	0	29	20	....	....	1	3	1	3	1	1	....	1,300	$9,000
3597	Argyle	do	R. H. Mueller	1	0	13	10	0	0	0	0	0	0	0	0	1	0	1	0	....	216	8,500
3598	Ashland	do	C. M. Gleason	1	2	16	30	....	....	725	756	1	4	5	8	....	....	....	....	4	100	200,000
3599	Avoca	do	Jno. Arbuthnot	1	0	2	4	0	0	8	12	0	0	0	0	0	1	0	0	....	120	.....
3600	Bangor	do	C. E. Lamb	1	0	9	7	0	0	14	13	3	0	6	4	9	7	4	1	3	120	1,700
3601	Baraboo	do	E. C. Wiswell	1	3	50	96	....	....	....	....	6	10	17	30	5	12	2	4	....	680	7,000
3602	Barron	do	T. H. Lage	1	0	7	16	0	0	10	9	0	0	3	1	0	0	0	0	....	100	5,000
3603	Bayfield	do	B. B. Jackson	1	1	20	22	0	0	0	0	....	....	2	3	1	3	1	....	....	412	16,000
3604	Beaverdam	do	H. B. Hubbell	1	3	56	70	....	....	....	....	4	6	5	9	2	9	1	3	....	200	40,000
3605	Belleville	do	August J. Olsen	1	0	23	30	0	0	0	0	....	....	....	....	2	2	....	....	3	18	3,700
3606	Beloit	do	Alvin F. Rote	1	4	18	57	3	0	30	179	....	....	....	....	8	16	....	....	4	200	30,000
3607	Berlin	do	J. A. Mnsset	2	1	31	35	0	0	0	0	....	....	....	....	4	7	0	0	4	1,259	20,000
3608	Black Earth	do	H. A. Whipple	1	1	22	23	....	....	....	....	....	....	3	2	3	5	1	1	....	200	1,100
3609	Black River Falls	do	J. H. Derse	2	....	16	20	....	....	34	40	....	....	....	....	8	4	8	4	....	200	.....
3610	Bloomer	do	D. E. Cameron	1	....	7	14	....	....	73	93	....	....	....	....	2	2	....	....	....	151	4,000
3611	Boscobel	do	L. L. Lightcap	1	1	22	36	....	....	....	....	1	1	2	2	3	4	2	1	....	1,200	3,000
3612	Brandon	do	Thomas Webster	1	0	5	8	0	0	21	13	0	0	0	0	1	2	....	....	....	300	2,500
3613	Brillion	do	Frederic A. Thayer	1	0	26	24	0	0	116	98	2	0	0	0	3	0	3	....	....	200	10,000
3614	Brodhead	do	E. E. Campbell	1	1	7	15	0	0	123	230	....	....	....	....	2	1	....	....	4	580	14,000
3615	Burlington	do	Alex. Corstvet	1	2	30	44	0	0	....	....	....	....	....	....	1	8	....	....	....	300	10,000
3616	Cadott	do	Elmer Roberts	1	....	4	14	0	0	0	0	0	0	0	0	0	4	....	....	....	150	4,000
3617	Cambridge	do	Franklin Gould	1	....	11	4	....	....	6	11	....	....	....	....	10	3	....	....	....	250	7,000
3618	Centralia	do	H. D. Kneip	1	1	25	30	0	0	0	0	....	....	....	....	0	1	0	0	....	95	10,000
3619	Chilton	do	Jno. G. Mageler	1	0	5	5	....	....	19	28	1	0	....	....	5	4	0	0	....	340	1,200
3620	Chippewa Falls	do	Robt. L. Barton	2	3	48	78	0	0	0	0	....	....	1	....	9	10	....	....	4	.....	.....
3621	Clinton	do	A. J. Simpich	1	1	8	6	0	0	21	38	....	....	....	....	3	6	1	1	....	160	18,000
3622	Clintonville	do	E. O. Dent	1	0	4	3	0	0	12	12	....	....	....	....	2	1	....	....	....	250	.....
3623	Colby	do	F. M. Jackson	1	....	5	6	0	0	17	15	....	....	....	....	2	1	2	1	....	25	2,300
3624	Columbus	do	M. H. Jackson	1	2	35	40	0	0	0	0	6	7	5	4	2	3	1	1	....	250	15,000
3625	Darlington	do	J. T. Hooper	1	2	33	24	....	....	....	....	2	1	8	3	5	6	1	2	....	1,275	40,000

3626	Delavan	do	C. W. Rittenburg	1	2	38	57	0	0	.....	.....	0	0	.....	.....	5	6	4	3	.....	800	40,000
3627	Depere	do	C. H. Burgess	1	1	25	28	0	0	0	0	2	3	3	1	3	3	0	0	.....	576	.....
3628	Dodgeville	do	Geo. Beck	1	2	31	81	0	0	0	0	1	1	0	0	4	8	1	1	.....	300	35,000
3629	Durand	do	J. W. Nesbit	1	1	17	30	0	0	.....	.....	.....	.....	.....	.....	2	1	.....	.....	.....	150	10,000
3630	East Troy	do	C. F. Hardy	1	1	8	8	0	1	72	77	1	.....	.....	.....	7	7	3	1	.....	94	10,000
3631	Edgerton	do	F. F. Showers	1	2	30	36	.....	.....	.....	.....	.....	.....	.....	.....	3	3	.....	.....	.....	1,200	25,000
3632	Elkhorn	do	J. T. Edwards	1	2	44	62	.....	.....	0	0	8	21	17	27	0	6	.....	.....	.....	300	28,000
3633	Elroy	do	H. B. Lathe	1	1	10	10	0	0	.....	.....	0	0	10	10	5	2	5	2	.....	250	12,000
3634	Evansville	do	L. E. Gettle	1	2	35	55	.....	.....	125	140	5	7	3	.....	1	3	1	2	.....	450	3,000
3635	Fairchild	do	Jno. Weinzirl	1	0	14	16	0	0	0	0	0	0	0	0	4	3	0	0	.....	.....	4,150
3636	Florence	do	E. D. Rounds	1	.....	10	5	0	0	6	6	.....	.....	4	3	2	3	2	1	3	900	150
3637	Fond du Lac	do	Dr. Ed. McLoughlin	3	3	68	191	1	.....	.....	.....	4	6	3	7	2	14	.....	.....	.....	350	20,000
3638	Fort Atkinson	do	Dwight Kinney	2	2	47	73	0	0	0	0	.....	.....	3	.....	10	9	4	2	.....	1,200	40,000
3639	Fort Howard	do	A. W. Burton	1	2	12	60	0	0	0	0	.....	.....	.....	.....	.....	13	.....	.....	.....	140	.....
3640	Fox Lake	do	U. U. Parker	1	1	16	34	1	2	82	78	.....	.....	.....	.....	2	2	1	.....	.....	250	9,000
3641	Friendship	do	Hugh Gallagher	1	0	4	8	0	0	31	37	0	0	0	0	0	3	0	0	.....	159	1,000
3642	Glenbeulah	do	E. E. Couch	1	0	18	12	0	0	0	0	.....	.....	.....	.....	3	2	.....	.....	.....	.....	1,000
3643	Grand Rapids	Howe High School	Wm. H. Lenter	1	1	36	38	0	0	163	154	.....	.....	.....	.....	4	7	.....	.....	.....	162	36,300
3644	Green Bay	High School	Wm. O. Brown	2	3	46	80	.....	.....	0	0	3	0	1	0	7	10	3	0	4	4,000	50,000
3645	Hartford	do	Edw. W. Pryor	1	1	10	6	0	0	97	108	3	3	2	3	2	2	1	2	.....	210	12,000
3646	Hayward	do	O. E. Rice	1	1	5	3	.....	.....	5	13	0	0	.....	.....	1	3	1	2	.....	50	10,000
3647	Hazel Green	do	J. M. Bold	1	0	19	19	0	0	.....	.....	.....	.....	.....	.....	4	3	0	0	.....	22	4,700
3648	Highland	do	P. L. Clarke	1	.....	3	3	.....	.....	7	6	.....	.....	.....	.....	.....	3	.....	.....	.....	314	.....
3649	Hillsboro	do	Albert Hedler	1	0	8	13	0	0	.....	.....	0	0	1	3	1	4	.....	1	.....	268	4,000
3650	Horicon	do	E. T. Johnson	1	2	30	48	0	0	137	84	0	0	10	.....	3	7	.....	.....	.....	600	20,000
3651	Hudson	do	E. P. Frost	1	2	38	39	0	0	.....	.....	1	3	5	7	5	6	1	3	.....	300	30,000
3652	Humbird	do	E. M. Beeman	1	.....	4	8	.....	.....	64	53	0	0	0	0	3	0	0	0	.....	247	.....
3653	Janesville	do	D. D. Mayne	3	4	91	141	0	0	0	0	.....	.....	.....	.....	7	18	4	9	4	200	.....
3654	Jefferson	do	G. W. Gehrand	1	2	30	44	0	0	0	0	.....	.....	2	3	4	6	2	3	4	613	60,000
3655	Juneau	do	J. T. Lirdley	2	.....	12	17	.....	.....	108	113	.....	.....	.....	.....	1	6	.....	.....	.....	350	11,000
3656	Kenosha	do	Frank Cleary	1	3	34	66	0	0	.....	.....	3	5	7	12	1	4	1	0	.....	370	70,000
3657	Kewaunee	do	M. McMahon	1	1	24	26	0	0	0	0	0	0	0	2	2	0	0	0	.....	400	12,575
3658	Kiel	do	G. M. Morrissey	1	1	16	14	.....	.....	72	66	.....	.....	.....	.....	2	4	.....	.....	.....	169	.....
3659	Kilbourn City	do	Chester W. Smith	1	1	36	41	0	0	96	80	0	2	0	0	0	10	0	2	.....	75	17,500
3660	La Crosse	do	W. R. Hemmenway	3	7	111	151	0	1	0	0	1	2	.....	.....	10	14	.....	.....	.....	550	35,000
3661	Lake Geneva	do	A. F. Bartlett	1	2	33	42	33	42	.....	.....	.....	.....	.....	.....	3	4	.....	.....	.....	600	.....
3662	Lake Mills	do	Allen B. West	1	1	24	36	0	0	11	9	0	0	0	0	4	4	2	.....	.....	417	17,000
3663	Lancaster	do	L. L. Clarke	1	2	38	58	0	0	4	1	.....	.....	.....	.....	2	7	1	1	.....	50	.....
3664	Linden	do	Oliver Gray	1	.....	3	6	0	0	9	10	0	0	0	0	3	4	0	0	.....	205	2,000
3665	Madison	do	Jno. H. Hutchison	3	9	164	193	1	0	0	0	.....	.....	.....	.....	12	22	12	15	4	300	225,000
3666	Manawa	do	P. H. McMahon	1	.....	4	4	0	0	12	7	.....	.....	.....	.....	2	.....	.....	.....	.....	234	900
3667	Manitowoc	do	P. H. Hewitt	1	1	20	25	0	0	120	140	0	0	5	6	2	2	1	1	.....	300	20,000
3668	Marinette	do	W. A. Wilson	1	2	31	60	0	0	0	0	.....	.....	.....	.....	1	2	0	0	.....	330	.....
3669	Marshall	Medina High School	Wm. Fowlie	1	1	16	31	.....	.....	0	0	.....	.....	.....	.....	2	7	.....	.....	.....	200	6,500
3670	Marshfield	High School	F. E. Hamlin	1	.....	7	8	0	0	27	29	0	0	0	0	3	5	.....	.....	.....	0	.....
3671	Manston	do	W. S. Morrison	1	1	10	11	0	0	269	244	.....	.....	.....	.....	1	0	0	0	.....	160	.....
3672	Mazomanie	do	R. F. Skiff	1	1	5	9	0	0	20	17	0	0	0	0	0	4	0	0	4	70	10,000
3673	Menasha	do	A. B. Dunlap	1	1	25	28	0	0	0	0	4	3	1	0	3	7	.....	.....	.....	700	.....
3674	Menomonee	do	Judson E. Hoyt	3	3	54	82	0	0	0	0	.....	.....	.....	.....	5	7	.....	4	4	700	75,000
3675	Merrill	do	Anna E. Anderson	.....	3	21	55	0	0	0	0	.....	.....	.....	.....	.....	4	.....	.....	4	120	10,000
3676	Merrillan	do	W. P. Roseman	1	1	25	35	.....	.....	70	170	.....	.....	12	9	2	4	1	2	.....	700	5,000
3677	Middleton	do	Henry A. Vieth	1	0	16	4	0	0	0	0	.....	.....	5	1	2	1	2	1	.....	60	1,200

TABLE 4.—*Statistics of public high schools for 1893-94*—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	WISCONSIN—cont'd.																					
3678	Milton Junction	High School	J. B. Borden	1	1	24	30	0	0	.....	.....	0	4	12	8	0	3	0	0	....	200	.....
3679	Milwaukee	East Side High School	A. J. Rogers	10	10	315	443	0	0	0	0	....	....	....	....	45	44	....	....	....	3,000	$125,000
3680	Mineral Point	High School	Albert R. Jolley	2	2	41	45	0	0	0	0	....	....	....	....	1	15	....	....	....	500	25,000
3681	Mondovi	do	H. D. Kneip	1	....	19	22	0	0	0	0	0	0	0	0	0	0	0	0	....	250	12,000
3682	Monroe	do	J. A. Mitchell, A. M	2	1	42	76	0	0	580	520	1	3	2	3	4	11	2	3	....	3,000	42,000
3683	Montello	do	Robt. B. Dunlevy	1	....	3	6	0	0	30	40	0	0	0	0	3	3	....	....	....	230	1,000
3684	Montfort	do	Thos. J. Metcalf	1	0	11	34	0	0	0	0	....	....	....	....	2	2	2	....	....	0	60
3685	Mount Hope	do	T. H. Heffernan	1	....	15	17	0	0	23	21	....	....	....	....	4	1	....	....	....	100	3,000
3686	Necedah	do	Wm. F. Sell	1	1	20	22	.....	.....	8	14	....	....	....	....	1	4	1	4	....	300	20,000
3687	Neenah	do	J. F. Conant	3	1	35	49	0	0	0	0	....	....	....	....	2	4	2	0	....	194	36,000
3688	Neillsville	do	E. B. Oakley	1	....	10	14	.....	.....	23	41	....	....	....	....	4	6	4	6	....	50	20,000
3689	New Lisbon	do	Geo. H. Landgraf	1	1	7	8	0	0	15	17	0	0	6	4	3	6	3	3	4	800	7,000
3690	New London	do	J. C. Freehoff	1	....	4	11	.....	.....	15	31	....	....	....	....	3	0	3	0	....	525	.....
3691	Oakwood	do	E. L. Eddy	1	....	11	7	.....	.....	.....	.....	.....	.....	.....	1	2	.....	.....	.....	.....	100	4,000
3692	Oconomowoc	do	O. J. Schuster	1	2	34	47	0	0	257	250	0	0	10	15	1	2	1	2	4	550	35,400
3693	Oconto	do	Elmer E. Carr	2	2	37	63	0	0	0	0	....	....	....	....	2	2	1	1	4	.....	2,500
3694	Omro	do	A. H. Kreiling	1	1	40	60	.....	.....	.....	.....	.....	.....	5	3	2	4	2	.....	.....	300	15,000
3695	Onalaska	do	J. P. Sims	1	1	21	20	0	0	9	7	0	0	3	4	3	4	0	0	....	100	10,000
3696	Oregon	do	Wm. F. Thiel	1	1	6	6	0	0	17	20	0	0	0	0	2	4	1	....	4	400	3,300
3697	Oshkosh	do	Rufus H. Halsey	3	4	89	101	0	0	57	70	6	7	7	7	5	5	3	2	2	900	55,000
3698	Pepin	do	Grant E. Pratt	1	....	6	9	0	0	14	22	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
3699	Peshtigo	do	Jas. F. Slight	2	....	17	25	0	0	.....	.....	2	2	2	....	3	5	2	2	....	160	4,000
3700	Pewaukee	do	B. L. Bohn	1	....	6	6	.....	.....	5	2	....	....	....	....	6	1	0	0	....	0	.....
3701	Plainfield	do	Eber Dafoe	0	1	2	8	0	0	8	19	....	....	....	....	1	3	1	2	....	169	2,700
3702	Platteville	do	Chas. M. Fox	1	....	4	2	0	0	177	148	0	0	0	0	4	1	.....	.....	.....	.....	.....
3703	Plymouth	do	Otto Gaffron	1	1	21	25	.....	.....	10	15	....	....	....	....	2	3	1	1	....	150	24,000
3704	Port Washington	do	Max Staehle	1	0	9	8	0	0	0	0	0	0	0	0	5	4	0	0	....	150	30,000
3705	Potosi	do	Willis P. Colburn	1	1	3	14	0	0	80	68	....	....	....	....	.....	3	.....	.....	.....	20	9,000
3706	Poynette	do	A. C. Piper	1	....	4	7	0	0	80	67	....	....	....	....	1	5	1	5	....	510	4,000
3707	Prairie du Chien	do	A. W. Hodge	1	0	11	17	.....	.....	20	35	....	....	....	....	8	3	.....	.....	.....	700	20,325

3708	Prairie du Sac	do	J. F. Bergen	1	2	7	15	0	0	76	67	1	3	2	0	1	4	1	3	....	170	1,200
3709	Prescott	do	Jas. Goldsworthy	2	0	9	11	0	0	27	19	0	3	1	0	5	4	3	1	....	500	15,000
3710	Racine	do	A. J. Volland	2	3	82	102	0	0	0	0	0	0	6	0	13	13	6	0	3	.....	20,000
3711	Reedsburg	do	J. E. Ne Collins	1	3	37	24	0	0	200	200	....	....	....	....	3	5	....	....	....	400	8,000
3712	Rhinelander	do	Geo. W. Peterson	1	1	30	24	0	0	0	0	....	....	....	....	2	2	0	0	....	.....	.....
3713	Rice Lake	do	C. D. Kipp	1	2	32	24	0	0	0	0	....	....	....	....	4	4	4	2	....	300	3,500
3714	Richland Center	do	Phillip Eden	1	2	35	66	0	0	281	261	0	0	....	....	4	11	....	....	....	300	30,000
3715	Ripon	do	Albert E. Schaub	1	2	26	47	0	0	0	0	3	3	5	4	4	7	2	0	....	400	20,000
3716	River Falls	do	Howard L. Wilson	1	1	20	25	0	0	180	225	4	0	....	....	0	0	0	0	4	1,000	.....
3717	Rosendale	do	Etta R. Gault	....	1	8	14	0	0	1	0	....	....	....	....	0	0	....	....	....	50	7,500
3718	St. Croix Falls	do	Paul Vander Eike	1	1	5	13	0	0	84	71	0	0	0	0	0	0	0	0	....	120	5,000
3719	Sauk City	do	Jno. S. Roesler	1	1	40	15	0	0	0	0	....	....	6	0	1	1	1	0	....	703	6,500
3720	Sextonville	do	J. B. Logue	1	1	17	19	....	....	49	22	....	....	....	....	4	1	....	....	....	63	3,700
3721	Sharon	do	Geo. W. Bliss	1	1	17	23	....	....	70	75	2	2	....	....	....	5	....	2	4	100	10,000
3722	Shawano	do	W. H. Hickok	1	1	20	30	0	1	100	125	....	....	....	....	1	0	0	0	....	400	10,000
3723	Sheboygan	do	J. E. Riordan	3	2	39	54	0	0	0	0	29	14	12	38	4	7	....	....	....	3,337	35,000
3724	Sheboygan Falls	do	A. Wm. Weber	1	2	30	35	....	....	167	155	3	....	5	1	2	2	....	....	....	100	.....
3725	Shullsburg	do	M. M. Warner	1	1	17	36	0	0	0	0	0	0	2	0	4	7	2	0	4	350	20,000
3726	South Kaukauna	do	C. F. Youmans	1	2	8	7	....	....	31	33	0	0	2	0	5	....	2	....	....	200	1,500
3727	South Milwaukee	do	Jno. E. Roets	1	1	19	17	0	0	180	172	0	0	1	0	0	0	0	0	....	113	20,000
3728	Sparta	do	J. W. Livingston	1	3	36	53	0	0	38	60	10	18	12	10	6	19	6	12	4	1,500	15,000
3729	Spring Green	do	J. D. Rouse	1	....	17	10	0	0	28	34	0	0	1	0	3	2	1	0	4	206	6,000
3730	Stevens Point	do	H. A. Simonds	2	3	41	103	0	0	749	663	....	....	....	....	6	8	3	0	....	3,187	66,000
3731	Sturgeon Bay	do	E. E. Beckwith	1	2	28	27	0	0	4	7	0	0	2	2	4	9	....	1	....	600	7,000
3732	Sun Prairie	do	Jas. Melville	1	1	7	19	0	0	1	13	0	0	3	5	0	4	....	2	....	187	7,500
3733	Tomah	do	G. W. Reigle	1	2	38	47	0	0	0	0	....	....	....	....	9	11	2	1	....	650	33,000
3734	Two Rivers	do	A. W. Dassler	1	1	17	8	0	0	268	288	....	....	....	....	2	3	0	0	....	576	12,000
3735	Unity	do	A. C. Finn	1	0	14	14	0	0	4	2	1	0	0	0	0	0	0	0	....	20	2,000
3736	Viroqua	do	Taylor Frye	1	3	34	63	....	....	15	30	1	2	1	1	3	5	1	2	....	150	22,000
3737	Waldo	do	Geo. H. Drewry	....	2	5	8	....	....	14	19	0	0	0	0	....	2	....	2	....	96	3,500
3738	Washburn	do	H. W. Rood	1	1	8	15	0	0	9	19	....	....	....	....	0	1	0	1	....	500	50,000
3739	Waterloo	do	J. G. Adams	2	0	9	7	0	0	134	116	....	....	3	1	1	5	1	0	....	270	15,150
3740	Waukesha	do	H. L. Terry	1	3	34	68	1	0	0	0	0	0	0	0	1	8	1	8	....	1,400	.....
3741	Waupaca	do	F. A. Lowell	1	3	50	55	2	0	0	0	....	....	....	....	4	6	....	....	....	260	22,467
3742	Waupun	North Ward High School	H. C. Curtis	1	....	9	6	....	....	17	22	....	....	....	....	2	....	2	....	....	200	8,460
3743	do	South Ward High School	F. C. Howard	1	2	11	14	0	0	67	49	....	....	....	....	5	10	....	....	....	350	10,000
3744	Wausau	High School	Karl Mathie	2	2	41	69	0	0	925	875	....	....	....	....	3	11	2	4	....	600	85,000
3745	Wauwatosa	do	A. W. Smith	1	3	35	37	0	0	.....	.....	6	10	8	6	4	4	4	1	....	560	15,800
3746	Westbend	do	L. E. Amidon	2	1	55	46	0	0	0	0	4	5	7	8	8	8	3	4	....	500	20,000
3747	West De Pere	do	C. C. Parlin	1	1	20	21	0	0	1	2	1	....	0	0	2	0	1	....	....	850	11,850
3748	Westfield	do	D. F. Burnham	1	0	5	6	0	0	15	26	0	0	0	0	3	1	0	0	....	125	10,000
3749	West Salem	do	D. O. Kinsman	1	0	5	4	0	0	10	15	....	....	....	....	3	3	1	1	3	300	.....
3750	Weyauwega	do	H. D. Keyes	1	1	19	25	0	0	8	5	....	....	....	....	1	2	1	....	....	125	4,000
3751	White Water	do	E. W. Walker	1	3	69	78	0	0	0	0	10	13	14	30	12	7	4	4	....	1,297	25,000
3752	Winneconne	do	H. H. Moe	1	0	4	2	0	0	154	183	0	0	0	0	1	0	0	0	....	50	.....
3753	Wonewoc	do	W. S. Freeman	1	0	11	25	0	0	11	14	....	....	6	0	8	0	6	0	....	100	10,000
	WYOMING.																					
3754	Cheyenne	High School	Carrie A. Barnes	1	3	69	64	....	....	502	522	....	....	....	....	13	1	5	1	....	1,200	.....
3755	Rawlins	do	J. E. Brate	1	0	10	16	0	0	0	0	0	0	0	2	2	2	0	2	....	150	30,000

TABLE 4.—*Statistics of public high schools*—Continued.

STATISTICS FOR 1892-93 OF PUBLIC HIGH SCHOOLS STILL IN EXISTENCE, BUT WHICH FAILED TO REPORT FOR 1893-94.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	ALABAMA.																					
3756	Birmingham	High School	A. C. Moore	1	4	35	84	0	0	.....	.....	6	0	1	0	4	14	1	0	....	4,000	.....
3757	Flint	do	L. R. Day	1	0	6	4	0	0	29	28	0	0	0	0	0	0	0	0	....	0	$1,200
3758	Florence	do	Prof. G. W. Duncan	2	....	10	18	0	0	150	250	....	....	....	....	0	0	....	....	....	.....	25,000
	ARKANSAS.																					
3759	Little Rock	Peabody High School	R. H. Parham	1	2	45	86	0	0	418	542	....	....	....	....	1	17	....	....	....	.....	287,450
	CALIFORNIA.																					
3760	Alameda	High School	A. W. Scott	3	1	50	90	0	0	0	0	1	4	10	20	5	14	4	3	....	200	.....
	COLORADO.																					
3761	Central City	High School	J. H. Troendly	1	1	17	25	0	0	5	7	1	4	0	0	4	6	0	3	....	1,063	27,400
	CONNECTICUT.																					
3762	Manchester	North High School	C. S. Syman	1	1	19	29	0	0	157	155	0	0	0	0	0	0	0	0	....	1,100	.....
	FLORIDA.																					
3763	Milton	Santa Rosa Academy	W. D. Jeter	1	1	18	11	0	0	27	43	7	9	1	2	0	0	0	0	....	5,000	3,500
	GEORGIA.																					
3764	Atlanta	Boys' High School	W. M. Slaton	4	....	200	....	0	....	0	.....	200	....	....	....	33	....	19	....	....	300	.....
3765	Bainbridge	Graded School	E. L. McNabb	....	2	43	49	....	....	30	37	13	31	....	....	....	....	....	....	....	.....	10,000

3766	Butler	Male and Female College	S. F. Garlington	2	3	40	47	0	0	13	15	3	0	0	0	0	1					8,000
3767	Columbus	High School	Homer Wright	3	0	34	51	0	0	0	0	0	0	0	0	9	12	0	0		0	20,000
3768	Forsyth	Hill ard Institute	Wm. D. Thurmond	1		47				25		20		10		0					100	5,000
3769	Griffin	High School	J. Henry Walker	3		15	40										2		2		200	16,000
3770	Hampton	do	B. F. Faircloth	1	1	4	8			26	40											2,080
3771	Sargent	Farmers' High School	B. Denning	1		9	11			21	29											
		IDAHO.																				
3772	Lewiston	High School	C. A. Foresman	1	1	7	13	0	0	73	107					0	8	0	0		50	10,000
		ILLINOIS.																				
3773	Atwood	High School	Geo. S. Morris	1	0	14	19	0	0	91	127	2	3			2	5	2	3		94	7,000
3774	Chenoa	do	F. M. Richardson	1	1	13	27	0	0	0	0	0	0	3	5	1	9	0	3		136	7,000
3775	Clinton	do	Minnie M. Bishop	1	2	18	27	2	0	0	0					0	0	0	0		250	
3776	Cuba	do	Annie W. Thomas		1	24	22	0	0	28	28	0	0	0	0	8	2	2	0		25	9,000
3777	Greenview	do	J. S. Brazier	1	0	21	12	0	0	0	0	0	0	0	0						176	4,500
3778	Metropolis City	do	W. P. Cochran	1	2	39	69	0	0	0	0	0	3	2	0	2	8	2	3		200	20,000
3779	Minonk	do	R. A. Beebe	1	1	15	18	3	4	10	18	2	4			4	7	2	3		100	20,000
3780	Moline	do	B. C. Caldwell	6	3	65	102	0	2	0	0					3	16				1,200	31,530
3781	Mount Vernon	do	J. W. Emmerson	2	1	30	45	0	2	650	700	25	42			2	3	2	1		300	
3782	Naperville	Graded High School	R. F. Bunnel	1			6			9	11					0	6				440	10,000
3783	Nunda	High School	S. M. Grimes	1	1	7	16	0	0	120	132	0	0	2	3	2	2	1	1		400	25,000
3784	Petersburg	do	Geo. C. Power	2	0	21	42	0	1	0	0	3	0	0	0	5	10	3	0		600	4,850
3785	Pontiac	do	Ettie L. Smith	1	2	30	63	1	1					2	5	3	7	2	1		100	
3786	Robinson	do	W. C. Neilson	2	1	24	19			19	17			2		2	2	1			100	1,600
3787	Rock Island	do	James A. Bishop	3	5	77	130					38	46			8	25	5	4		580	35,000
3788	Rushville	do	Nathan T. Veatch	1	2	14	30	0	0	242	276					4	8				250	40,000
3789	San Jose	do	M. Bollan	1		7	10	0	0	6	9					2		2			100	9,000
3790	Streator	Township High School	R. Williams	2	5	45	135	0	0	5	15			5	8	2	17	2	4		900	56,000
3791	Waverly	High School	J. M. Humer	2	0	16	26	2	1	0	0					2	5	0	1		200	12,000
		INDIANA.																				
3792	Attica	High School	Miss Nellie Lewis	1	1	17	16					1	2				3				1,000	30,000
3793	Bremen	do	James E. Pomeroy	1		8	9			112	121			4	4	0	0	0	0		50	4,000
3794	Converse	do	W. E. Alexander	2		25	35	0	0							2	3	1	1		100	2,600
3795	Greensburg	do	Geo. L. Roberts	3	1	44	70	0	2	0	0					5	5				200	12,000
3796	Huntington	do	Miss Ella E. Kirtland	1	3	36	69	0	0	0	0					9	8	8	3		6,350	
3797	Kendallville	do	T. O. Hester	2		26	34			0	0											
3798	Laporte	do	J. F. Knight	6	1	49	76	0	2							4	15	3	4		4,000	
3799	Lima	Township High School	W. H. Duff	1	3	20	24	0	0	60	64	20	24			5	6	5	6		100	
3800	Muncie	High School	W. H. Masters	1	3	66	112	2	1							2	8				300	100,000
3801	Peru	do	L. E. McCord	1	1	30	35			40	66					5	16	5	16			
3802	Sheridan	do	M. H. Stewart	2	0	20	26	0	0	248	275					2	2	1			300	
3803	Westfield	Union High School	A. V. Hodgen	1	2	50	100	1	2	100	150		7	5		5	7				2,000	
		IOWA.																				
3804	Carson	High School	A. J. Burton	1		12	28	0	0	58	62		3			4	0	2	0		100	2,500
3805	Elkader	do	J. E. Webb	3		28	38	0	0	76	79	0	0	12	16	3	5	3	6		300	12,000
3806	Guthrie Center	do	F. E. Palmer	2	0	15	20			160	140	3	17			0	5		3		175	5,000

TABLE 4.—*Statistics of public high schools*—Continued.

STATISTICS FOR 1892-93 OF PUBLIC HIGH SCHOOLS STILL IN EXISTENCE, BUT WHICH FAILED TO REPORT FOR 1893-94—Continued.

	Post-office and State.	Name of institution.	Name of principal.	Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in class of 1894.		Number of years in course of study.	Number of volumes in library.	Value of grounds buildings, furniture, and scientific apparatus.
						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	IOWA—continued.																					
3807	Hampton	High School	P. E. Hoadley	3	3	55	75	....	....	232	213	....	....	....	....	4	13	2	5	....	88	$4,400
3808	Lenox	do	O. E. Arbuckle	1	....	....	4	0	0	183	176	0	0	0	0	....	4	....	....	....	60	12,500
3809	Nashua	do	W. Scott Prouty	2	1	17	39	0	0	144	164	....	....	....	....	0	4	0	4	....	250	15,000
3810	Neola	do	W. B. Rowland	1	3	8	14	....	....	112	150	2	2	....	....	0	0	0	0	....	10	7,000
3811	Nora Springs	do	W. H. Allis	1	1	14	10	0	0	12	20	....	....	....	....	3	6	....	....	....	150	5,000
3812	Ogden	do	C. F. Curtis	1	1	17	18	....	....	4	4	....	....	....	....	1	1	1	....	....	263	.....
3813	Storm Lake	do	H. G. Lamson	1	2	17	26	0	0	8	8	....	....	....	....	7	1	....	....	....	600	.....
3814	Tabor	do	Miss A. L. Blakeley	0	1	6	10	0	0	86	80	....	....	....	....	6	10	6	10	....	100	.....
3815	Vanwert	do	W. W. Palmer	1	....	3	....	....	....	17	21	0	0	0	0	2	....	....	....	....	15	1,700
3816	Waterloo	do	Annie S. Newman	1	3	37	70	0	0	0	0	0	0	....	....	4	11	....	....	....	400	47,000
	KANSAS.																					
3817	Abilene	High School	W. W. Brown	2	2	35	67	0	0	.....	.....	1	3	....	....	3	2	3	1	....	1,600	.....
3818	Beloit	Beloit High School	Miss Lucy Arthur	2	2	60	100	0	0	321	310	....	....	....	....	14	20	....	....	....	500	30,000
3819	Downs	High School	W. H. Andrews	1	1	10	11	.....	.....	11	9	0	0	4	3	....	1	0	0	....	152	.....
3820	Eldorado	do	W. M. Fisher	2	0	29	50	0	0	0	0	2	1	0	0	4	7	2	1	....	200	30,000
3821	Emporia	do	Jno. Dietrich	2	2	35	86	2	8	0	0	....	....	....	....	9	12	5	8	....	800	40,000
3822	Salina	do	F. G. Woodrow	2	1	30	50	6	9	45	43	2	10	6	16	4	16	1	11	....	4,000	.....
3823	Sterling	do	H Winsor	1	2	14	40	0	0	0	1	12	34	2	7	4	8	1	3	....	1,000	.....
3824	Yates Center	do	Miss L. J. Stephenson	1	1	5	19	0	0	.....	.....	0	0	0	4	2	3	1	1	....	500	5,500
	KENTUCKY.																					
3825	Fulton	Carr Institute	W. A. Goodwin	1	1	20	20	0	0	140	160	3	8	....	....	0	0	.....	.....	.....	.....	1,200
3826	Ghent	High School	G. A. Crichet	1	2	23	21	....	....	49	57	3	2	2	0	5	7	5	7	....	0	12,000
	LOUISIANA.																					
3827	Monroe	Ouachita Parish High School.	E. H. McClintic	3	4	25	35	0	0	145	138	30	25	18	14	3	5	2	3	....	200	.....

	MAINE.																				
3828	Brownville	High School	C. A. Merrill	1		5	7	0	0							0	0	0	0		0	
3829	East Machias	Washington Academy	I. H. Robinson	1	1	27	28	0	0	4	4	5	0			1	4	1	3		300	6,000
3830	Fairfield	High School	J. H. Blanchard	1	1	24	36	0	0	0	0	4		0	0	6	9	1			100	5,000
3831	Harrington	do	L. R. Folsom	1		17	30	0	0	0	0	0	0	0	0	0	0	0	0		0	1,500
3832	Kennebunk	do	A. F. Gilmore, A. B	1	0	9	21	0	0			0	0	2	0	1	7	1	0		50	
3833	Madison	do	C. H. Sturtevant	1	1	8	8	0	0	22	28	1	0	5	6	1	4	1			10	2,500
3834	Newport	do	D. B. Young	1		6	12			134	148						1				0	4,000
3835	North Berwick	do	Wm. E. Kinney	1	1	15	16	0	0	12	7					2	4	1	0			
3836	North Lawrence	Livermore High School	Mary E. Pollard		1	14	12			10	14											
3837	North Troy	High School	E. L. Cook	4	0	15	20	0	0	25	40					3	4	0	0			2,000
3838	Southwest Harbor	Tremont High School	Geo. I. Bowden	1	0	8	10			10	12	0	0	1	1	0	0	0	0		0	0
3839	Sullivan	High School	Miss Flora D. Marks		1	15	10														15	
3840	Union	do	A. J. Knowlton	1		9	18	0	0	9	24	0	0	0	0	0	6	0	0		300	
	MARYLAND.																					
3841	Fairmount	Academy	Geo. M. Register	1	0	8	16			60	64	3	0	7	16	0	4	0	4			7,500
	MASSACHUSETTS.																					
3842	Assinippi	Norwell High School	E. F. Blood	1	1	11	25	0	0	0	0			7	13	1	1	0	0			
3843	Athol	High School	Geo. M. Stront	1	2	30	36	0	0	0	0	3	3	4	0	5	8	0	1		200	28,000
3844	Boston	English High School	F. A. Waterhouse	24		823		14				12		12		133		12			1,500	
3845	Brighton	High School	Benj. Wormelle	1	3	27	66	0	2	0	0					6	16	0	0			20,000
3846	East Bridgewater	do	Geo. F. Murdock	1	2	34	28	0	0	0	0	2	2			2	5	2	2		300	8,000
3847	Edgartown	do	C. G. M. Dunham	1	0	13	16	0	0			0	0	0	0	1	5	0	0		50	2,500
3848	Hudson	do	W. H. Small	1	2	31	54	0	0	0	0	6	11	4	0	7	10	5	0		150	12,000
3849	Kingston	do	C. L. Reed	1	1	26	33	0	0	0	0	0	0	13	16	5	2	2			200	
3850	Medford	do	L. L. Dame	4	4	112	124	2	0	0	0	21	12	8	0	19	14	5	2		531	60,000
3851	Medway	do	Willard J. Fisher	1	1	24	25	0	0	0	0		1			4	1	0	0		100	20,000
3852	Oxford	do	S. J. Nowell	1	1	4	24	0	0	5	2	0	0	0	0	0	8	0	0		200	2,000
3853	Princeton	do	Lucy S. Peirce	0	2	7	11	0	0	8	11	0	0	5	0	1	6	0	0			
3854	Sutton	do	F. E. Holt	1		15	14					3	2									
3855	Wakefield	do	C. T. C. Whitcomb	2	4	64	73	0	0			7	13	10	2	7	17	4	5		100	
3856	Whitman	do	F. H. Nickerson	2	3	65	62	0	0	13	14	3	2	1		4	7	1	1			
	MICHIGAN.																					
3857	Eaton Rapids	High School	Chas. H. Horn	2	2	58	80			187	275					5	12	4	3		300	25,500
3858	Escanaba	do	O. R. Hardy	1	1	23	22	0	0	297	278	0	0	7	6	5	5	0	0		1,200	51,000
3859	Fowlerville	do	L. E. Miller	1	2	10	15			107	122						1		1		100	8,000
3860	Grand Rapids	Central High School	W. A. Greeson	6	20	355	516	1	4							22	45					120,000
3861	Lapeer	High School	J. W. Cupples	2	3	43	79	0	0	258	233	3	5	5	8	7	8	3	3			
3862	Manistee	do	Rufus C. Thayer	4	3	82	90			0	0	0	0	45	60	4	7	4	7		3,000	28,000
3863	Mayville	do	T. J. Reavey	1	1	31	63	0	0	95	87					1	11				100	1,200
3864	Mount Pleasant	do	H. T. Blodgett	1	2	21	38	0	0	275	287					4	4	4	4		450	
3865	Nashville	do	H. B. Andrus	2	1	40	60	0	0	110	115	0	0	8	15	7	8	3	5		500	12,000
3866	Newaygo	do	Professor Snowden	1	1	14	27	0	0	121	92					2	1				200	
3867	North Muskegon	do	H. H. Barton	1	1	3	3	0	0	157	162					3	3				384	14,500
3868	Pinckney	do	Wm. A. Sprout	1	1	17	22	0	0	78	91	0	0	0	0	2	4	0	0		25	10,000
3869	Plainwell	do	Geo. E. Rogers	1	1	17	26	0	0	10	15			1		1	7	0	1		268	

TABLE 4.—*Statistics of public high schools*—Continued.

STATISTICS FOR 1892-93 OF PUBLIC HIGH SCHOOLS STILL IN EXISTENCE, BUT WHICH FAILED TO REPORT FOR 1893-94—Continued.

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						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	MINNESOTA.																					
3870	Browns Valley	High School	J. H. Leighton	1	1	12	15	0	0	91	92	6	2	....	....	0	0	0	0	....	275	$7,525
3871	Glenwood	do	E. E. Martin	1	....	8	13	0	0	112	116	1	....	2	4	1	1	....	....	....	267	7,000
3872	Minneapolis	Central High School	Jno. N. Greer	5	25	432	553	2	2	.....	.....	20	10	251	300	38	58	28	42	....	3,000	.....
	MISSISSIPPI.																					
3873	Bolton	High School	Chas. F. Capps	1	0	9	12	0	0	33	47	1	5	0	0	0	0	....	....	....	52	3,500
3874	Brandon	Female College	J. R. Griffith	3	3	62	50	35	25	40	35	....	....	....	....	2	5	0	0	....	.....	4,000
3875	Coldwater	High School	C. C. Howard	1	1	21	23	0	0	14	22	....	....	....	....	0	0	....	....	....	.....	5,000
3876	Olive Branch	do	H. F. Buchanan	1	....	5	10	....	....	20	17	....	....	....	....	....	....	....	....	....	.....	.....
3877	Toccopola	do	Jas. W. Furr, B. S.	2	1	15	20	0	0	65	62	20	15	11	20	2	5	0	0	....	.....	1,000
3878	Vicksburg	do	S. S. Barnett	2	3	17	23	....	....	700	800	17	23	....	....	7	13	....	....	....	.....	.....
	MISSOURI.																					
3879	Lebanon	High School	G. H. Owen	1	2	20	40	....	....	221	219	....	....	....	....	....	1	....	....	....	250	25,000
3880	Louisiana	do	N. T. Adams	3	1	50	52	6	4	436	452	0	0	0	0	4	5	0	0	....	1,500	23,460
3881	Marionville	do	M. Dimmick	2	0	25	45	0	0	167	158	0	0	0	0	2	3	0	0	....	159	10,000
3882	Pierce City	do	R. R. Saunders	1	1	5	7	0	0	301	342	0	0	0	0	2	4	0	0	....	150	.....
	MONTANA.																					
3883	Miles City	High School	Wm. M. Weeks	1	2	19	14	0	0	0	0	....	....	....	....	0	1	0	1	....	450	20,000
	NEBRASKA.																					
3884	Broken Bow	High School	E. O. Garrett	1	2	22	23	0	0	226	230	....	....	....	....	2	3	2	0	....	400	.....

3885	Falls City	do	A. C. Hancock	2	2	71	73	0	2	253	283	3	0	0	0	5	11	3	5		125	20,000
3886	Fullerton	do	W. L. Stephens	1	1	10	20	0	0	140	230	5	15			3	3	3	0		250	6,000
3887	Hooper	do	Jas. A. Collins	1	0	7	4	0	0	12	28	7	4	0	0	7	4	7	4		80	
3888	Loup City	do	Louis W. Worel	1	0	2	5	0	0	10	17			2	5	0	0				130	
3889	Orleans	do	G. R. McCrary	1	1	25	26	0	0	93	75					0	0				40	15,000
3890	Rushville	do	Wilson I. Austin	1	1	15	10	0	0	105	130	0	0	0	6	0	3	0	0		1,200	7,000
	NEVADA.																					
3891	Carson City	High School	H. H. Howe	1	1	38	62	0	0			0	0	0	0	3	15	0	0		300	20,000
	NEW JERSEY.																					
3892	Jersey City	High School	Wm. S. Sweeny	4	11	90	150		7	80	200	8	9	26	1	24	46	3	5		650	
	NEW YORK.																					
3893	Afton	Union School and Academy	A. H. Knapp	1		5	9	0	0	74	90	1	1	2	3	0	0	0	0		625	6,075
3894	Arcade	do	Geo. H. Stratton		1	1	3	0	0	59	119					2	2	0	0		140	11,765
3895	Binghamton	High School	Chas. O. Dewey	3	10	173	235		2	0	0	24	12	30	10	20	22	5	3			
3896	Essex	Union High School	Gideon B. Travis	1	0	8	12	0	0	40	45	0	0	0	0							3,500
3897	Flushing	High School	Eva F. Baker	2	11	40	60			34	127					5	18	2	1		2,680	115,000
3898	Massena	Union High School	Michael H. Kinsley	1	1	30	38	0	0	146	162	0	0	4	7	1		0	0		521	19,099
3899	Troy	High School	Jas. T. McKenna	4	3	72	163	1	0	3	2	10	3			10	36	8	1		600	11,550
3900	Unadilla	Union High School	F. M. Westfall	1	1	10	20			75	80	3	3	5		4		4			500	20,000
3901	Yonkers	High School	Herbert H. Gadsby	3	4	81	113	1	2							4	13	3	5		9,615	112,947
	NORTH CAROLINA.																					
3902	Sutherland	Sutherland Seminary	H. A. Dobbin, jr	1	1	5	6			55	49	4	3									1,000
	NORTH DAKOTA.																					
3903	Grand Forks	High School	Miss Harriette S. Kellogg	1	2	24	28					24	28				6		6		500	
	OHIO.																					
3904	Ada	High School	W. F. Hufford	2	1	18	22			8	18			6	8	3	15	3	8		350	25,000
3905	Anna	do	E. M. Day		3	14	19		1	50	65					1	1				30	10,000
3906	Archbold	do	A. L. Biglow	1	3	20	22			109	119	2				2		2				30,000
3907	Bloomville	do	C. H. Shock	1	2	11	14	0	0	108	82	0	0	0	0	0	0	0	0		158	4,000
3908	Brooklyn	do	Chas. M. Knight	1	0	6	5	0	0	0	0	0	0			1	1	1	1		100	10,000
3909	Columbus	Central High School	Abram Brown	10	11	235	502			0	0	0	0			11	72	9	10			
3910	Defiance	High School	J. E. Nelson	1	2	21	47		1							3	6				2,000	
3911	Delta	do	W. D. Pepple	2		23	32	0	0	152	131					3	5				265	
3912	Good Hope	do	S. H. Ewing	1		5	5			19	18					1	2					
3913	Highland	do	R. B. Barrett	1		2	3			76	65					0	0				30	5,000
3914	Jamestown	do	M. J. Flannery	1		16	31	3	5	134	124					2	5				100	18,000
3915	Lancaster	do	Jno. A. Long	2	1	29	67	1	1	0	0					5	18				400	100,000
3916	Lynchburg	do	Henry G. Williams	1	0	19	15	0	0	83	90	2	1	0	0	2	1	1	1		240	11,000
3917	Mechanicsburg	do	J. M. Mulford	1	2	29	39	0	1	159	171					2	7				300	30,000
3918	New Vienna	do	J. L. Cadwallader	2	0	26	25	0	0	0	0	0	0	3	3	3	5	3	5			
3919	Sidney	do	Ida Haslup	2	2	50	67	0	1	519	453	4	12	8	10	7	8	4	3		300	60,000

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						White (secondary).		Colored (secondary).		Elementary.		Preparing for college.										
												Classical.		Scientific.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22
	OHIO—continued.																					
3920	South Charleston	High School	Harry S. Latham	2	0	15	10	1	0	110	115	0	0	0	0	3	2	0	0	....	250	$25,000
3921	Wellington	....do	Miss Alma Sprague	1	3	63	67	0	1	0	0	....	....	....	....	16	10	....	....	....	100	30,000
3922	Yellow Springs	....do	J. E. Collins	1	....	9	22	1	7	133	151	....	....	....	....	0	0	0	0	....	0	10,000
	OREGON.																					
3923	Portland	High School	F. G. Young	4	6	189	350	1	\0	.....	.....	....	....	....	....	15	42	8	5	....	422	200,000
3924	Union	....do	S. W. Holmes	1	....	10	15	....	....	103	122	....	....	....	....	1	4	....	....	....	125	.....
	PENNSYLVANIA.																					
3925	Birdsboro	High School	H. G. Hunter, A. M	1	....	2	10	....	....	10	20	....	....	....	....	3	7	....	....	....	.....	.....
3926	Brookville	....do	T. B. Galbraith	2	0	7	8	....	....	13	22	....	....	....	....	6	8	....	....	....	300	.....
3927	Centralia	....do	W. W. Heffner	1	....	12	18	....	....	239	265	0	0	....	....	3	2	0	0	....	321	10,000
3928	Emaus	....do	H. L. Reber	1	....	4	2	....	....	9	5	....	....	....	....	2	2	....	....	....	27	14,000
3929	Mifflintown	....do	Oden C. Gortner	1	3	8	12	2	4	74	71	1	2	....	....	....	....	....	....	....	.....	.....
3930	Monongahela	....do	E. W. Dalby	1	....	9	21	....	....	....	....	....	....	2	....	5	3	2	....	....	.....	45,000
3931	Newtown	....do	Jacob H. Schrope	1	0	14	16	0	1	92	98	0	0	0	0	1	1	0	0	....	115	7,400
3932	Parkersburg	....do	Chas. B. Cloud	1	0	3	9	0	0	13	16	0	0	0	0	0	1	0	0	....	0	.....
3933	Pleasantville	....do	J. L. Hadley	1	....	8	11	0	0	65	70	1	....	1	....	2	3	1	....	....	.....	20,000
3934	Plymouth	....do	Irving A. Herkes	2	0	10	31	0	0	6	11	0	0	2	0	2	3	0	0	....	70	12,000
3935	Shenandoah	....do	W. N. Ehrhart	1	1	33	50	....	....	.....	.....	....	....	....	....	6	11	....	....	....	1,745	.....
3936	Starrucca	....do	Jno. J. Repp	1	....	6	4	0	0	14	5	....	....	....	....	2	1	0	0	....	500	2,000
3937	Upland	....do	W. S. Phillips	1	1	9	10	0	0	13	17	....	....	....	....	2	3	....	....	....	60	15,000
3938	Warren	Glade High School	C. C. Eaton	1	1	7	20	0	0	160	225	....	....	....	....	....	....	....	....	....	140	40,000
	SOUTH CAROLINA.																					
3939	Dorroh	HighSchool	C. C. Whiteside	....	1	12	....	0	0	27	37	4	0	0	0	....	....	....	....	....	.....	,1, 200

	TENNESSEE.																					
3940	Auburn	High School	W. B. King	3	1	53	46			25	30					0	0	0	0			2,000
3941	Bells	do	M. Rose	1	0	14	13	0	0	30	34											
3942	Dickson	Wayman Academy	Rev. C. O. H. Thomas	2	1	14	7	14	7	37	53	4	5	3	2	0	0	0	0		56	1,527
3943	Flynns Lick	High School	W. L. Dixon	1	0	11	11	0	0	39	35	0	0	3	1	0	0	0	0		0	1,500
3944	Grant	Franklin Institute	Sadie M. Agnew		1	8	11	0	0	18	20					0	0				32	200
3945	Jamestown	Academy	C. M. Robbins	1	1	36	30			44	38	18	12	15	10						100	1,500
3946	La Grange	High School	Mrs. W. H. Horton		1	4	6			31	34											
3947	Well Spring	Powells Valley Seminary	W. L. Stooksbury, A. B.	2	1	30	20	0	0	117	80			25	15	0	0				150	3,000
	TEXAS.																					
3948	Bryan	High School	T. S. Minter	2	1	12	28			186	190	0	4	0	0	0	11	0	6		25	20,000
3949	Kingston	Calhoun College	T. E. Wallis	2	2	50	20	0	0	30	75	11	0	0	0	4	1				1,000	5,000
3950	Leesburg	Academy	Z. C. Alvis	2	1	20	10	0	0	50	50	0	0	10	5							2,500
3951	Marshall	Masonic Female Institute	W. D. Allen		3		65				195						5				75	8,000
3952	Sipe Springs	High School	Ben Randals	1	1	20	15	0	0	80	75	2	0	1	0	0	0	0	0		0	2,000
3953	Vernon	do	W. A. Owuby	1	1	28	26	0	0			1	1			1	2	1	1		50	25,000
3954	Yoakum	do	G. D. Scott	1	0	4	8	0	0	304	337	1	0	0	1	0	0	0	0		100	12,000
	VERMONT.																					
3955	Bennington	High School	Helen O. Rogers	2	3	30	40	0	0	250	275	4	6	10		2	7	2			250	100,000
3956	Burlington	do	S. W. Landon	2	5	126	124	1	2			29	2	36	10	18	33	18	24			40,000
3957	Newport	Academy	W. R. Emerson		1	11	13	0	0	10	11	11	13			0	0	1	2		14	6,000
	VIRGINIA.																					
3958	Fairview	High School	Parkie Scott	1	1	30	20	0	0	60	80					0	0	0	0			3,250
3959	Irwin	do	Edward Kinne	1	0	6	7	0	0	11	11					0	0				0	
3960	Manchester	do	Jas. H. Blackwell	2	0	25	28									1	3	0	0		50	
	WISCONSIN.																					
3961	Bloomington	High School	S. E. Pearson	1	1	2	10			85	107	0	0	0	0	3	3	0	0		250	12,000
3962	Cassville	do	J. C. Churchill	2	0	13	27		1	92	103					3	5				130	10,000
3963	Stoughton	do	Alex. Corstvet	1	1	32	41					1	4			2	4				200	40,000
3964	Walworth	do	W. J. Severance	1	0	22	18	0	0	22	30	0	2			1	2	0	1		100	

III.—PRIVATE SEC

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	ALABAMA.			
1	Anniston	Noble Institute for Boys	W. H. McKellar, M. A	P. E
2	do	Noble Institute, the Diocesan for Girls.	Miss Warder	Epis
3	Ashland	Ashland College	James H. Riddle, Ph. M	
4	Athens	Trinity Normal School	Miss K. S. Dalton	Cong
5	Auburn	Auburn Female Institute	W. Hugh McKee	
6	Birmingham (423 Nineteenth st.).	Pollock-Stevens Institute	Mrs. O. S. Pollock and Miss C. W. Stephens.	Nonsect
7	Birmingham	South Highland Academy	Joel C. Du Bose, A. M	
8	do	The Taylor School	William P. Taylor	
9	Birmingham (201 South Twentieth st.).	Zelosophian Academy	Rev. J. H. B. Hall, president.	Nonsect
10	Blacks Store	High School	J. R. Graves Toland	
11	Centerville	Centerville Male and Female College.	J. D. Cooper	Nonsect
12	Clanton	University Military School	E. Y. McMorries	Nonsect
13	Collinsville	Collinsville High School	Douglass Allen	Nonsect
14	Cullman	Collegiate Academy and Ladies' Institute.	S. A. Felter, M. A	Nonsect
15	Danville	North Alabama Baptist Collegiate Institute and Normal School.	Rev. Joseph Shackelford.	Bapt
16	Demopolis	Marengo Female Institute	J. W. Beeson, A. M., president.	Nonsect
17	do	Marengo Military Academy	A. G. Irons	Nonsect
18	Edwardsville	Cleburne Institute	W. E. Striplin	Nonsect
19	Elkmont	Elkmont High School	S. A. Moore	Nonsect
20	Eutaw	Eutaw High School	Miss K. I. Alexander	Nonsect
21	Flomaton	Flomaton High School	J. W. Agnew	Nonsect
22	Gaylesville	Gaylesville High School	S. L. Russell	Nonsect
23	Greensboro	Greensboro Female College	Prof. J. B. Cassiday	Nonsect
24	Grovehill	Male and Female Academy	M. B. Du Bose	Nonsect
25	Harpersville	Elm Hill Academy	W. E. Elliott	Nonsect
26	Hartsells	Hartsells Normal School	S. J. Farris, president	Nonsect
27	Helena	Helena High School	H. G. Fulton	Nonsect
28	Hickmans	Hickman High School	Mrs. A. J. Upchurch	Bapt
29	Jackson	Jackson Academy	Allen McLeod	
30	Joppa	Sherrill College	J. B. Sherrill, president	
31	Leighton	Male and Female Academy	J. S. Hawkins	
32	Lincoln	Lincoln High School	E. D. Acker, A. B., LL. D	
33	Lower Peach Tree	Peach Tree Academy	O. C. Hand	Nonsect
34	Marion	Marion Military Institute	J. T. Murfee	Nonsect
35	Midway	Midway High School	G. R. Hall	Bapt
36	Mobile	Academy of the Visitation	Sister M. Stanislaus Campbell.	R. C
37	do	Miss Hunter's Select School	Miss S. E. Hunter	Nonsect
38	do	Lutheran Institute	Wm. Weinbach	Luth
39	do	St. Mary's Select School	Sister M. Agnes	R. C
40	do	Towle's Institute for Boys	Amos Towle	Nonsect
41	Moulton	Moulton High School	L. R. Day	Bapt
42	Perdue Hill	Perdue Hill High School	Wm. A. George	Nonsect
43	Roanoke	Roanoke Normal College	Leonidas Jones, president.	Nonsect
44	Rutledge	Rutledge High School	R. O. Meek, A. M	Nonsect
45	Salitpa	Salitpa Academy	Miss Irene R. Beck	Meth
46	Six Mile	Male and Female Academy	R. H. Pratt	Nonsect
47	Springville	Spring Lake College	Dr. J. A. B. Lovett, president.	Nonsect
48	Sulligent	Sulligent Academy	D. N. Ward	Nonsect
49	Talladega	Talladega College	Martin Lovering	Cong
50	do	Talladega Military Academy	James William A. Wright, A. M., Ph. D.	Nonsect

ONDARY SCHOOLS.

and other private secondary schools for 1893–94.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	0	14	0	0	0	7	0	8	0	3	0	2	0	2	0	4	30	$25,000	1
1	5	0	60	0	0	0	40	....	....	0	40	0	2	0	0	....	200	40,000	2
1	1	57	43	0	0	43	47	10	6	15	10	5	4	.....	.....	....	20	2,000	3
1	1	14	16	14	16	54	84	.....	.....	.....	.....	1	1	.....	.....	....	.....	.....	4
1	3	0	25	0	0	48	60	0	8	0	4	0	2	0	2	3	400	2,500	5
0	2	0	50	....	....	30	30	....	....	....	....	0	4	.....	.....	....	.....	10,000	6
3	0	36	0	0	0	12	0	24	0	12	2	1	0	.....	.....	....	300	3,000	7
1	2	19	9	....	....	23	16	3	3	5	0	4	0	4	0	3	.....	.....	8
4	2	47	43	0	0	20	21	31	27	0	0	8	3	1	5	....	350	7,500	9
0	1	18	15	....	....	47	51	4	3	3	4	1	1	.....	.....	....	12	500	10
1	3	53	42	....	....	0	0	12	15	....	....	3	4	3	4	....	.....	2,000	11
1	0	20	22	....	....	26	29	6	7	....	....	....	....	.....	.....	....	.....	1,800	12
1	1	33	13	0	0	44	41	0	0	0	0	5	3	.....	.....	....	85	3,000	13
1	3	28	32	0	0	24	32	....	....	....	....	....	....	.....	.....	....	300	3,000	14
2	1	15	15	0	0	26	24	....	....	....	....	1	1	.....	.....	2	.....	6,000	15
1	5	0	71	0	0	6	24	0	0	0	0	0	6	0	0	4	1,500	10,000	16
2	1	46	0	0	0	17	0	6	0	9	0	0	0	0	0	....	400	6,000	17
1	1	29	10	....	....	38	54	....	....	....	....	3	0	.....	.....	....	.....	1,000	18
1	0	15	10	0	0	25	15	....	....	....	....	....	....	.....	.....	....	.....	.....	19
0	3	9	32	....	....	10	10	....	....	....	....	....	....	.....	.....	....	.....	1,000	20
1	0	20	12	0	0	8	6	....	....	....	....	0	0	0	0	....	0	1,000	21
3	0	28	14	0	0	32	35	....	....	....	....	1	0	.....	.....	3	135	5,000	22
1	4	0	63	0	0	3	18	....	....	....	....	0	6	.....	.....	....	500	15,000	23
1	0	27	13	....	....	11	8	9	7	0	0	....	....	.....	.....	....	0	.....	24
1	1	15	7	....	....	20	14	4	5	0	0	....	....	.....	.....	....	27	1,500	25
0	3	30	20	0	0	20	25	5	0	0	0	....	....	.....	.....	....	200	4,000	26
1	1	20	9	0	0	8	12	11	6	0	0	2	3	1	3	....	0	.....	27
0	1	15	11	0	0	7	4	0	1	....	....	0	0	0	0	....	0	.....	28
2	1	17	18	0	0	31	17	14	11	6	2	....	....	.....	.....	....	.....	2,000	29
1	1	30	30	0	0	103	101	8	7	....	....	0	0	0	0	....	.....	3,000	30
2	1	35	15	0	0	26	29	18	10	0	0	0	0	0	0	....	.....	3,000	31
1	1	18	18	0	0	20	16	2	2	0	0	0	0	0	0	....	0	2,000	32
1	2	23	26	0	0	10	14	6	2	....	....	....	....	.....	.....	....	.....	1,000	33
6	0	92	0	0	0	0	0	0	0	0	0	7	0	.....	.....	4	2,000	75,000	34
1	2	35	30	0	0	15	10	1	3	....	....	0	0	0	0	....	0	2,000	35
0	5	0	45	0	0	0	38	....	....	....	....	0	5	.....	.....	....	3,000	.....	36
0	2	0	30	....	....	0	20	....	....	....	....	0	5	.....	.....	....	.....	6,600	37
1	0	15	16	....	....	21	25	....	....	....	....	8	12	.....	.....	....	.....	.....	38
0	2	0	16	0	0	0	79	0	0	0	0	....	....	.....	.....	....	.....	.....	39
2	0	30	0	....	....	11	0	8	0	3	0	3	0	2	0	....	.....	10,000	40
2	1	24	30	....	....	16	20	....	....	....	....	....	....	.....	.....	....	300	3,000	41
1	1	20	15	0	0	15	9	5	2	....	....	....	....	.....	.....	....	300	1,000	42
2	0	34	36	....	....	47	43	....	....	....	....	0	0	.....	.....	....	.....	.....	43
1	1	42	48	0	0	38	32	2	1	2	1	0	0	0	0	....	0	600	44
1	1	21	11	0	0	0	0	6	3	1	0	2	2	2	2	....	.....	.....	45
2	3	35	20	0	0	48	57	9	3	6	0	....	....	.....	.....	....	.....	3,000	46
3	0	100	70	0	0	30	20	7	3	10	5	0	0	0	0	....	.....	8,000	47
1	0	12	16	0	0	18	20	....	....	....	....	0	0	.....	.....	....	.....	2,000	48
2	1	37	24	37	24	215	287	7	1	....	....	2	4	3	0	....	6,000	127,000	49
1	0	27	0	0	0	13	0	12	0	2	0	....	....	.....	.....	2	800	6,000	50

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	ALABAMA—continued.			
51	Trussville	Trussville Academy	G. B. Russell	Nonsect.
52	Tuskaloosa	Verner Military Institute	W. H. Verner	Nonsect.
53	Tuskegee	Alabama Military Institute	W. D. Fonville, A. M.	Nonsect.
54	Walnut Grove	Walnut Grove College	Jos. M. Dill, A. M.	Nonsect.
	ARKANSAS.			
55	Amity	Amity High School	Samuel M. Samson, Ph. B.	Nonsect.
56	Arkadelphia	Arkadelphia Baptist Academy	F. L. Jones	Bapt.
57	do	Shorter University	S. T. Boyd	Meth. A. M. E.
58	Berryville	Clarke's Academy	Isaac A. Clarke	Nonsect.
59	Carrollton	Carrollton Academy	Charles Asbury Boyd	Nonsect.
60	Cauthron	Cauthron High School	H. Hust	Nonsect.
61	Eglantine	Male and Female Academy	David C. Sibley	Nonsect.
62	Fordyce	Little Rock Conference Training School.	J. D. Clary	M. E. So.
63	Gully	North Arkansas Academy	J. W. C. Gardner	Nonsect.
64	Hazen	Rural Academy	D. S. Harris	Bapt.
65	Hindsville	Hindsville Academy	J. W. Sutherland	Nonsect.
66	Little Rock	Arkansas Female College	Miss M. C. Warner	Nonsect.
67	Magnolia	"Single Branch System"	J. W. St. Clair	Nonsect.
68	Marshall	Marshall Seminary	J. W. Blankinship	Nonsect.
69	Mason Valley	Mason Valley Institute	W. T. Maxwell	Nonsect.
70	Maysville	Maysville College	M. D. Decker, A. M	Nonsect.
71	Melbourne	Melbourne Academy	I. K. Hooper	Nonsect.
72	Monticello	Hinemon University School	J. H. Hinemon, A. M.	Nonsect.
73	Okolona	Okolona High School	J. M. Greene	Nonsect.
74	Ozark	Franklin Female College	J. W. Harriss, A. B., president.	Nonsect.
75	Paragould	Thompson's Classical Institute	R. S. Thompson	Nonsect.
76	Pea Ridge	Mount Vernon College	J. R. Roberts	Nonsect.
77	Pine Bluff	Jordan's Academy	Junius Jordan	Nonsect.
78	Prairie Grove	Fayetteville District High School.	W. P. King	Meth.
79	Rogers	Rogers Academy	Rev. J. W. Scroggs	Nonsect.
80	Searcy	The Searcy Male College	Rev. S. H. Babcock, president.	Cong.
81	Southland	Southland College and Normal Institute.	Wm. Russell	Friends.
82	Stephens	Stephen A. Beemis Institute	C. F. Walker, B. S	Nonsect.
83	Sylvania	Sylvania High School	Charles F. Bizzell, A. B.	Presb.
	CALIFORNIA.			
84	Auburn	Auburn College and Business Institute.	E. P. Coleman	Nonsect.
85	Belmont	Belmont School	W. T. Reid, A. M.	Cong.
86	Berkeley (P. O. box 42)	Boone's University	P. R. Boone	Nonsect.
87	do	Bowen's Academy	T. Stewart Bowens, M. A.	Nonsect.
88	do	Miss Head's School	Miss Anna Head, A. B.	Epis.
89	Chico	Chico Academy	Rev. J. M. Woodman	Nonsect.
90	East Oakland	Academy of Our Lady of Lourdes.	Sister of Mercy	R. C.
91	Eureka	Eureka Academy and Business College.	N. S. Phelps and C. J. Craddock.	Nonsect.
92	Healdsburg	Healdsburg College	W. C. Grainger, president.	7-Day Ad.
93	Lakeport	Lakeport Academy	Jno. Overholser	Nonsect.
94	Los Angeles	Collegiate School for Boys and Young Men.	Rev. Anselm B. Brown, A. M.	Nonsect.
95	do	Marlborough School	Mrs. G. A. Caswell	Nonsect.
96	do	Miss Marsh's School	Miss A. S. Marsh and Mrs. Ellen L. Knox.	P. E.
97	do	The Southern California College	P. W. Dorsey, A. B., B. D.	Bapt.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	0	10	5	0	0	20	15	1	2	2	0	0	0	0	0	....	0	$1,500	51
2	0	100	0	0	0	20	0	50	0	40	0	40	0	40	0	4	500	15,000	52
2	1	42	1	0	0	13	5	12	0	.....	.....	1	0	0	0	4	500	18,000	53
3	1	45	40	0	0	31	26	0	0	0	0	8	4	.....	.....	....	80	2,000	54
2	0	39	37	0	0	23	17	1	0	.....	.....	4	2	1	0	....	129	3,700	55
1	1	10	12	10	12	35	49	4	3	0	0	1	0	.....	.....	4	100	10,000	56
3	4	23	33	23	33	0	6	.....	.....	.....	.....	.....	.....	.....	.....	3	100	4,000	57
1	1	50	60	.....	.....	15	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
3	0	71	52	0	0	50	45	6	5	.....	.....	.....	.....	.....	.....	2	.....	2,500	59
2	0	10	10	0	0	54	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	60
3	1	40	30	0	0	50	30	25	17	5	0	1	0	.....	.....	....	50	3,000	61
2	1	60	40	0	0	0	0	15	10	0	0	1	0	1	0	....	300	3,000	62
1	0	12	8	0	0	20	12	3	2	.....	.....	.....	.....	.....	.....	.....	.....	800	63
1	0	17	11	0	0	4	4	7	6	.....	.....	0	0	0	0	....	75	600	64
1	2	14	16	0	0	22	25	0	0	3	5	3	2	3	2	....	150	1,500	65
0	2	0	20	0	0	0	50	0	3	0	0	.....	.....	.....	.....	.....	.....	.....	66
1	1	27	21	.....	.....	0	0	11	5	9	2	6	5	.....	.....	.....	0	.....	67
2	2	90	90	.....	.....	40	30	40	30	10	6	.....	.....	.....	.....	.....	0	4,000	68
2	0	28	25	.....	.....	20	16	20	30	0	0	0	0	.....	.....	.....	100	2,200	69
2	1	63	50	0	0	41	26	24	36	31	22	0	0	0	0	2	210	7,000	70
1	1	25	15	0	0	0	0	0	0	0	0	0	0	0	0	.....	.....	2,000	71
2	0	35	37	0	0	7	5	35	37	.....	.....	2	5	2	5	4	200	9,000	72
1	1	10	14	.....	.....	34	50	3	4	.....	.....	1	0	1	0	....	0	1,500	73
0	1	0	30	0	0	0	20	.....	.....	.....	.....	0	4	0	4	4	0	3,000	74
2	0	40	9	0	0	15	1	18	4	0	0	0	0	0	0	4	250	250	75
2	1	40	20	0	0	12	14	15	10	0	0	5	1	1	1	....	400	6,000	76
1	0	20	0	0	0	30	0	20	0	0	0	10	0	10	0	....	150	3,000	77
1	1	28	36	.....	.....	0	0	5	6	.....	.....	0	0	0	0	....	15	3,000	78
3	3	65	70	.....	.....	44	36	0	1	.....	.....	4	3	4	3	4	750	20,000	79
2	0	50	0	.....	.....	70	0	25	0	.....	.....	3	0	.....	.....	4	400	50,000	80
1	1	9	15	9	15	68	79	.....	.....	.....	.....	3	4	.....	.....	4	500	25,200	81
2	2	9	10	0	0	86	70	.....	.....	.....	.....	0	0	0	0	5	.....	6,000	82
1	0	4	7	0	0	17	12	.....	.....	.....	.....	0	0	.....	.....	.....	100	500	83
1	1	9	18	0	0	13	20	.....	.....	4	3	.....	.....	.....	.....	.....	1,000	15,000	84
5	1	59	1	0	0	39	0	9	0	20	0	17	0	15	0	4	1,156	156,000	85
3	0	34	0	.....	.....	6	0	4	0	30	0	10	0	10	0	....	1,000	20,000	86
3	2	41	0	0	0	.....	.....	.....	.....	.....	.....	11	0	.....	.....	3	.....	10,000	87
0	6	0	54	0	0	9	53	0	0	0	0	0	5	0	3	4	800	25,000	88
1	1	16	14	0	0	4	1	.....	.....	4	2	0	2	.....	.....	.....	500	10,000	89
0	1	0	20	0	0	20	180	0	0	0	0	0	2	0	2	....	100	.....	90
1	1	20	10	.....	.....	29	30	10	6	.....	.....	10	10	1	3	.....	.....	.....	91
7	1	41	38	1	0	35	27	.....	.....	.....	.....	4	6	.....	.....	4	1,000	62,000	92
1	1	23	36	.....	.....	0	0	2	2	3	0	1	1	.....	.....	.....	500	5,000	93
1	0	10	0	.....	.....	16	0	3	0	3	0	.....	.....	.....	.....	.....	0	200	94
0	2	0	36	0	0	0	0	0	2	0	0	0	5	.....	.....	.....	.....	.....	95
0	2	0	19	.....	.....	0	16	0	2	.....	.....	0	2	.....	.....	4	250	1,600	96
2	1	17	0	.....	.....	10	5	12	0	.....	.....	12	0	.....	.....	4	1,000	30,000	97

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	CALIFORNIA—cont'd.			
98	Marysville	College of Notre Dame	Sister Marie Aleniè	R. C
99	Merced	Merced College	Wm. F. Ringnalda, Ph. D	Nonsect
100	Millbrae	Hoitt's Oak Grove School	Ira G. Hoitt	Nonsect
101	Napa	Oak Mound School	Francis O. Mower	Nonsect
102	Nordhoff	Casa Piedra Ranch School	Sherman D. Thacher	Nonsect
103	North Temescal	Sacred Heart School (boys)	Brother Ulbertain	R. C
104	Oakland	Convent of Our Lady of the Sacred Heart.	Sister Mary Elizabeth	R. C
105	do	Field Seminary	Mrs. W. B. Hyde	Nonsect
106	Oakland (964 18th st.)	Miss Horton's School	Miss Sarah W. Horton	Nonsect
107	Oakland	Oakland Seminary for Young Ladies.	Mrs. M. K. Blake	Nonsect
108	do	Snell Seminary	Miss Mary E. Snell	Nonsect
109	Pasadena	Classical School for Boys	Stephen Cutler Clark	Nonsect
110	Pasadena (124 South Euclid ave.)	English-Classical School for Girls.	Miss Anna B. Orton	Nonsect
111	Red Bluff	Academy of Our Lady of Mercy.	Sister M. Helena	R. C
112	Redwood City	Academy of Notre Dame	Sister Louis de Gonzague.	R. C
113	Rio Vista	St. Gertrude's Academy	Sisters of Mercy	R. C
114	Sacramento	Howe's High School and Normal Institute.	E. P. Howe	Nonsect
115	do	Sacramento Institute	Brother Walter	R. C
116	San Diego	Academy of Our Lady of Peace.	Sister Valeria	R. C
117	do	Southwest Institute	Misses Way and Kinney	Nonsect
118	San Francisco	College of Notre Dame	Sister Aloyse of the Cross.	R. C
119	San Francisco (1321 Powell st.)	French and English Institute	Xavier Méfret	Nonsect
120	San Francisco (1036 Valencia st.)	Irving Institute	Rev. Edward B. Church, A. M.	P. E
121	San Francisco (1534 Sutter st.)	Miss Lake's School for Girls	Miss Mary Lake	Nonsect
122	San Francisco	Our Lady of Mercy's Academy.	Sister Mary Elizabeth	R. C
123	San Francisco (2124 California st.)	Oxford House	William W. Gascoque	Nonsect
124	San Francisco (Powell and Lombard sts.)	Presentation Convent	Mother M. Josephine Hagarty.	R. C
125	San Francisco (Eddy and Larkin sts.)	Sacred Heart College	Rev. Brother Genebern	R. C
126	San Francisco (1623 Broadway st.)	St. Bridget's Convent	Sisters of Charity	R. C
127	San Francisco	St. Vincent's School for Girls	Sister Mary Vincent	R. C
128	do	Trinity School	Rev. Dr. E. B. Spalding	Epis
129	San Francisco (1017 Hyde st.)	Urban School	Nathan W. Moore	Nonsect
130	San Francisco (1222 Pine st.)	Van Ness Young Ladies' Seminary.	S. H. Willey	Nonsect
131	San Francisco (2014 Van Ness ave.)	Miss West's School for Girls	Miss Mary B. West	Nonsect
132	San Francisco (1606 Van Ness ave.)	Ziska Institute	Mme. B. Ziska, A. M	Nonsect
133	San Jose	St. Joseph's College	Rev. D. J. Mahoney, S. J	R. C
134	San Luis Obispo	Convent of the Immaculate Heart.	Mother Mencia	R. C
135	San Mateo	St. Margaret's School for Girls.	Rev. Leo. Wallace, A. M	P. E
136	do	St. Matthew's School	Rev. Alfred Lee Brewer, D. D.	Epis
137	San Rafael	Mount Tamalpais Military Academy.	Arthur Crosby, president.	Presb
138	Santa Barbara	Santa Barbara Collegiate School.	T. H. McCune, A. M., and W. J. H. Wallace, B. A.	Nonsect
139	Santa Clara	Academy of Our Lady of Angels.	Sister Mary Beatrix	R. C
140	Santa Cruz	School of the Holy Cross	Sister Marie	R. C
141	Santa Rosa	Ursuline Academy	Sister M. Agatha	R. C
142	Vallejo	St. Vincent's Free School	Sister Mary Gabriel	R. C
143	Woodland	Holy Rosary Academy	Mother M. Lucretia	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	6	0	39	0	0	40	79	0	12	0	27	0	1	0	0	4	2,000	$20,000	98
2	2	29	78	0	0	13	18	1	2	2	0	.....	.....	.....	.....	4	.....	16,000	99
1	1	15	1	0	0	6	0	6	0	4	0	1	0	1	0	....	300	50,000	100
2	1	35	0	0	0	35	0	0	0	25	0	5	0	5	0	....	500	5,000	101
4	0	15	2	0	0	0	0	4	0	9	1	5	0	5	0	....	75	10,000	102
1	0	20	0	.....	.....	123	0	.....	.....	.....	.....	5	0	.....	.....	.....	.....	.....	103
0	4	0	20	.....	.....	0	60	.....	.....	.....	.....	0	6	.....	.....	....	1,406	500,000	104
1	7	0	60	0	0	0	12	0	6	.....	.....	0	9	0	2	4	1,000	40,000	105
0	5	5	32	0	0	34	34	0	0	.....	.....	0	0	.....	.....	.....	.....	.....	106
1	2	6	20	.....	.....	8	12	0	3	.....	.....	0	3	0	1	3	200	100,000	107
0	2	0	110	0	0	0	20	0	0	0	6	0	20	0	6	....	.....	50,000	108
1	0	13	0	0	0	12	0	6	0	.....	.....	4	0	3	0	....	.....	.....	109
1	3	0	25	0	0	0	12	0	2	.....	.....	0	4	0	2	6	100	4,000	110
0	2	0	20	.....	.....	0	80	0	3	.....	.....	0	2	0	1	....	.....	10,000	111
0	2	0	15	.....	.....	0	70	0	0	0	0	0	2	0	0	....	270	.....	112
0	3	2	21	0	0	70	40	0	5	0	5	2	7	4	5	....	400	50,000	113
1	1	10	10	.....	.....	15	18	2	0	.....	.....	0	0	0	0	....	.....	.....	114
6	0	80	0	.....	.....	120	0	40	0	40	0	10	0	10	0	....	.....	.....	115
3	2	0	30	.....	.....	50	75	0	0	0	0	0	2	0	0	....	.....	.....	116
1	5	10	50	0	0	12	34	.....	.....	.....	.....	0	0	0	0	4	.....	.....	117
0	4	0	56	.....	.....	.....	.....	.....	.....	.....	.....	0	5	.....	.....	....	1,600	.....	118
1	1	12	9	0	0	32	29	12	9	0	0	7	4	7	4	2	570	.....	119
1	6	0	61	0	0	0	57	.....	.....	.....	.....	0	11	.....	.....	3	1,300	60,000	120
4	8	0	100	0	0	0	100	0	6	0	0	0	10	0	0	4	2,500	.....	121
0	5	0	70	0	0	101	165	0	0	0	0	0	0	0	0	....	712	30,000	122
1	0	10	1	0	0	6	0	5	1	0	0	4	0	4	0	....	.....	.....	123
0	3	0	16	0	0	200	350	0	0	0	0	0	0	0	0	3	.....	.....	124
9	0	215	0	0	0	200	0	85	0	110	0	16	0	.....	.....	....	2,000	85,000	125
0	2	0	15	.....	.....	150	235	.....	.....	.....	.....	0	6	.....	.....	....	1,000	.....	126
0	6	0	33	0	0	0	479	0	24	.....	.....	0	10	.....	.....	....	2,000	50,000	127
3	0	25	0	0	0	41	0	0	0	15	0	5	0	5	0	4	200	.....	128
4	0	35	0	0	0	35	0	4	0	13	0	8	0	7	0	3	250	1,000	129
0	5	0	40	0	0	0	20	0	0	0	0	0	7	0	0	4	.....	.....	130
1	5	0	40	0	0	10	105	0	16	.....	.....	0	6	0	1	....	300	40,000	131
3	6	0	50	.....	.....	.....	.....	0	8	.....	.....	0	4	.....	.....	....	1,500	.....	132
4	0	34	0	0	0	66	0	34	0	.....	.....	12	0	11	0	2	3,000	.....	133
0	1	0	10	0	0	40	60	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	134
1	1	0	19	.....	.....	0	2	.....	.....	.....	.....	0	2	.....	.....	.....	.....	14,000	135
4	1	55	0	0	0	65	0	8	0	15	0	7	0	6	0	3	3,000	125,000	136
6	1	70	0	.....	.....	35	0	10	0	55	0	9	0	9	0	5	1,400	50,000	137
2	1	18	5	0	0	10	2	3	2	5	1	3	1	3	1	....	.....	6,000	138
0	3	0	38	0	0	0	125	0	4	0	0	0	6	0	6	....	500	.....	139
0	1	0	9	0	0	.....	.....	.....	.....	.....	.....	0	0	0	0	....	.....	.....	140
0	6	0	25	0	0	0	0	0	0	0	0	0	1	0	0	....	.....	.....	141
1	1	9	14	0	0	196	186	.....	.....	.....	.....	2	5	.....	.....	.....	.....	.....	142
1	1	0	11	.....	.....	28	44	.....	.....	.....	.....	0	2	.....	.....	4	720	35,700	143

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	COLORADO.			
144	Canyon City	Mount St. Scholastica's Academy.	Sister Mary Rose	R. C
145	Denver	College of the Sacred Heart	J. M. Marra, S. J	R. C
146	Denver (P.O. box 1526)	Jarvis Hall Military Academy.	Rev. F. S. Spalding	Epis
147	Denver	Wolfe Hall	Miss Anna L. Wolcott	Epis
148	Leadville	St. Mary's Parochial School	Rev. J. M. Brown	R. C
149	Longmont	Longmont Academy	Curran F. Palmer, president.	Presb
150	Trinidad	Tillotson Academy	Henry E. Gordon	Cong
	CONNECTICUT.			
151	Baltic	Academy of the Holy Family	Sister Mary Carinc	R. C
152	Black Hall	Black Hall School	Chas. G. Bartlett	Nonsect
153	Bridgeport	The Courtland School	Misses Frances A. Marble, Mary J. Miner, and Clara W. Miner.	Nonsect
154	Bridgeport (176 Park ave.).	Park Avenue Institute	Seth B. Jones, A. M	Nonsect
155	Bridgeport (416 Fairfield ave.).	The University School	Vincent C. Peck, head master.	Nonsect
156	Cheshire	Episcopal Academy of Connecticut.	James Stoddard	P. E
157	Clinton	Morgan School	Dwight Holbrook	Nonsect
158	Colchester	Bacon Academy	James R. Tucker	Nonsect
159	Cornwall	Housatonic Valley Institute	Miss M. L. Phillips	Cong
160	Danbury	Miss Williams's Private School.	Miss Alice Williams	Nonsect
161	Darien	Elmwood Home School	Miss Myra J. Davis	Nonsect
162	Easton	Easton Academy	William M. Gallup	Nonsect
163	Fairfield	Fairfield Academy	Francis H. Brewer	Nonsect
164	Falls Village	The David M. Hunt School	Mrs. Charlotte Guion	Nonsect
165	Farmington	Miss Porter's and Mrs. Dow's School.	Miss Porter and Mrs. Dow.	Nonsect
166	Glastonbury	Glastonbury Free Academy	J. H. Hutchins	Nonsect
167	Greenwich (P.O. box 94).	Miss Elliott's School	Miss Lila T. Elliott	Nonsect
168	Greenwich	Greenwich Academy	J. Henry Root	Nonsect
169	Hamden	The Rectory School	Rev. H. L. Everest	P. E
170	Hartford	Collins Street Classical School.	Lewis F. Reid, Chas. C. Stearns.	Nonsect
171	do	Woodside Seminary for Girls	Miss Sara J. Smith	Epis
172	Lakeville	The Hotchkiss School	Edward G. Coy	Nonsect
173	Mystic	Mystic Valley English and Classical Institute.	John Knight Bucklyn	Nonsect
174	New Canaan	New Canaan Institute	Mrs. E. F. Ayers	Nonsect
175	New Haven	Hopkins Grammar School	George L. Fox	Nonsect
176	do	Miss Johnstone's School	Miss Mary Sibyl Johnstone	Nonsect
177	do	New Grammar School	Joseph Gile	Nonsect
178	New Haven (57 Elm st.).	Miss Orton's and Miss Nichols's Day School for Girls.	Miss Emily R. Nichols and Miss Rebecca Orton.	Epis
179	New Haven	West End Institute	Mrs. S. L. Cady	Nonsect
180	New London	Bulkeley School	Walter A. Towne	Nonsect
181	do	Williams Memorial Institute	Colin S. Buell, A. M	Nonsect
182	New Milford	Ingleside School	Mrs. Wm. D. Black	Epis
183	New Preston	Upson Seminary	Rev. Henry Upson	Cong
184	Newtown	Newtown Academy	P. E. Cliff	Epis
185	Norfolk	The Robbins School	Howard W. Carter	Nonsect
186	North Stonington	Edgar Wheeler School	Herbert S. Young	Nonsect
187	Norwalk	Miss Baird's Institute	Miss Cornelia F. Baird	Epis
188	do	Norwalk Preparatory School	Carl M. Harstrom, A. M	Epis
189	Norwich	Norwich Free Academy	Robert P. Keep, Ph. D	Nonsect
190	Putnam	Academy of Lady of Perpetual Succor.		R. C
191	Saybrook	Miss Shepard's Private School.	Miss F. C. Shepard	Nonsect
192	Sharon	Sharon Private School	H. A. Williams	Meth

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	1	0	20	....	....	0	20	....	....	....	....	0	2	....	....	....	360	.....	144
14	0	92	0	0	0	17	0	10	0	82	0	3	0	....	....	3	7,723	.....	145
1	0	29	0	0	0	6	0	8	0	7	0	5	0	3	0	....	900	$120,000	146
2	5	0	60	0	0	0	90	0	6	0	0	0	5	0	0	3	1,000	200,000	147
0	2	16	36	0	0	280	300	0	0	0	0	....	....	....	....	....	.....	.....	148
2	1	33	33	....	....	1	0	6	1	3	3	2	4	2	0	....	250	15,000	149
2	3	29	38	0	0	11	7	2	3	15	18	2	2	2	1	4	500	15,000	150
1	5	0	45	0	0	0	30	0	10	0	0	0	5	0	2	....	2,200	.....	151
4	1	0	35	....	....	0	0	22	0	8	0	8	0	6	0	5	1,000	20,000	152
0	3	0	35	0	0	2	34	....	....	....	....	0	6	0	2	5	300	2,000	153
3	0	43	0	0	0	15	0	12	0	4	0	12	0	6	0	....	1,000	25,000	154
2	1	26	0	0	0	7	0	15	0	11	0	1	0	1	0	6	500	400	155
5	1	42	0	0	0	0	0	6	0	8	0	4	0	1	0	4	700	50,000	156
3	3	30	32	0	0	96	84	14	2	2	0	4	10	1	1	4	3,400	62,000	157
1	1	20	26	0	0	0	0	3	7	0	0	2	2	0	0	....	450	5,000	158
0	1	0	11	....	....	4	4	....	....	4	3	....	....	....	....	....	0	25,000	159
0	2	0	15	0	0	6	9	0	2	0	0	0	3	0	0	....	.....	300	160
0	2	25	34	0	0	5	5	3	2	2	1	3	2	....	....	....	.....	8,500	161
1	0	5	7	0	0	6	10	3	0	0	0	1	0	1	0	....	245	.....	162
1	2	14	2	0	0	8	8	6	1	....	....	....	....	....	....	....	.....	20,000	163
1	2	15	25	....	....	4	5	1	0	4	0	1	2	1	0	....	.....	.....	164
6	13	0	110	....	....	....	....	....	....	....	....	....	....	....	....	....	3,000	.....	165
1	1	29	30	0	0	....	....	....	....	....	....	2	2	0	0	....		10,000	166
0	3	20	19	0	0	0	35	0	0	0	0	0	0	0	0	....	.....	.....	167
3	2	16	15	0	0	18	12	5	3	2	2	1	8	1	3	4	.....	5,000	168
4	0	34	0	....	....	0	0	....	....	....	....	5	0	....	....	....	.....	.....	169
4	1	35	0	0	0	6	0	16	0	10	0	5	0	5	0	5	800	48,000	170
2	8	0	40	0	0	0	0	0	0	0	0	0	6	0	0	3	.....	.....	171
8	0	75	0	0	0	0	0	63	0	12	0	10	0	10	0	4	.....	200,000	172
1	2	22	10	0	0	5	2	8	2	1	0	2	0	2	0	....	1,000	10,000	173
0	1	4	2	0	0	7	12	....	....	4	0	0	0	0	0	5	.....	7,000	174
3	1	95	0	2	0	0	0	38	0	57	0	21	0	21	0	4	150	.....	175
1	6	0	22	0	0	0	0	0	3	0	4	0	1	0	1	....	0	.....	176
1	0	30	0	0	0	20	0	5	0	15	0	0	0	....	....	....	200	.....	177
1	5	0	41	0	0	0	12	....	....	....	....	0	2	....	....	....	.....	.....	178
1	5	0	40	....	....	0	20	0	9	0	0	0	8	0	2	....	.....	.....	179
4	0	87	0	0	0	0	0	37	0	20	0	20	0	5	0	....	300	60,000	180
1	7	0	174	0	2	0	0	0	6	0	1	0	24	0	5	4	800	110,000	181
1	4	0	39	....	....	0	10	....	....	....	....	0	6	0	0	....	.....	40,000	182
2	0	13	4	0	0	0	0	4	0	5	0	6	1	1	0	....	400	.....	183
1	3	41	29	0	0	29	27	4	5	....	....	1	6	1	2	....	106	6,000	184
2	3	24	14	0	0	3	2	10	2	5	0	0	1	0	1	4	75	30,000	185
1	0	2	9	0	0	....	....	1	0	1	0	0	0	0	0	....	0	.....	186
1	2	0	40	....	....	2	10	....	....	....	....	....	....	....	....	4	.....	.....	187
2	0	5	0	0	0	6	0	5	0	....	....	2	0	....	....	3	.....	18,000	188
7	11	117	157	1	2	0	0	8	4	6	2	24	24	14	6	4	9,000	200,000	189
0	9	0	60	....	....	....	....	....	....	....	....	0	3	....	....	....	650	.....	190
0	1	0	10	0	0	....	....	0	6	....	....	0	0	0	0	....	250	5,000	191
1	1	6	5	....	....	....	....	3	2	....	....	2	2	2	0	....	.....	.....	192

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	CONNECTICUT—cont'd.			
193	Simsbury	McLean Seminary	J. B. McLean	
194	Southport	Seaside Seminary	Miss Augusta Smith	Nonsect.
195	Stamford	Betts's Academy	William J. Betts	Nonsect.
196	do	Miss Low's School	Miss Louisa Low	Epis
197	do	School for Boys	Hiram U. King	Nonsect.
198	do	School for Young Ladies	Miss Catharine Aiken	
199	Suffield	Connecticut Literary Institution.	Rev. W. Scott, A. M	Bapt
200	Wallingford	Rosemary Hall	Miss Ruutz-Rees	Epis
201	Washington	The Gunnery	John C. Brinsmade	Nonsect.
202	Waterbury	Academy of the Cong. de Notre Dame.	Sister St. Stanislaus	R. C
203	do	St. Margaret's Diocesan School for Girls.	Miss Mary K. Hillard	Epis
204	Watertown	Taft's School	Horace D. Taft, head master.	Nonsect.
205	Westport	Staples High School	H. S. Pratt	Nonsect.
206	Wilton	Wilton Academy	Edward Olmstead	Cong
207	do	Wilton Boarding Academy	Augustus Whitlock	Nonsect.
208	do	Wilton Boarding School	Charles W. Whitlock	Nonsect.
209	Windsor	Young Ladies' Institute	Miss J. S. Williams	Nonsect.
210	Woodbury	Parker Academy	Edward S. Boyd, A. M	Nonsect.
211	Woodstock	Woodstock Academy	Ely Ransom Hall	Nonsect.
	DELAWARE.			
212	Dover	Wilmington Conference Academy.	W. L. Gooding	Meth
213	Laurel	Laurel Private School	Miss Mary Witherby	Nonsect.
214	Milford	The Classical School	Robert T. Sloss, A. B	Nonsect.
215	Newark	Academy of Newark and Delaware Normal School.	Rev. Jas. D. Shanks, D. D.	Presb
216	Wilmington	Friends' School	Isaac Johnson	Friends
217	do	Misses Hebb's School for Girls.	Misses E. R. and E. P. Hebb.	Nonsect.
	DISTRICT OF COLUMBIA.			
218	Georgetown	The Linthicum Institute	Edwin B. Hay	Nonsect.
219	Washington	Academy of the Holy Cross	Sister M. Angelica	R. C
220	Washington (K and N. Capitol sts.).	Academy of Notre Dame	Sister Mary Euphrasia	R. C
221	Washington	Academy of the Sacred Heart	Sister M. Genevieve, O. S. D	R. C
222	do	Academy of the Visitation	Mother Mary Agnes Mathaney.	R. C
223	Washington (1335 H st. NW.).	The Columbian College Preparatory School.	A. P. Montague	Bapt
224	Washington (1811 I st. NW.).	Friends' Select School	Thomas W. Sidwell	
225	Washington (19 I st. NW.).	Gonzaga College	Rev. Cornelius Gillespie, S. J.	R. C
226	Washington (3038–3142 Cambridge place NW.).	Gunston Institute	Mr. and Mrs. Beverley R. Mason.	Nonsect.
227	Washington (1435 K st. NW.).	Norwood Institute	Mrs. Wm. D. Cabell	Nonsect.
228	Washington (1821 I st.).	Olney Institute	Miss Virginia M. Dorsey	Epis
229	Washington	St. Cecilia's Academy	Sisters of the Holy Cross	R. C
230	do	St. John s College	Brother Fabrician	R. C
231	Washington (1823 Jefferson Place).	University School	R. L. Preston	
	FLORIDA.			
232	Jacksonville	Cookman Institute	Miss Lillie M. Whitney	M. E
233	do	Edward Waters College	Rev. John R. Scott	M. E

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	1	1	28	.....	.....	6	15	4	0	.....	.....	0	13	0	2	4	500	.....	193
0	1	1	28	0	0	4	12	.....	.....	.....	.....	0	0	0	0	.....	500	$7,000	194
4	1	27	0	0	0	0	0	5	0	4	0	.....	.....	.....	.....	.....	.....	.....	195
1	2	0	36	.....	.....	0	35	0	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	196
6	0	50	0	.....	.....	25	0	40	0	10	0	8	0	8	0	.....	400	35,000	197
0	4	0	30	.....	.....	0	30	0	3	.....	.....	16	0	.....	.....	.....	200	.....	198
6	2	80	70	0	1	.....	.....	30	10	.....	.....	8	6	6	3	.....	2,000	150,000	199
0	6	0	20	.....	.....	0	5	0	7	0	0	.....	.....	.....	.....	5	140	12,000	200
3	3	38	8	.....	.....	.....	.....	8	1	10	0	6	1	6	1	.....	.....	.....	201
1	4	0	34	.....	.....	0	146	.....	.....	.....	.....	0	10	.....	.....	.....	900	.....	202
0	5	0	80	.....	.....	0	65	0	7	.....	.....	0	11	.....	.....	.....	.....	.....	203
6	0	46	0	0	0	0	0	35	0	11	0	3	0	3	0	5	300	30,000	204
1	2	20	18	0	0	52	42	0	0	1	0	4	5	1	0	.....	1,800	25,000	205
1	0	11	4	0	0	2	0	1	3	1	0	1	2	.....	.....	4	.....	.....	206
2	0	10	0	0	0	25	0	0	0	2	0	0	0	.....	.....	.....	.....	.....	207
2	0	15	0	0	0	10	0	0	0	10	0	2	0	0	0	.....	300	10,000	208
0	4	0	40	0	1	0	15	0	4	0	8	0	6	0	4	.....	.....	.....	209
1	1	26	22	0	0	0	0	6	6	2	1	3	3	2	2	4	240	2,200	210
1	3	45	21	0	0	7	1	9	16	9	0	7	1	7	1	4	500	25,000	211
4	3	70	58	0	0	18	7	8	0	6	6	9	7	2	4	3	1,500	80,000	212
0	1	0	9	0	0	6	2	0	0	0	0	0	0	0	0	.....	.....	.....	213
1	1	10	12	0	0	6	16	3	2	2	0	0	0	0	0	4	.....	20,000	214
1	1	33	17	.....	.....	.....	.....	0	8	.....	.....	0	6	0	0	.....	.....	.....	215
4	4	39	53	0	0	86	60	5	4	2	0	1	8	1	0	6	700	50,000	216
0	7	0	72	0	0	0	4	0	2	0	5	0	2	.....	.....	.....	500	.....	217
6	0	100	0	.....	.....	.....	.....	0	0	50	0	.....	.....	.....	.....	.....	.....	75,000	218
0	5	0	80	.....	.....	20	70	.....	.....	.....	.....	0	3	0	3	.....	3,000	60,000	219
0	3	0	35	0	0	50	300	0	0	0	0	0	6	0	0	.....	1,000	.....	220
0	4	0	10	0	0	0	36	0	4	0	4	0	0	0	0	.....	600	75,000	221
0	10	0	75	0	0	0	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	222
10	0	85	0	.....	.....	0	0	50	0	30	0	15	0	.....	.....	4	500	30,000	223
4	6	38	58	0	0	69	31	18	4	2	0	0	4	0	1	4	500	60,000	224
5	0	150	0	.....	.....	0	0	150	0	.....	.....	.....	.....	.....	.....	4	25,000	.....	225
0	2	0	37	.....	.....	4	7	0	2	.....	.....	0	10	0	10	.....	.....	.....	226
2	12	0	80	0	0	0	20	.....	.....	.....	.....	0	1	0	1	4	.....	.....	227
0	2	0	12	.....	.....	0	4	0	3	0	2	0	0	0	0	.....	.....	2,700	228
0	3	0	55	.....	.....	30	70	.....	.....	.....	.....	0	4	0	4	.....	180	.....	229
6	0	51	0	0	0	29	0	51	0	0	0	15	0	15	0	4	.....	.....	230
2	0	21	0	0	0	8	0	17	0	3	0	0	4	0	4	.....	.....	.....	231
0	3	35	30	35	30	78	128	24	15	.....	.....	2	1	2	1	.....	1,000	25,000	232
2	2	22	19	22	19	74	44	22	19	.....	.....	2	1	.....	.....	.....	300	10,000	233

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	FLORIDA—continued.			
234	Jacksonville	St. Joseph's Convent and Academy.	Rev. Mother Claverie	R. C
235	Rochelle	Martha Perry Institute	J. S. Tomlin	Nonsect
236	St. Augustine	Franco-American School for Girls.	Madame C. de Compigny	Nonsect
237	St. Leo	St. Leo Military College	Rev. Father Charles, O.S.B	R. C
238	San Antonio, (P. O. box 5).	Holy Name Academy	Rev. Mother M. Dolorosa, O. S. B.	R. C
239	Tampa	Miss Baker's Seminary	Miss Abbie M. Baker	Nonsect
240	do	Convent of the Holy Names	Mother M. Theophilus	R. C
	GEORGIA.			
241	Albany	Albany Academy	H. W. Jones	Nonsect
242	Arabi	Arabi Institute	A. F. Ware	Nonsect
243	Atlanta	Georgia Military Institute	Charles M. Neel	Nonsect
244	Athens	Home School for Young Ladies	Miss Sosnowski	Nonsect
245	do	Jeruel Academy	John H. Brown	Bapt
246	Atlanta	Atlanta Baptist Seminary	Rev. George Sale, A. B	Bapt
247	do	Capitol Female College	Leonora Beck	Nonsect
248	do	Spelman Seminary	Miss Harriett E. Giles	Bapt
249	do	Washington Female Seminary	W. T. Chandler	Nonsect
250	Augusta	Academy of Richmond County	C. H. Withrow	Nonsect
251	do	The Payne Institute	Rev. Geo. Wms. Walker, D. D.	M. E
252	do	Sacred Heart Academy	Sister Mary Scholastica	
253	do	St. Mary's Academy	Sister Mary Peter	R.C
254	do	St. Patrick's Commercial Institute.	Brother Dosithens	R.C
255	do	Summerville Academy	Sterling G. Brinkley	Nonsect
256	do	Walker Baptist Institute	G. A. Goodwin	Bapt
257	Avalon	Martin-Avalon	B. H. Pearman	Nonsect
258	Canton	Etowah Military Institute	Geo. D. Pollock, B. Ph	Nonsect
259	Carnesville	Carnesville High School	Howell B. Parker	Nonsect
260	Cartersville	West End Institute	Mrs. J. W. Harris	Nonsect
261	Cave Spring	Hearn School and Female Seminary.	P. J. King	Bapt
262	Cleveland	Cleveland High School	Prof. Albert Bell	Nonsect
263	Cochran	New Ebenezer College	Everett M. Turner	Bapt
264	Columbus (217 Twelfth st.).	Columbus College	Misses A. J. Backus, B. F. Waddell.	Nonsect
265	Columbus	Wynnton College	J. B. Gaine	Nonsect
266	Cooksville	Cooksville High School	G. W. St. John	
267	Crawford	Crawford Academy	Edgar H. Clark	Nonsect
268	Crawfordville	Stephens High School	L. A. Murphy	Nonsect
269	Decatur	Agnes Scott Institute	Miss Nannette Hopkins	Presb
270	do	Donald Fraser Male High School.	G. Holman Gardner	Presb
271	Delmar	Camp Ground Academy	Thomas M. Pierce	Meth
272	Eastman	Eastman Academy	E. J. Robeson	Nonsect
273	Ellijay	Ellijay Seminary	Rev. Ralph Pierce, A. M	M. E
274	Everett Springs	Everett Springs Seminary	W. J. Moore	
275	Flowery Branch	Flowery Branch Academy	Professor Bowden	Nonsect
276	Glenn	Glenn High School	J. C. C. Freeman	Nonsect
277	Greensboro	Thomas Stocks Institute	N. H. Ballard	Nonsect
278	Halcyondale	Lee Evans Institute	F. D. Leckinger	Nonsect
279	Hamilton	West Georgia Agricultural and Mechanical College.	J. E. McRee	Nonsect
280	Hartwell	The Hartwell Institute	Morgan L. Parker, A. M	Nonsect
281	Hephzibah	Hephzibah High School	E. H. S. Jackson, A. M	Bapt
282	Hiawassee	Hiawassee High School	A. B. Greene	Bapt
283	Hollingsworth	Hollingsworth High School	W. H. Shelton	Bapt
284	Hollonville	Planters High School	Theodore Adams	Nonsect
285	Jefferson	Martin Institute	Prof. C. L. Gunnels, A. B	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	2	0	11	0	0	40	30	0	6	....	....	0	5	0	5	....	900	.....	234
3	2	20	18	0	0	40	25	10	8	10	10	3	2	0	0	....	.....	$8,000	235
1	3	0	12	0	0	0	0	0	2	0	0	0	2	0	2	....	.....	.....	236
2	0	10	0	....	....	23	2	....	....	....	....	5	0	5	0	....	1,000	15,000	237
0	1	0	9	....	....	5	16	....	....	....	....	0	1	.....	.....	....	.....	.....	238
0	2	0	12	0	0	39	31	....	....	....	....	....	....	.....	.....	....	700	3,500	239
0	2	5	25	0	0	62	141	....	....	....	....	0	2	.....	.....	....	850	26,000	240
2	0	42	47	0	0	123	106	4	3	1	0	1	0	0	0	....	0	8,000	241
1	2	25	35	0	0	40	20	25	20	5	10	7	7	10	4	....	300	1,500	242
3	0	70	0	....	....	18	12	....	....	....	....	4	0	.....	.....	....	250	30,000	243
0	4	0	40	....	....	0	25	....	....	....	....	....	....	.....	.....	....	600	.....	244
1	1	26	24	26	24	34	32	....	....	....	....	1	2	.....	.....	4	150	6,200	245
1	2	94	0	94	0	86	0	....	....	....	....	16	0	10	0	4	2,000	50,000	246
2	4	0	90	0	0	0	40	....	....	....	....	0	6	.....	.....	....	.....	.....	247
1	2	0	56	0	56	0	546	0	3	0	0	0	17	0	0	3	2,500	150,000	248
0	2	0	92	0	0	2	18	0	35	0	57	0	6	0	0	....	1,300	45,000	249
3	0	76	0	0	0	0	0	0	0	0	0	19	0	0	0	3	32	75,000	250
4	1	63	64	63	64	20	23	11	1	....	....	4	1	3	0	4	590	26,000	251
0	4	0	35	0	0	52	231	....	....	....	....	0	6	0	6	....	300	.....	252
0	4	0	20	....	....	0	180	....	....	....	....	0	1	0	1	....	.....	2,500	253
5	0	25	0	0	0	150	0	0	0	0	0	5	0	0	0	....	1,050	8,000	254
1	1	5	18	0	0	43	33	....	....	....	....	0	0	0	0	....	.....	10,000	255
3	1	4	24	4	24	41	63	4	4	0	0	0	6	0	4	4	50	6,000	256
1	0	30	24	....	....	10	10	....	....	1	0	0	0	.....	.....	.....	.....	500	257
2	1	38	37	0	0	45	25	15	10	5	0	3	2	3	2	3	400	5,500	258
1	2	45	55	....	....	30	25	6	4	5	2	0	0	0	0	....	0	2,000	259
0	1	20	30	0	0	25	30	2	0	2	0	0	6	0	1	....	1,000	5,000	260
2	0	12	8	....	....	48	32	6	1	1	1	8	4	8	4	....	30	15,000	261
1	1	12	10	0	0	51	53	....	....	....	....	....	....	.....	.....	.....	.....	.....	262
3	5	32	42	0	0	40	42	3	0	29	42	0	0	.....	.....	4	.....	20,000	263
0	4	0	51	0	0	5	25	....	....	....	....	0	0	0	0	4	.....	8,300	264
1	0	18	9	....	....	20	32	....	....	....	....	....	....	.....	.....	....	.....	5,000	265
1	0	23	9	0	0	10	12	6	5	0	0	0	0	0	0	....	.....	650	266
1	1	13	16	21	16	0	2	3	0	....	....	....	....	.....	.....	....	.....	900	267
0	2	30	25	....	....	15	15	4	6	....	....	....	....	.....	.....	....	.....	1,000	268
2	6	0	105	0	0	0	119	....	....	....	....	0	1	.....	.....	4	900	100,000	269
1	0	22	0	0	0	28	0	3	0	2	0	0	0	4	0	3	525	5,600	270
1	0	25	0	....	....	40	20	3	2	2	0	....	....	1	0	....	.....	2,500	271
1	2	45	59	0	0	25	32	....	....	....	....	1	5	.....	.....	....	.....	2,000	272
1	1	8	10	0	0	71	54	4	5	....	....	0	0	.....	.....	....	100	10,000	273
1	1	25	15	....	....	48	30	....	....	....	....	....	....	.....	.....	3	.....	1,500	274
1	2	20	5	....	....	40	28	8	3	....	....	....	....	.....	.....	....	.....	600	275
0	1	24	18	....	....	24	36	....	....	....	....	....	....	.....	.....	....	.....	500	276
2	2	26	30	0	0	40	45	5	2	....	....	....	....	.....	.....	3	176	5,500	277
0	1	7	20	....	....	11	5	....	....	....	....	3	4	3	4	....	0	1,500	278
1	1	20	20	0	0	25	15	10	10	0	0	0	0	.....	.....	....	0	10,000	279
1	2	80	50	....	....	40	50	15	15	1	0	8	0	1	5	3	100	4,000	280
4	3	26	25	....	....	75	75	10	15	....	....	4	8	.....	.....	.....	.....	3,000	281
2	1	92	31	0	0	55	44	75	40	....	....	0	8	0	8	2	250	1,000	282
2	1	10	10	0	0	20	25	2	2	....	....	0	0	.....	.....	....	75	3,000	283
0	1	24	17	....	....	21	23	4	2	0	0	0	0	0	0	....	.....	2,000	284
1	1	17	27	....	....	50	53	3	4	....	....	0	7	.....	.....	....	400	.....	285

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution	Name of principal.	Religious denomination.
	1	2	3	4
	GEORGIA—continued.			
286	La Grange	La Grange High School	Clifford L. Smith	Nonsect
287	Lawrenceville	Lawrenceville Seminary	William A. Davis	
288	Leo	Mossy Creek High School	J. W. Smith	Meth
289	McIntosh	Dorchester Academy	Fred. W. Foster	Cong
290	Macon (806 Pine st.)	Ballard Normal and Industrial School.	F. T. Waters	Cong
291	Macon	St. Stanislaus Novitiate	Rev. J. Brislan	R. C
292	Metter	Metter Grammar School	Jason Scarboro	Bapt
293	Milledgeville	Middle Georgia Military and Agricultural College.	J. C. Woodward	Nonsect
294	Mineral Bluff	Mineral Bluff High School	J. M. Clement, jr	Nonsect
295	Monroe	Johnston Institute	John Gibson	Nonsect
296	Monticello	Monticello Male and Female Academy.	B. B. Mooney	Nonsect
297	Mount Zion	Mount Zion Seminary	W. D. Stevenson, Ph. D	M. E. So
298	Norcross	Norcross High School and Collegiate Institute.	Prof. E. T. Cato	Nonsect
299	Oliver	Oliver High School	Edward T. Becton	Nonsect
300	Powder Springs	Powder Springs High School	Walter McElreath	Nonsect
301	Putnam	Doyle English Training School	J. M. Collum	Nonsect
302	Reidsville	Reidsville Academy	J. H. Swindell	Nonsect
303	Reynolds	Reynolds High School	J. O. Maugham	Nonsect
304	Savannah	Oglethorpe Seminary	Miss Mary Stuart Young	Nonsect
305	Savannah (88 Bull st.)	Savannah Academy	John Taliaferro	Nonsect
306	Senoia	Excelsior College	W. H. Woodall	Bapt
307	Sharpsburg	Sharpsburg Academy	J. H. Melson	
308	Silver Creek	Silver Creek High School	S. J. Boykin	
309	Smyrna	Smyrna High School	Jesse R. Deavours	
310	Spring Hill	Spring Hill High School	Will A. Wooten	Meth
311	Sumach	Sumach Seminary	John H. Anderson	Nonsect
312	Swainsboro	Swainsboro High School	W. E. Arnold	Nonsect
313	Sylvania	Sylvania Institute	Frank R. Alexander, A.M.	Nonsect
314	Thomasville	South Georgia College	Miss E. H. Merrill	Nonsect
315	Tunnel Hill	Tunnel Hill High School	W. T. Irvine	Nonsect
316	Unadilla	Unadilla High School	J. E. McDonald, A. B	Nonsect
317	Valdosta	Valdosta Institute	W. L. Graham	Nonsect
318	Vickery's Creek	Midway High School	Rev. Lamont Gordon, A.M.	Nonsect
319	Vienna	Vienna Institute	J. A. Bryan	Nonsect
320	Waco	High School	Geo. T. McLarty	Nonsect
321	Warrenton	Warrenton Academy	J. E. Purks, A. B	Nonsect
322	Washington	St. Joseph's Academy	Mother St. John	R. C
323	do	Washington Female Seminary	Miss Mary R. Bright	Nonsect
234	Whiteburg	Hutcheson Collegiate Institute	Geo. W. Griner, A. B	Meth
325	Winder	Winder Institute	S. P. Orr	Nonsect
326	Winterville	Winterville Academy	Geo. B. Atkisson	Nonsect
327	Wrightsville	The Nannie Lou Warthen College.	Rev. C. B. La Hatte, Ph. D., president.	M. E. So
	IDAHO.			
328	Lewiston	Episcopal School	Rev. John D. McConkey	Epis
	ILLINOIS.			
329	Albion	Southern Collegiate Institute	Martin R. Marshall	Cong
330	Alton (219 East Fourth st.)	Ursuline Academy of the Holy Family.	Mother Theresa Gillespie	R. C
331	Anna	The Union Academy of Southern Illinois.	Rev. W. B. Minton and Prof. L. F. Hennessy.	Presb
332	Aurora	Jennings Seminary	Rev. C. C. Lovejoy, A. M., president.	M. E
333	Belleville	St. Peter's Institute	Joseph L. Weis	R. C
334	Bunker Hill	Bunker Hill Military Academy	S. L. Stiver	Cong
335	Bushnell	Western Normal College	W. M. Evans	Nonsect
336	Cairo	Chase Academy	J. Chase	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	1	56	0	0	0	29	0	10	0	21	0	3	0	3	0	....	.....	$4,000	286
2	1	25	30	....	....	28	34	3	4	....	....	....	....	....	....	....	.....	.....	287
1	1	40	34	....	....	23	27	2	1	1	0	....	....	....	....	....	.....	2,000	288
1	1	10	4	10	4	154	236	....	....	....	....	....	....	....	....	4	400	6,800	289
2	2	12	28	12	28	100	360	1	0	1	0	1	3	0	0	....	750	34,000	290
3	0	40	0	0	0	0	0	0	0	0	0	6	0	0	0	....	3,000	60,000	291
1	0	30	29	0	0	27	18	6	0	0	0	0	0	0	0	....	.....	500	292
5	2	115	41	0	0	116	100	....	....	....	....	4	3	....	....	5	.....	100,000	293
2	1	15	10	....	....	60	50	0	0	0	0	0	0	0	0	....	0	1,500	294
2	0	18	19	....	....	....	....	18	19	0	0	4	3	4	3	....	100	5,000	295
1	2	40	45	....	....	15	15	5	10	5	0	3	4	....	....	....	.....	5,000	296
2	0	10	20	....	....	52	78	2	2	....	....	....	....	....	....	....	.....	6,000	297
1	1	30	20	0	0	35	30	7	12	1	0	6	7	3	2	....	.....	.....	298
1	2	10	40	0	0	0	0	7	14	7	14	....	....	....	....	....	.....	1,500	299
1	0	11	4	0	0	40	33	2	3	....	....	0	0	0	0	3	0	1,200	300
1	1	9	9	0	0	9	10	0	5	1	0	0	0	0	0	....	0	300	301
1	0	6	10	....	....	23	31	3	5	....	....	....	....	....	....	....	.....	600	302
1	0	29	18	....	....	43	29	2	1	0	0	0	0	0	0	....	.....	1,200	303
0	1	0	12	0	0	0	13	....	....	....	....	0	2	....	....	....	100	500	304
1	0	17	0	0	0	10	0	3	0	3	0	2	0	2	0	4	.....	12,175	305
1	2	8	15	0	0	22	30	....	....	....	....	0	0	....	....	....	500	3,500	306
1	0	50	10	....	....	15	5	1	2	3	2	0	0	0	0	....	0	400	307
2	3	15	17	0	0	32	8	10	13	2	0	1	0	1	0	....	0	800	308
1	1	6	14	0	0	46	41	....	....	....	....	....	....	....	....	....	.....	750	309
1	1	10	6	0	0	13	10	4	3	6	3	2	4	3	2	....	.....	.....	310
2	1	135	95	0	0	40	30	75	60	25	30	4	3	4	3	....	1,500	3,000	311
1	0	31	27	....	....	22	18	4	0	....	....	0	0	0	0	....	.....	3,000	312
2	0	22	27	0	0	32	32	7	0	1	0	3	1	2	0	....	0	600	313
1	4	66	36	0	0	29	11	....	....	....	....	....	....	....	....	....	.....	30,000	314
1	1	14	13	0	0	36	29	1	2	1	0	0	0	0	0	....	0	600	315
0	1	36	27	0	0	7	15	4	6	....	....	2	3	1	0	....	75	2,500	316
2	2	25	35	0	0	55	75	15	10	5	7	0	0	0	0	....	300	10,000	317
1	2	64	46	0	0	0	0	2	0	32	16	6	2	6	1	....	400	500	318
1	2	20	22	....	....	30	32	8	10	....	....	....	....	....	....	....	.....	1,500	319
1	2	38	30	0	0	18	11	....	....	....	....	0	0	0	0	....	.....	1,200	320
1	2	23	32	....	....	35	43	8	12	....	....	3	2	2	0	....	.....	6,000	321
0	2	0	20	....	....	0	20	0	5	....	....	0	5	0	0	3	500	10,000	322
0	2	0	53	0	0	0	62	....	....	....	....	0	8	....	....	....	0	.....	323
1	2	47	15	0	0	64	65	6	2	5	0	0	0	0	0	....	0	1,800	324
2	2	42	30	0	0	66	67	1	0	1	0	0	1	....	....	....	0	3,000	325
1	1	10	11	0	0	12	6	5	7	0	0	6	5	4	5	....	.....	.....	326
1	5	46	67	0	0	27	33	0	0	0	0	3	4	0	0	5	100	8,000	327
1	0	0	5	0	0	2	3	0	1	....	....	0	0	0	0	....	.....	0	328
2	0	26	15	0	0	....	....	....	....	....	....	0	1	0	0	3	700	16,000	329
0	3	0	32	0	0	0	30	0	20	0	12	0	4	....	....	....	.....	.....	330
3	2	26	27	0	0	7	12	0	0	3	0	1	7	0	0	....	500	10,000	331
2	5	15	27	0	0	49	44	5	2	15	15	1	1	1	1	3	500	75,000	332
5	0	58	0	0	0	0	0	0	0	0	0	0	0	0	0	4	120	500	333
3	0	40	0	0	0	10	0	10	0	10	0	0	5	0	5	....	2,000	40,000	334
4	1	20	20	0	0	300	250	....	....	....	....	....	....	....	....	4	700	30,000	335
0	2	50	54	....	....	28	24	12	16	8	11	0	3	0	3	....	.....	.....	336

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	ILLINOIS—continued.			
337	Cairo	St. Joseph's Female Seminary	Sister Sophronia	R. C
338	Chicago (4568 Oakenwald ave.).	Ascham Hall	Miss Kate B. Martin	Nonsect
339	Chicago	Chicago Female College	Miss Julia H. Thayer	Nonsect
340	Chicago (2141 Calumet).	Dearborn Seminary	Miss Jennie F. Purington	Nonsect
341	Chicago	De La Salle Institute	Brother Pius	R. C
342	Chicago (481 Dearborn ave.).	Girls' Collegiate School	Miss Rebecca S. Rice	Nonsect
343	Chicago (247–249 Dearborn ave.).	Grant Collegiate Institute	Miss Mary A. Mineah, A. M.	Nonsect
344	Chicago (2101 Indiana ave.).	The Harvard School	John J. Schobinger and John C. Grant.	Nonsect
345	Chicago (5001 Lake ave.).	Kenwood Institute	Miss A. E. Butts	Nonsect
346	Chicago (38–40 Scott st.).	The Kirkland School	Miss Elizabeth S. Kirkland.	Nonsect
347	Chicago (2535 Prairie ave.)	The Loring School	Miss Stella D. Loring	Nonsect
348	Chicago (2834 Wabash ave.).	St. Francis Xavier's Academy	Mother Mary G. Granger	R. C
349	Chicago (222 Ashland boulevard).	St. Margaret's School	Miss Virginia Sayre	Epis
350	Chicago	University School	E. C. Coulter	Nonsect
351	Crab Orchard	Crab Orchard Academy	James W. Turner	Nonsect
352	Creal Springs	Creal Springs College and Conservatory of Music.	Mrs. G. B. Murrah	Bapt
353	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M	Reformed
354	Decatur	St. Theresa's Academy	Mother Lucy, Superior	R. C
355	Elgin	Elgin Academy	A. G. Welch	Nonsect
356	Fairfield	Hayward College and Commercial School.	A. A. Kester, president	M. E
357	Geneseo	Geneseo Collegiate Institute	Rev. Worburg W. Thornton.	Presb
358	Godfrey	Monticello Female Seminary	Miss Harriet N. Haskell	Nonsect
359	Highland Park	Northwestern Military Academy.	H. P. Davidson	Nonsect
360	Kankakee	St. Joseph's Seminary	Sister St. Zepherine	R. C
361	Knoxville	St. Alban's School	A. H. Noyes, B. A	Epis
362	Longwood	Academy of Our Lady	Mother M. Pacifica	R. C
363	Marissa	Marissa Academy	Frank E. Dean	Presb
364	Mount Morris	Mount Morris College	J. G. Royer, president	Ger. Bapt
365	Nauvoo	St. Mary's Benedictine Academy.	Mother M. Ottilia, O. S. B	R. C
366	Onarga	Grand Prairie Seminary	S. Van Pelt, president	M. E
367	Ottawa	St. Xavier's Academy	Sisters of Mercy	R. C
368	Paxton	Rice Collegiate Institute	Rudolph H. H. Blome	Cong
369	Port Byron	Port Byron Academy	J. E. Conner	Cong
370	Princeville	Princeville Academy	T. H. Rhodes	Nonsect
371	Quincy	St. Mary's Institute	Mother M. Boniface	R. C
372	Rardin	Lee's Academy	Geo. W. Lee	Nonsect
373	Springfield	Bettie Stuart Institute	Mrs. A. M. Brooks	Nonsect
374	do	Concordia Seminary	Reinhold Pieper, A. B	Ev. Luth
375	do	St. Agatha's School	Mrs. Lavina A. Smith	Epis
376	Sycamore	Waterman Hall	Rev. Dr. B. F. Fleetwood, rector.	P. E
377	Upper Alton	Western Military Academy	Col. Willis Brown	Nonsect
378	Vermilion	Vermilion Academy	Geo. H. Moore, Ph. B	Friends
	INDIANA.			
379	Bloomingdale	Friends' Bloomingdale Academy.	A. F. Mitchell	Friends
380	Borden	Borden Institute	H. H. Buerk	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	1	0	12	0	0	0	75	....	....	....	....	0	0	0	0	....	150	$6,100	337
0	5	0	42	0	0	18	46	0	6	0	0	0	2	0	0	....	400	3,000	338
1	3	0	50	0	0	0	20	0	2	....	....	0	2	.....	.....	.....	600	.....	339
0	7	0	60	0	0	0	36	0	10	0	0	0	12	0	5	4	.....	.....	340
4	0	30	0	0	0	56	0	15	0	15	0	6	0	.....	.....	.....	2,000	175,000	341
1	2	0	35	0	0	22	48	0	10	....	....	0	4	0	1	4	2,000	.....	342
1	11	0	50	....	....	5	5	0	3	0	15	0	3	0	3	4	1,100	.....	343
5	1	100	0	0	0	50	0	60	0	40	0	15	0	12	0	....	.....	40,000	344
1	4	0	55	....	....	15	25	....	....	....	...	0	7	0	2	4	500	10,000	345
0	2	0	56	0	0	28	165	0	1	0	7	0	5	0	0	4	1,000	52,000	346
0	4	0	37	0	0	12	48	0	20	0	5	0	5	0	5	5	300	.....	347
0	5	0	53	0	0	0	260	0	8	0	8	0	8	.....	.....	....	6,000	.....	348
0	3	0	37	0	0	4	15	0	0	0	1	0	3	0	0	....	400	30,000	349
12	3	183	0	0	0	0	0	100	0	50	0	13	0	13	0	....	20	100,000	350
3	0	38	29	0	0	27	21	18	10	20	3	5	3	3	2	4	120	3,200	351
1	3	24	35	0	0	4	8	....	....	....	....	0	4	.....	.....	4	300	9,200	352
2	1	13	13	0	0	11	19	1	1	1	0	3	1	0	0	4	350	.....	353
0	1	0	14	0	0	106	130	....	....	....	....	0	0	.....	.....	.....	300	.....	354
5	3	80	43	0	0	20	15	15	6	20	10	12	8	7	6	4	.....	60,000	355
2	2	60	40	....	....	0	0	18	2	16	3	18	8	2	0	....	500	10,000	356
2	3	20	0	0	0	91	91	4	2	....	....	6	4	.....	.....	3	.....	32,500	357
0	14	0	150	0	0	0	0	0	75	0	75	0	15	0	10	4	2,000	500,000	358
6	1	40	0	....	....	0	0	0	0	10	0	4	0	.....	.....	3	500	65,000	359
0	8	0	175	....	....	0	110	....	....	....	....	0	0	.....	.....	....	653	35,200	360
6	0	46	0	1	0	4	0	5	0	10	0	5	0	1	0	4	600	65,000	361
0	6	0	34	....	....	0	70	....	....	....	....	0	2	.....	.....	....	1,800	100,000	362
2	0	24	21	0	0	0	0	....	....	....	....	2	8	.....	.....	4	.....	2,000	363
8	2	112	89	0	0	0	0	10	9	25	18	14	18	0	4	3	20,000	70,000	364
0	4	0	50	0	0	0	4	0	0	0	0	0	3	0	0	....	.....	.....	365
5	5	140	145	....	....	0	0	12	5	15	5	5	3	5	0	3	1,000	50,000	366
0	3	0	43	0	0	0	75	0	0	0	13	0	1	0	0	4	600	.....	367
2	2	19	21	.....	.....	44	29	2	0	2	0	2	3	1	0	3	50	10,000	368
1	1	3	7	0	0	11	11	1	3	2	1	0	1	0	1	3	150	.....	369
1	2	7	16	0	0	0	0	5	9	2	7	1	7	0	0	4	.....	2,000	370
0	1	0	30	....	....	....	....	....	....	....	....	0	7	.....	.....	4	500	.....	371
0	1	9	9	0	0	0	0	1	0	0	0	0	0	0	0	....	.....	1,100	372
1	5	0	65	0	0	0	25	....	....	....	....	0	6	.....	.....	4	800	20,000	373
3	0	95	0	5	0	....	....	0	0	0	0	46	0	46	0	....	2,500	125,000	374
0	2	0	20	....	....	0	50	0	5	....	....	0	8	0	4	....	200	15,000	375
3	10	0	70	....	....	0	10	....	...	....	....	0	7	.....	.....	3	2,000	80,000	376
6	1	50	0	0	0	6	0	0	0	19	0	6	0	5	0	4	225	100,000	377
1	1	16	16	0	0	14	21	....	....	....	....	2	4	2	4	4	200	5,000	378
1	2	19	14	0	0	37	50	....	....	....	....	5	3	5	3	3	500	10,000	379
4	0	60	40	0	0	0	0	3	1	1	0	3	1	3	0	....	4,000	25,000	380

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	INDIANA—continued.			
381	Collegeville	St. Joseph's College	Aug. Seifert	R. C
382	Fairmount	Fairmount Academy and Normal School.	Elwood O. Ellis	Friends
383	Fort Wayne	St. Augustine's Academy	Sister Domitilla	R. C
384	do	Westminster Seminary	Miss C. B. Sharp, Mrs. D. B. Wetts.	Presb
385	Indianapolis (783 North Delaware st.).	Boys' Classical School	L. R. Baugher	Nonsect
386	Indianapolis	Girls' Classical School	Theodore L. Sewall, Mary W. Sewall.	Nonsect
387	do	St. John's Academy	Sister Superior	
388	do	St. Mary's Hall	Rev. Geo. E. and Mrs. Swan	Epis
389	La Porte	St. Rose's Academy	Sisters of Holy Cross	R. C
390	Oakland City	Oakland City College	A. D. Williams, D.D	Bapt
391	Oldenburg	Immaculate Conception Academy.	Sister Mary Veronica	R. C
392	Plainfield	Central Academy	Robert L. Kelly, Ph. B	Friends
393	do	Sugar Grove School	Adolphus E. Harvey	Friends
394	St. Marys	St. Marys Academic Institute	Sisters of Providence	R. C
395	Spartanburg	Union Literary Institute	J. F. Cousins	Nonsect
396	Spiceland	Spiceland Academy	Arthur W. Jones	Friends
397	Vincennes	St. Rose Academy	Sister Mary Bernardine	R. C
398	do	The Vincennes University	Ellwood P. Cubberley, president.	Nonsect
399	Westfield	Union High School	A. V. Hodgin	Friends
	INDIAN TERRITORY.			
400	Coalgate	Coalgate Institute	B. H. Gordon	Nonsect
401	Muscogee	Harrell International Institute.	Rev. Theo. F. Brewer, A.M.	M. E. So
402	Nelson	Spencer Academy	W. A. Caldwell	Presb
403	Vinita	Willie Halsell College	W. Eugene Rowsey	M. E. So
404	do	Worcester Academy	John McCarthy	Cong
	IOWA.			
405	Ackworth	Ackworth Academy	E. W. Beard	Friends
406	Birmingham	Birmingham Academy	J. W. Wolf	Nonsect
407	Bode	Lutheran Academy	O. A. Sauer	Luth
408	Boone	Sacred Heart School	Rev. B. C. Leneham	R. C
409	Cedar Rapids	St. Joseph's Academy	Sister Mary Agatha	R. C
410	Centerdale	Scattergood Seminary	L. M. Osborne	Friends
411	Clarinda	Clarinda Educational Institute.	O. P. Fairfield	Nonsect
412	Corning	Corning Academy	Rev. T. D. Ewing, D. D	Presb
413	Council Bluffs	St. Francis Xavier Academy	Sister M. Henrietta	R. C
414	Davenport	Immaculate Conception Academy.	Sister Mary Gonzaga	R. C
415	do	Kemper Hall	Harvey R. Coleman, M. A.	Epis
416	do	St. Ambrose College	Rev. J. T. A. Flannagan, president.	R. C
417	Decorah	Decorah Institute	J. Breckenridge	
418	Denmark	Denmark Academy	J. F. Morse	Cong
419	Dubuque	St. Joseph's College	Rev. M. Cooney	R. C
420	Earlham	Earlham Academy	C. B. Pickrell, A. B	Friends
421	Elk Horn	Elk Horn College	Rev. Kr. Anker	Luth
422	Epworth	Epworth Seminary	W. S. Lewis, A. M	M. E
423	Fort Dodge	Tobin College	T. Tobin, A. M	Nonsect
424	Hartland	Hartland Academy	Miss Miriam Crumly	Friends
425	Hull	Hull Educational Institute	William W. Cook	Cong
426	Iowa City	Iowa City Academy	W. A. Willis	
427	Iowa Falls	Ellsworth College	M. H. Lyon, president	Nonsect
428	Legrand	Friends' Academy	J. H. Hadley	Friends
429	do	Legrand Christian College	Rev. D. M. Helfinstine	Christian
430	Mount Pleasant	Howe's Academy	Seward C. Howe	Nonsect
431	New Providence	New Providence Academy	Cecil E. Vance	Friends

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	0	82	0	....	....	16	0	....	....	....	....	....	....	....	....	3	400	.....	381
2	1	78	61	0	0	0	0	2	0	....	....	1	0	1	0	....	500	$20,000	382
0	2	0	80	....	....	0	220	....	....	....	....	0	2	0	2	....	2,000	.....	383
0	8	0	54	0	0	6	4	0	6	0	0	0	5	0	2	5	.....	25,000	384
1	1	16	0	0	0	7	0	12	0	0	0	0	0	.....	.....	....	.....	8,000	385
1	5	0	87	....	....	0	69	....	....	....	....	0	13	.....	.....	5	.....	.....	386
0	2	0	55	0	0	0	300	0	0	....	....	0	5	0	5	4	300	.....	387
0	3	0	26	0	0	0	38	0	0	0	0	0	6	0	0	4	.....	30,000	388
0	1	0	15	....	....	0	30	0	5	....	....	0	7	0	7	....	.....	.....	389
1	1	40	28	0	0	30	26	5	3	....	....	....	....	.....	.....	4	3,500	15,000	390
0	5	0	53	0	0	0	30	0	20	....	....	0	4	0	4	....	2,000	85,000	391
1	2	20	28	....	....	5	20	....	....	....	....	1	4	1	1	3	300	10,000	392
1	0	10	0	0	0	4	12	0	0	0	0	0	0	0	0	....	20	1,200	393
0	3	0	59	....	....	....	....	0	59	....	....	0	15	0	15	4	5,000	.....	394
1	2	18	16	8	6	10	24	0	0	0	0	4	1	0	0	....	500	8,000	395
3	1	44	50	0	0	0	0	2	9	....	....	5	6	.....	.....	3	2,000	.....	396
0	1	0	20	0	0	0	125	0	0	0	0	0	0	0	0	....	128	30,000	397
1	1	30	20	1	1	21	42	....	....	....	....	4	5	2	1	....	5,000	40,000	398
2	1	54	30	1	3	110	114	....	....	....	....	3	5	.....	.....	....	200	7,000	399
1	2	35	25	0	0	97	123	0	0	15	8	23	19	23	11	....	487	3,750	400
0	3	11	57	0	0	31	70	....	....	....	....	0	7	.....	.....	4	.....	.....	401
1	1	77	0	0	0	60	0	10	0	30	0	....	....	.....	.....	....	.....	30,000	402
1	1	12	10	0	0	108	90	....	....	....	....	2	1	.....	.....	4	100	40,000	403
1	2	14	7	0	0	63	85	3	0	0	0	1	2	1	0	....	300	20,300	404
3	1	54	43	0	0	0	0	21	19	....	....	7	0	.....	.....	3	650	9,000	405
1	1	15	13	....	....	9	4	1	2	....	....	....	....	.....	.....	....	100	3,000	406
1	0	8	7	0	0	29	11	....	....	....	....	0	0	0	0	2	0	4,000	407
0	1	4	22	0	0	58	52	....	....	....	....	0	3	0	0	....	150	.....	408
0	9	10	15	0	0	120	130	....	....	....	....	1	6	.....	.....	....	.....	.....	409
2	0	22	11	0	0	10	2	....	....	....	....	1	2	.....	.....	....	350	10,000	410
1	1	13	17	0	1	20	43	....	....	....	....	0	0	.....	.....	4	0	8,000	411
2	2	36	54	0	0	0	0	8	2	6	4	9	4	9	2	3	300	22,000	412
0	4	0	23	....	....	0	90	....	....	....	....	0	7	.....	.....	....	350	50,000	413
0	2	0	49	....	....	0	86	....	....	....	....	0	6	.....	.....	....	250	.....	414
1	0	6	0	....	....	9	0	4	0	....	....	0	0	.....	.....	4	8,300	.....	415
5	0	74	0	1	0	8	0	8	0	0	0	6	0	0	0	5	3,000	60,000	416
1	1	35	29	....	....	203	159	....	....	....	....	....	....	.....	.....	3	.....	.....	417
1	1	13	18	0	0	0	0	4	1	....	....	1	3	1	1	4	900	20,000	418
6	0	79	0	0	0	14	0	14	0	....	....	8	0	.....	.....	5	.....	100,000	419
1	1	12	13	0	0	0	0	6	1	....	....	0	0	0	0	3	0	12,000	420
1	1	13	4	0	0	....	....	....	....	....	....	3	1	.....	.....	....	450	10,000	421
2	7	95	78	0	0	30	22	25	10	48	35	15	5	15	5	....	2,000	40,000	422
4	4	140	97	....	....	10	3	20	12	0	0	5	4	.....	.....	3	250	30,000	423
0	1	16	15	....	....	5	6	....	....	....	....	2	2	.....	.....	....	100	.....	424
3	2	25	30	0	0	5	6	3	2	3	2	3	1	1	0	3	300	10,000	425
3	5	83	64	0	0	62	48	....	....	....	....	29	30	19	22	3	100	.....	426
5	5	80	100	0	0	40	40	10	8	5	5	6	6	1	3	....	500	25,000	427
2	2	18	18	0	0	9	4	1	4	9	4	1	4	0	3	4	500	4,000	428
2	1	13	3	0	0	61	27	0	0	....	....	5	0	.....	.....	4	600	20,000	429
0	5	0	109	0	0	0	0	....	....	....	....	7	2	.....	.....	....	.....	.....	430
2	1	33	23	0	0	10	11	0	0	6	8	3	2	3	2	4	.....	10,000	431

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	IOWA—continued.			
432	Nora Springs	Nora Springs Seminary and Business College.	C. P. Colgrove, A. M	Nonsect ..
433	Orange City	Northwestern Classical Academy.	Rev. James F. Zwemer	Reformed.
434	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M., Ph. D.	Bapt.
435	Pleasant Plain	Pleasant Plain Academy	J. W. Marshall	Friends...
436	St. Ansgar	The St. Ansgar Seminary and Institute.	Knut Gjerset	Luth
437	Salem	Whittier College	J. C. Owen	Friends...
438	Vinton	Tilford Collegiate Academy	Thomas F. Tobin, A. M	Nonsect ..
439	Washington	Washington Academy	J. T. Matthews	Nonsect ..
440	Waukon	Sacred Heart Presentation Convent.	Rev. P. Walsh	R. C
441	Wilton Junction	German Congregational Pro-Seminary.	Prof. Albert Moser	Cong
	KANSAS.			
442	Abilene	St. Joseph's Academy	Sister M. Bernard Sheridan.	R. C
443	Arkansas City	Arkansas City Academy	C. P. Hendershot, president.	Nonsect ..
444	Atchison	Atchison Latin School	Carlton A. Foote	Nonsect ..
445	Baxter Springs	Baxter Springs Normal and Business College.	J. H. Browning	Nonsect ..
446	Concordia	Nazareth Academy	Sister Mary Stanislaus	R. C
447	Eureka	Southern Kansas Academy	Rev. E. G. Lancaster, A. M.	Cong
448	Glenelder	Grellet Academy	A. C. Goddard	Friends...
449	Hesper	Hesper Academy	Theo. Reynolds, A. M	Friends...
450	Hiawatha	Hiawatha Academy	L. E. Tupper, M. A	Nonsect ..
451	Leavenworth	St. Mary's Academy	Sister M. Olive, directress.	R. C
452	Lincoln	Kansas Christian College	O. B. Whitaker	Christian.
453	McPherson	McPherson College	S. Z. Sharp, president	Ger. Bapt.
454	Newton	Bethel College	Rev. C. H. Wedel	Mennonite
455	North Branch	North Branch Academy	Henry H. Townsend, B. S.	Friends...
456	St. Marys	St. Marys College	Rev. Edward A. Higgins	R. C
457	Salina	St. John's School	Walter M. Jay, head master.	P. E
458	Stockton	The Stockton Academy	F. E. Sherman	Cong
459	Tonganoxie	Friends' Academy	Wilson A. Hunt	Friends...
460	Washington	Washington Friends' Academy	H. C. Fellow, Ph. D	Friends...
461	Wichita	Fairmount Institute	Rev. Robert M. Tunnell	Cong
462	do	Lewis Academy	J. M. Naylor, Ph. D	Presb
	KENTUCKY.			
463	Ashland	Ashland Collegiate Institute	H. G. Long	M. E
464	Auburn	Auburn Seminary	P. A. Lyon, jr	Cum. Presb
465	Beattyville	The Episcopal High School	H. R. Sidley, B. A	P. E
466	Boston	Boston Male and Female Academy.	W. B. Gwynn	Nonsect ..
467	Bremen	Bremen College and Perryman Institute.	I. C. M. Elenberger, S. B	Meth
468	Burkesville	Alexander College	M. A. Colton	Presb
469	Cadiz	Cadiz High School	H. O. Snow	Nonsect ..
470	Campbellsville	Campbellsville High School	J. R. Landens	Nonsect ..
471	Carrollton	St. John's Select School	Rev. I. M. Ahmann	R. C
472	Cecilian	Cecilian College	A. D. Cecil	R. C
473	Clinton	Marvin College	J. C. Dean and J. C. Speight	M. E. So ..
474	Columbia	Male and Female High School.	I. J. Heizer	Presb
475	Corinth	Northern Kentucky Normal School and Academy.	A. A. Hibner, A. B	
476	Covington	Educational Institute of Covington.	Dr. Alois Schmidt	Nonsect ..

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc,	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	2	58	48	0	0	....	....	....	....	20	18	4	2	4	2	2	75	$5,000	432
4	1	42	19	....	....	0	0	....	....	....	....	10	6	9	0	4	2,000	20,000	433
5	3	97	74	0	0	26	23	....	....	....	....	3	5	2	2	4	2,000	35,000	434
1	1	16	9	0	0	17	13	1	0	1	0	2	2	2	0	3	800	3,000	435
2	1	23	8	0	0	51	15	....	....	....	....	8	1	3	1	4	200	7,000	436
2	1	14	16	0	0	10	10	4	2	6	4	....	....	....	....	4	500	8,000	437
3	3	76	35	0	0	134	111	7	3	5	2	22	10	....	....	....	1,500	30,000	438
5	1	65	85	0	0	0	0	25	30	....	....	6	7	5	3	4	0	15,000	439
0	3	10	20	....	....	49	60	1	0	....	....	1	8	....	....	....	.....	.....	440
3	0	12	0	....	....	....	....	....	....	....	....	....	....	....	....	....	700	5,000	441
0	2	0	23	....	....	6	9	0	12	0	5	0	5	0	4	....	500	25,000	442
1	0	16	19	0	0	29	5	....	....	....	....	....	....	....	....	....	.....	.....	443
1	1	5	15	0	0	1	0	2	1	3	0	....	....	....	....	....	.....	300	444
2	2	42	35	0	0	0	0	12	15	26	21	3	4	....	....	....	0	.....	445
0	2	0	50	0	12	0	54	....	....	....	....	0	6	....	....	....	1,500	.....	446
4	4	34	57	1	0	0	0	3	3	11	16	6	5	6	3	4	1,000	1,800	447
2	0	23	24	0	0	5	3	5	3	2	7	4	4	1	0	4	250	2,500	448
1	1	15	12	0	0	10	3	0	2	1	0	4	6	1	2	3	300	3,500	449
3	2	62	73	1	0	6	4	12	11	8	3	7	10	4	6	4	200	20,000	450
0	5	0	50	0	0	0	10	0	0	0	0	0	3	0	2	....	.....	200,000	451
3	2	28	34	0	0	0	0	5	8	6	2	0	0	....	....	4	3,000	12,000	452
9	7	254	129	0	0	0	0	13	0	15	14	17	15	7	1	....	1,200	50,000	453
4	0	28	10	0	0	49	11	....	....	....	....	0	0	0	0	3	700	50,000	454
1	1	27	24	0	0	0	0	....	....	....	....	2	0	2	0	3	100	2,000	455
3	0	88	0	0	0	134	0	....	....	....	....	9	0	....	....	....	7,000	180,000	456
6	0	33	0	0	0	10	0	4	0	8	0	3	0	2	0	4	500	80,000	457
1	1	3	6	0	0	9	19	2	2	0	3	0	2	0	0	3	700	14,285	458
2	1	15	12	0	0	8	12	7	9	0	0	3	2	2	1	....	400	8,000	459
3	3	20	30	0	0	40	41	0	2	0	1	8	9	1	4	....	500	25,000	460
2	4	41	53	0	0	0	0	26	23	3	0	4	6	4	1	3	100	12,000	461
2	6	57	52	0	0	70	55	10	8	2	3	5	3	5	1	....	250	60,000	462
0	2	8	10	0	0	30	20	1	0	....	....	1	0	0	0	....	.....	10,000	463
2	1	25	14	0	0	30	40	3	8	....	....	2	2	....	....	....	0	10,000	464
1	0	12	8	0	0	13	8	....	....	....	....	....	....	....	....	....	80	2,000	465
2	1	15	14	0	0	14	10	0	0	7	3	0	0	0	0	....	0	3,000	466
2	1	25	16	0	0	37	15	4	0	2	0	0	0	....	....	4	50	5,000	467
1	1	2	8	....	....	36	30	1	2	....	....	0	0	0	0	....	.....	15,000	468
1	2	21	26	0	0	7	8	3	4	3	4	....	....	....	....	....	.....	5,000	469
3	2	40	23	0	0	7	10	18	21	10	14	....	....	....	....	....	.....	4,000	470
1	1	12	14	0	0	13	17	....	....	....	....	2	0	....	....	....	.....	5,000	471
7	0	167	0	0	0	0	0	40	0	0	0	....	....	....	....	2	5,000	25,000	472
2	2	35	35	....	....	94	84	....	....	....	....	2	0	....	....	....	500	17,000	473
1	1	18	31	0	0	12	14	4	4	....	....	0	0	....	....	3	.....	.....	474
1	1	10	15	0	0	15	25	0	0	0	0	4	4	0	0	....	20	2,500	475
1	2	7	8	0	0	9	21	5	3	2	0	5	1	2	0	....	500	200	476

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	KENTUCKY—cont'd.			
477	Covington	Notre Dame Academy	Sister Mary Dorothea	R. C
478	do	Rugby Preparatory	K. J. Morris	Nonsect
479	Cynthiana	Harrison Female College	J. A. Brown	Nonsect
480	do	Smith's Classical	N. F. Smith	Nonsect
481	Elizabethtown	Hardin Collegiate Institute	L. L. Campbell	Presb
482	Elkton	Vanderbilt Training School	R. E. Crockett	M. E. So
483	Flat Gap	Enterprise High School	James G. Talbert	Bapt
484	Frankfort	St. Joseph's Academy	Sister Liguori	R. C
485	Georgetown	Mrs. A. H. Sinclair's Private School.	Mrs. A. H. Sinclair	Nonsect
486	Gethsemane	Gethsemane College	Right Rev. M. Edward	R. C
487	Greensburg	Greensburg Academy	K. van der Maaten	Nonsect
488	Greenville	Greenville Ladies' College and Greenville College for Young Men.	Mrs. S. T. Hall	M. E. So
489	Hampton	Hampton Academy	W. W. Appleton	Nonsect
490	Hazard	Hazard Training School	G. M. Horne	Nonsect
491	Hazel Green	Hazel Green Academy	Wm. H. Cord	Christian
492	Henderson	Henderson Female Seminary	Miss Sue Starling Towles	Nonsect
493	do	Henderson High School	Miss Annie Starling	Nonsect
494	do	The Home School for Girls	Miss Mary Stewart Bunch	Nonsect
495	Hindman	Hindman School	George Clarke	Nonsect
496	Hopkinsville	Hopkinsville High School	James O. Ferrell	Nonsect
497	Hustonville	Christian College	M. G. Thomson	Nonsect
498	Jackson	The Jackson Collegiate Institute of Central University of Kentucky.	Eugene P. Mickel, M. A., D. D.	Presb
499	Kirksville	Elliott Institute	Mrs. T. J. Fain	Nonsect
500	La Grange	Funk Seminary	John W. Selph	Nonsect
501	do	The La Grange Academy	John J. Roberts	Nonsect
502	Lancaster	Garrard College	Milton Elliott	Christian
503	Lexington	Alleghan Academy	A. N. Gordon	Nonsect
504	do	St. Catherine's Academy	Mother Cleophas	R. C
505	Lewisburg	Lewisburg High School	J. H. Williamson	Nonsect
506	Loretto	Loretto Academy for Young Ladies.	Mother Catharine Connor	R. C
507	Louisville (1225–1227 Fourth ave.).	Collegiate School	Miss Patty B. Semple	Nonsect
508	Louisville	Flelner's Class	A. Flelner	Nonsect
509	do	Kentucky Home School	Miss Belle S. Peers	P. E
510	do	Louisville Training School for Boys.	H. K. Taylor	Nonsect
511	do	Presentation Academy	Sister Mary	R. C
512	Mayfield	West Kentucky College	Henry A. Macdonald, president.	Christian
513	Maysville	Hayswood Female Seminary	Rev. J. S. Hays, D. D	Nonsect
514	do	St. Francis de Sales Academy	Mother Dolores Smith, superior.	R. C
515	Millersburg	Millersburg Training School	Carl M. Best, C. E	Nonsect
516	Mount Sterling	Goodwin's High School	M. J. Goodwin	Nonsect
517	do	Kentucky Training School	C. W. Fowler	Nonsect
518	Nazareth	The Nazareth Literary and Benevolent Institution.	Mother Helena Tormey	R. C
519	North Middletown	English and Classical Institute	Thos. C. Curran	Nonsect
520	Paducah	St. Mary's Academy	Sister Superior	R. C
521	Paris	Private school	W. L. Yerkes	Nonsect
522	do	Miss Tipton's Select School	Miss M. S. Tipton	Nonsect
523	Pikeville	Pikeville Collegiate Institute	Miss Katherine B. Vreeland.	Presb
524	Princeton	Princeton Collegiate Institute	Prof. J. S. Bingham	Presb
525	Providence	Providence Male and Female Academy.	W. S. Coleman	Nonsect
526	Russellville	Miss Sevier's School	Miss Elizabeth Sevier	Epis
527	St. Joseph	Mount St. Joseph's Academy	Mother Florence	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	1	0	21	0	0	43	29	0	0	0	0	0	0	0	0	....	.....	.....	477
2	0	13	0	0	0	10	0	0	0	10	0	0	0	0	0	5	50	$4,000	478
0	4	0	41	0	0	0	31	0	15	0	10	0	4	0	0	....	400	15,000	479
0	2	35	19	0	0	10	6	30	6	....	....	....	....	....	....	....	500	4,000	480
3	0	39	0	0	0	0	0	10	0	4	0	0	0	0	0	4	100	16,000	481
2	0	58	6	0	0	0	0	25	2	0	0	0	0	0	0	4	125	25,000	482
1	0	21	9	0	0	30	24	....	....	....	....	0	0	0	0	....	500	1,040	483
1	1	0	20	0	0	55	53	0	5	0	5	0	0	0	0	....	100	.....	484
0	1	11	9	0	0	16	18	....	....	....	....	....	....	....	....	....	.....	.....	485
8	0	153	0	....	....	0	0	....	....	....	....	43	0	.....	.....	4	5,000	30,000	486
1	0	34	26	0	0	40	23	0	0	0	0	0	0	0	0	....	.....	3,000	487
1	1	11	15	0	0	11	26	0	0	0	0	3	1	.....	.....	....	200	20,000	488
1	1	18	20	....	....	12	14	3	1	.....	.....	0	0	0	0	....	0	1,800	489
1	1	20	20	0	0	40	20	0	0	0	0	2	1	.....	.....	....	0	750	490
2	2	54	23	0	0	35	45	4	0	.....	.....	0	0	0	0	3	400	8,000	491
0	2	0	34	0	0	0	30	....	....	....	....	0	7	0	0	4	2,000	5,000	492
1	3	47	56	.....	.....	0	0	.....	.....	.....	.....	1	6	.....	.....	.....	300	18,000	493
0	3	0	26	0	0	10	15	0	0	0	0	0	3	.....	.....	4	.....	2,800	494
1	1	12	3	0	0	118	78	....	....	....	....	....	....	....	....	....	.....	.....	495
1	0	33	0	0	0	0	0	10	0	0	0	0	0	0	0	....	0	.....	496
1	2	15	29	.....	.....	12	15	2	8	....	....	....	....	....	....	....	900	10,000	497
4	1	82	58	0	0	47	37	....	....	0	0	6	1	.....	.....	4	1,500	10,000	498
2	1	20	11	0	0	6	3	2	0	12	0	0	4	.....	.....	....	.....	8,000	499
1	1	27	26	0	0	43	37	11	4	5	0	3	4	3	2	2	500	7,500	500
1	0	14	6	0	0	9	3	4	3	4	0	0	1	0	1	4	306	2,000	501
2	0	35	40	0	0	20	25	10	0	.....	.....	0	0	.....	.....	....	100	10,000	502
1	0	27	0	0	0	4	0	27	0	....	....	....	....	....	....	....	.....	.....	503
0	1	0	10	.....	.....	30	113	.....	.....	.....	.....	0	1	.....	.....	....	660	.....	504
1	1	36	21	0	0	29	30	8	7	3	2	16	8	16	8	....	43	1,800	505
0	8	0	40	0	0	0	14	0	0	0	0	0	4	0	4	4	1,800	264,000	506
0	6	0	64	....	....	0	48	0	12	0	0	0	4	0	4	....	300	.....	507
1	0	12	0	0	0	0	0	8	0	1	0	2	0	2	0	....	50	.....	508
0	2	0	26	.....	.....	.....	.....	.....	.....	.....	.....	0	2	.....	.....	3	.....	.....	509
1	0	20	0	0	0	8	3	4	0	3	0	4	0	4	0	4	.....	8,000	510
0	2	1	19	0	0	26	54	....	....	....	....	0	1	.....	.....	....	.....	100,000	511
3	1	42	58	0	0	23	30	.....	.....	.....	.....	0	4	.....	.....	....	250	35,000	512
0	1	0	14	....	....	....	....	0	4	....	....	0	4	.....	.....	....	200	10,000	513
0	6	0	45	.....	.....	0	35	....	....	....	....	0	1	.....	.....	....	2,000	.....	514
2	0	60	0	0	0	0	0	8	0	32	0	5	0	5	0	....	200	10,000	515
1	0	28	0	.....	.....	0	0	12	0	11	0	4	0	4	0	....	212	4,000	516
4	0	51	8	0	0	0	0	0	0	0	1	.....	.....	0	0	3	300	8,500	517
0	8	0	53	0	0	0	43	0	1	0	0	0	12	0	0	4	5,000	.....	518
1	1	13	7	0	0	33	20	....	....	....	....	0	0	.....	.....	4	.....	10,000	519
0	2	0	20	0	0	35	50	0	0	0	0	0	3	0	3	....	.....	5,000	520
1	0	30	0	0	0	0	0	10	0	20	0	8	0	6	0	4	.....	3,000	521
....	3	0	20	.....	.....	0	15	....	....	....	....	0	4	0	1	....	.....	4,000	522
1	1	4	3	0	0	69	49	....	....	2	1	1	2	1	1	4	75	15,000	523
1	4	11	23	0	0	12	21	....	....	....	....	6	2	.....	.....	3	.....	50,000	524
2	2	35	29	0	0	0	0	5	7	0	0	0	0	0	0	....	500	1,500	525
0	1	4	8	0	0	11	1	....	....	....	....	....	....	....	....	....	.....	3,000	526
0	2	0	20	....	....	0	40	0	....	0	13	0	4	0	4	....	500	.....	527

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	KENTUCKY—cont'd.			
528	Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot	Nonsect
529	Shelbyville	Sampson and Scearce's Academy.	Geo. L. Sampson and G. S. Scearce.	Nonsect
530	do	Science Hill School	W. T. Poyntor	M. E. So
531	Vanceburg	Riverside Seminary	Lawrence Rolfe	Nonsect
532	Versailles	Henry Academy	Wm. Henry, A. M	Nonsect
533	do	Rose Hill Seminary	Mrs. Gillie B. Crenshaw	Nonsect
534	Williamsburg	Williamsburg Academy	Chas. M. Stevens	Cong
	LOUISIANA.			
535	Arcadia	Arcadia Male and Female College.	C. I. Davis, A. M	Nonsect
536	Clinton	Clinton Female Academy	Mrs. S. E. Munday	Nonsect
537	Columbia	Pine Grove Academy	J. A. Walker, A. M	Nonsect
538	Coushatta	Coushatta Male and Female College.	J. L. Bynum	Nonsect
539	Donaldsonville	St. Vincent's Institute for Young Ladies.	Sister M. Clolilda	R. C
540	Franklinton	Franklinton Central Institute	R. A. Parrott	Nonsect
541	Gibsland	Gibsland Institute	G. L. Wren	Nonsect
542	Grand Coteau	Sacred Heart Convent	Madame E. Chaudet	R. C
543	Jackson	Faliciana Female Collegiate Institute.	Miss L. J. Catlett	Nonsect
544	do	Millwood Female Institute	Miss M. B. McCalmont	M. E. So
545	Lafayette	Mount Carmel Convent	Mother St. Patrick	R. C
546	Mount Lebanon	Mount Lebanon College	W. C. Robinson	Bapt
547	New Iberia	Fasnacht Graded Institute	Miss Marie Louise Fasnacht.	Nonsect
548	New Orleans (222 Coliseum st., near Fourth).	Carnatz Institute	Miss Leoine de Varenna	Nonsect
549	New Orleans (819 North Rampart ave.).	Columbia Institute	Miss H. Fitz Gerald	R. C
550	New Orleans (429 Carondelet st.).	Dykers' Institute	Miss Harriet V. Dykers	Christian
551	New Orleans (440–444 Camp st.).	Home Institute	Miss Sophie B. Wright	Nonsect
552	New Orleans	Markey-Picard Institute	Miss Mary C. Markey and Miss Aline Picard.	R. C
553	New Orleans (St. Charles ave. and Broadway).	St. Mary's Dominican Academy	Sister Mary B. Harding, prioress.	R. C
554	New Orleans	St. Simeon's Select School	Sister Adelaide	R. C
555	New Orleans (224 Coliseum st.).	St. Joseph's Academy	Sister Coletta	R. C
556	New Orleans	St. Joseph's Institute	Mrs. L. A. Fortier	R. C
557	do	Select School for Boys	L. C. Ferrell	
558	New Orleans (2618 Coliseum st.).	Southern Academic Institute	Mrs. J. E. Seamen	Nonsect
559	New Orleans	University School	T. N. Dyer	Nonsect
560	Olla	Olla Institute	R. J. Wilson	Nonsect
561	Opelousas	Immaculate Conception Academy.	Sister M. of St. Georgia, superior.	R. C
562	do	Opelousas Female Institute	Miss L. B. White	Nonsect
563	Paincourtville	Mt. Carmel Convent	Sister Valeria	R. C
564	Thibodeaux	do	Sister M. Apoline	R. C
565	do	Thibodeaux College	Brother Suarez	R. C
566	Washington	Mt. Carmel Convent	Mother Mary Elizabeth	R. C
567	Winsted	Gilbert Scientific and Industrial College.	W. D. Godman	M. E
	MAINE.			
568	Athens	Somerset Academy	B. M. Avery, A. M	Nonsect
569	Bangor	Classical and English School	Helen L. Newman	Nonsect

other private secondary schools for 1893-94. Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	4	18	24	0	0	17	12	6	4	2	4	....	....	.....	.....	....	.....	.....	528
2	0	60	15	.....	.....	0	0	24	10	8	0	10	1	.....	.....	....	1,500	$5,000	529
1	6	1	139	0	0	12	18	1	15	0	10	0	3	0	3	4	1,500	25,000	530
1	1	6	10	.....	.....	29	23	2	0	0	3	1	0	.....	.....	4	.....	.....	531
1	0	35	0	.....	.....	0	0	35	0	.....	.....	.....	.....	.....	.....	....	.....	13,000	532
0	2	0	15	0	0	15	20	0	7	0	0	0	5	.....	.....	....	.....	1,500	533
1	1	13	9	0	0	108	120	1	0	.....	.....	1	1	.....	.....	4	1,200	2,000	534
1	4	25	58	0	0	30	40	....	....	....	....	0	5	0	3	....	50	3,500	535
0	2	0	13	.....	.....	10	12	0	0	0	0	0	3	0	3	....	600	4,000	536
2	0	31	0	.....	.....	5	6	3	4	.....	.....	.....	.....	.....	.....	....	.....	.....	537
1	0	15	18	0	0	23	26	10	15	0	0	0	0	0	0	....	300	3,000	538
0	1	0	20	.....	.....	0	55	....	....	....	....	0	0	0	0	....	900	10,000	539
1	1	20	20	.....	.....	20	20	5	0	.....	.....	.....	.....	.....	.....	....	100	1,000	540
1	1	15	18	.....	.....	26	29	2	1	0	0	0	0	0	0	....	124	4,000	541
0	5	0	45	0	0	25	30	....	....	....	....	0	0	0	0	....	300	.....	542
0	8	4	36	0	0	26	30	....	....	....	....	0	2	.....	.....	....	.....	8,000	543
0	1	1	47	0	0	3	10	....	....	....	....	0	4	.....	.....	....	.....	10,000	544
0	5	10	40	0	0	30	93	....	....	....	....	.....	.....	.....	.....	....	.....	.....	545
3	2	45	46	.....	.....	40	30	....	....	....	....	1	3	.....	.....	....	1,000	40,000	546
0	2	9	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	300	2,000	547
0	2	0	20	.....	.....	0	20	0	4	0	4	0	1	0	1	....	500	.....	548
0	1	0	14	.....	.....	20	36	....	....	....	....	0	5	.....	.....	....	375	10,000	549
1	1	1	17	.....	.....	3	13	....	....	....	....	0	1	.....	.....	3	300	10,000	550
0	6	0	125	0	0	10	90	0	24	0	0	0	24	0	24	....	700	4,000	551
0	2	0	50	0	0	25	50	....	....	....	....	0	8	.....	.....	....	.....	.....	552
0	5	0	40	0	0	0	20	0	18	0	10	0	11	.....	.....	....	1,500	.....	553
0	4	0	42	.....	.....	46	272	....	....	....	....	0	16	.....	.....	....	1,500	.....	554
0	20	0	135	0	0	0	95	0	30	0	10	0	5	0	5	....	8,000	.....	555
0	2	0	25	0	0	0	20	0	5	....	....	0	5	0	5	....	300	.....	556
3	1	70	0	.....	.....	30	0	.....	.....	.....	.....	10	0	10	0	.....	.....	10,000	557
1	2	0	30	0	0	20	50	....	....	....	....	0	5	0	2	....	500	25,000	558
4	0	56	0	.....	.....	74	0	2	0	42	0	9	0	.....	.....	....	300	30,000	559
2	1	14	26	0	0	18	12	2	2	4	3	6	2	.....	.....	3	.....	3,000	560
1	1	0	30	0	0	35	35	0	0	0	0	0	3	0	2	....	300	.....	561
1	2	12	36	.....	.....	6	7	2	9	.....	.....	.....	.....	.....	.....	.....	.....	10,000	562
0	4	0	19	0	0	0	22	0	18	.....	.....	.....	.....	.....	.....	.....	.....	5,000	563
0	3	0	30	0	0	0	68	....	....	....	....	0	4	0	4	....	.....	.....	564
4	0	84	0	0	0	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....	8,000	565
0	2	0	14	0	0	0	35	0	0	0	0	0	1	0	0	....	.....	7,000	566
1	1	12	8	12	8	101	95	12	8	.....	.....	4	0	4	0	....	3,000	75,000	567
1	1	12	18	.....	.....	6	4	3	0	2	0	0	0	0	0	....	.....	4,000	568
0	2	5	5	0	0	15	26	5	4	0	0	....	....	....	.....	....	100	300	569

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MAINE—continued.			
570	Bethel	Gould Academy	James D. Merriman	Nonsect.
571	Blue Hill	Blue Hill Academy	Eugene H. Stover	Cong
572	Bucksport	East Maine Conference Seminary.	Rev. A. F. Chase, Ph.D.	M. E
573	Charleston	Higgins Classical Institute	C. C. Richardson	Bapt
574	Cumberland Center	Greely Institute	Fairfield Whitney	
575	Deering	St. Joseph's Academy	Mother M. Teresa	R. C
576	Dresden Mills	Bridge Academy	Fred Vincent Gummer, A. B.	Nonsect.
577	Farmington	Abbott Family School at Little Blue.	A. H. Abbott	Nonsect.
578	Foxcroft	Foxcroft Academy	E. L. Sampson	Nonsect.
579	Fryeburg	Fryeburg Academy	John C. Hull	Nonsect.
580	Gray	Pennell Institute	W. B. Andrews, A. B	Nonsect.
581	Hampden	Hampden Academy	Walter W. Poore	Nonsect.
582	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M.	Bapt
583	Kents Hill	Kent's Hill Seminary	C. W. Gallaher, D. D	
584	Lewiston	Latin School	Ivory F. Frisbee	Free Bapt.
585	Limington	Limington Academy	Wm. G. Lord	Nonsect.
586	Newcastle	Lincoln Academy	John Edward Dinsmore, A. M.	Nonsect.
587	New Gloucester	Stevens School	M. B. and S. P. Stevens	Nonsect.
588	North Anson	Anson Academy	W. W. Poore	Nonsect.
589	North Bridgton	Bridgton Academy	George H. Larrabee, A. M.	Nonsect.
590	Patten	Patten Academy	G. C. Shay	Nonsect.
591	Pittsfield	Maine Central Institute	O. H. Drake	Freewill Bapt.
592	Portland	St. Elizabeth's High School and Academy.	Mother Superior	R. C
593	Presque Isle	St. John's Diocesan School	Charles F. Sweet	Epis
594	Saco	Thornton Academy	Edwin P. Sampson	Nonsect.
595	South Berwick	Berwick Academy	Geo. A. Dickey	Nonsect.
596	South China	Erskine Academy	W. J. Thompson	Nonsect.
597	Springfield	Springfield Normal School	Frank K. Lane	Nonsect.
598	Vassalboro	Oak Grove Seminary and Bailey Institute.	Henry H. Goddard, A. B., A. M.	Nonsect.
599	Waterford	Douglass Seminary	Miss H. E. Douglass	Cong
600	Waterville	Coburn Classical Institute	James H. Hanson, LL. D.	Bapt
601	Wilton	Wilton Academy	T. R. Croswell	Nonsect.
602	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M.	Nonsect.
	MARYLAND.			
603	Baltimore	The Baltimore Academy of the Visitation.	Sister Mary Bernardine Millard.	R. C
604	do	The Bryn Mawr School for Girls.	Miss Mary H. Buckingham, secretary.	Nonsect.
605	do	Calvert Hall College	Brother Denis	R. C
606	Baltimore (122 West Franklin st.).	Edgeworth Boarding and Day School.	Mrs. H. P. Lefebvre	Epis
607	Baltimore	Epiphany Apostolic College	Rev. J. A. St. Laurent, rector.	R. C
608	do	Friends' Elementary and High School.	Eli M. Lamb	Friends
609	Baltimore (St. Paul and Twenty-fourth st.).	The Girls' Latin School	W. H. Shelley, A. M	M. E
610	Baltimore (608 North Eutaw st.).	Gymnasium School	E. Deichmann	Nonsect.
611	Baltimore (Hollins and Garkin sts.).	F. Knapp's Institute	Wm. A. Knapp	Nonsect.
612	Baltimore (1405 Park ave.).	The Randolph-Harrison School.	Mrs. Jane R. H. Randall	Nonsect.
613	Baltimore (870 Linden ave.).	School for Boys	George G. Carey	Nonsect.

other private seccondary schools for 1893-94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	3	45	41	0	0	0	0	8	6	....	....	7	2	6	1	4	700	$10,000	570
2	2	16	24	0	0	10	8	0	0	0	0	1	6	0	0	....	.....	1,000	571
4	5	128	118	0	0	0	0	21	5	....	....	15	22	3	1	....	5,600	32,000	572
3	1	57	46	....	....	2	5	12	8	....	....	13	7	5	4	3	950	6,500	573
2	1	23	25	0	0	7	4	1	0	3	0	0	1	0	0	4	829	10,000	574
0	1	0	10	....	....	0	22	....	....	....	....	0	6	0	6	....	365	40,000	575
1	1	23	20	....	....	0	0	5	0	....	....	2	1	0	1	4	.....	20,000	576
3	2	20	0	....	....	0	0	8	0	2	0	....	....	....	....	....	3,000	.....	577
1	2	72	50	0	0	0	0	14	4	6	0	5	13	0	0	4	130	5,000	578
2	1	45	28	0	0	6	9	....	....	....	....	4	4	2	1	4	500	.....	579
1	2	29	25	0	0	16	15	6	6	....	....	2	1	0	1	4	500	15,000	580
2	1	30	27	0	0	10	3	2	1	5	5	9	8	2	1	3	300	2,000	581
6	3	105	178	....	....	9	14	35	10	....	....	6	7	5	0	3	600	100.000	582
8	9	140	92	....	....	0	0	37	5	....	....	16	12	4	0	....	7,000	150,000	583
5	0	49	17	2	0	0	0	49	17	....	....	15	3	15	3	....	1,336	.....	584
1	3	39	21	0	0	6	2	2	0	....	....	....	....	....	....	....	200	3,000	585
1	3	56	47	0	0	0	0	11	5	0	0	2	7	2	2	4	200	6,000	586
1	5	4	25	0	0	2	2	0	0	2	1	0	4	0	0	....	.....	.....	587
1	1	27	28	0	0	0	0	12	13	0	0	1	2	0	0	....	1,500	3,000	588
1	3	22	38	0	0	0	0	7	5	0	0	2	6	1	2	3	500	20,000	589
1	1	18	15	0	0	0	0	4	4	....	....	1	4	1	1	....	.....	600	590
3	4	140	122	0	1	0	0	30	4	....	....	2	6	2	0	4	800	10,000	591
1	5	0	70	0	1	0	30	0	0	0	0	0	6	....	....	....	.....	.....	592
1	1	9	8	0	0	3	1	2	1	....	....	0	1	0	1	4	150	.....	593
2	5	78	78	0	0	0	0	23	16	3	0	12	13	5	6	4	500	42,000	594
2	2	60	55	0	0	0	0	18	8	6	4	10	6	8	1	4	5,000	80,000	595
1	2	24	24	0	0	8	12	0	0	4	5	4	1	0	0	....	350	3,000	596
1	2	23	26	0	0	12	13	0	0	0	0	0	1	0	0	....	.....	.....	597
3	3	51	55	0	0	10	20	5	7	2	3	2	10	1	2	4	800	24,800	598
0	2	1	13	0	0	1	4	....	....	1	0	0	0	0	0	4	.....	.....	599
2	3	52	56	1	0	8	12	41	17	6	0	20	13	17	8	4	1,400	75,000	600
3	3	52	43	0	0	0	0	22	7	0	0	5	6	3	1	4	580	10,000	601
1	1	26	38	0	0	2	4	4	5	3	0	2	3	1	3	4	500	17,000	602
0	20	0	120	0	0	0	44	....	....	....	....	0	7	0	7	....	4,000	.....	603
0	11	0	111	0	0	0	0	0	56	0	55	0	5	0	5	7	950	333,000	604
2	0	70	0	....	....	70	0	....	....	....	....	4	0	....	....	....	4,000	175,000	605
2	5	0	40	....	....	0	35	....	....	....	....	0	0	....	....	....	.....	.....	606
3	0	60	0	7	0	0	0	0	0	0	0	10	0	....	....	....	500	.....	607
2	4	57	42	0	0	66	50	17	11	....	....	6	2	....	.....	4	4,000	38,000	608
0	11	0	179	0	0	0	0	0	3	0	176	0	21	0	21	....	728	175,000	609
6	2	89	0	0	0	20	0	60	0	25	0	24	0	15	0	....	0	10,000	610
1	1	30	10	0	0	110	75	0	0	0	0	....	....	....	....	....	.....	.....	611
0	4	0	40	0	0	0	30	0	0	0	0	0	0	0	0	4	800	.....	612
4	0	69	0	0	0	0	0	....	....	....	....	4	0	4	0	....	.....	5,000	613

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MARYLAND—cont'd.			
614	Baltimore (915–917 North Charles st.).	Southern Home School	Mrs. W. M. Carey, Miss Carey.	Nonsect ..
615	Baltimore	The University School for Boys.	W. S. Marston	Nonsect ..
616	Baltimore (909 Cathedral st.).	Wilford School	Mrs. W. R. Bullock	Nonsect ..
617	Brunswick	Brunswick Seminary	J. J. Shenk	Luth
618	Catonsville	Mount de Sales Academy of the Visitation.	Mother Superior	R. C
619	Charlotte Hall	Charlotte Hall School	G. M. Thomas, A. M.	Nonsect ..
620	College of St. James	College of St. James Grammar School.	Henry Onderdonk	P. E
621	Colora	West Nottingham Academy	John G. Conner, A. M.	Nonsect ..
622	Darnestown	Andrew Small Academy	William Nelson	Nonsect ..
623	Elkton	Elkton Academy	George A. Steele, A. M.	Nonsect ..
624	Elmbla	Notre Dame of Maryland	Sister Mary Meletia	R. C
625	Frederick	Frederick College	Lucian Sandford Tilton	Nonsect ..
626	Hyattsville	Melrose Institute	The Misses Lewin	Nonsect ..
627	Leonardtown	St. Mary's Academy	Sister of Charity	R. C
628	McDonogh	McDonogh School	James T. Edwards, D. D. LL. D.	Nonsect ..
629	Mount Washington	Mount St. Agnes Collegiate Institute.		R. C
630	Poolesville	Briarley Hall	Mrs. Wm. A. Gassaway	Nonsect ..
631	Reisterstown	The Hannah More Academy	Mrs. A. J. Rich, superintendent.	P. E
632	Rising Sun	Friends Normal Institute	Geo. G. Shaffer	Friends
633	Rockville	Rockville Academy	W. Pinckney Mason	Nonsect ..
634	St. George	St. George's Hall for Boys	James C. Kinear	Epis
635	St. Marys City	St. Mary's Female Seminary	Mrs. A. E. Thomas-Lilburn	Nonsect ..
636	Sandy Spring	Sherwood Friends' School	Miss Belle W. Hannum	Friends
637	Sykesville	Springfield Institute	Mr. and Mrs. I. C. Weems.	Epis
638	Unionville	Unionville Academy and Normal Institute.	Nathan Penick	Nonsect ..
	MASSACHUSETTS.			
639	Amherst	Mount Pleasant Institute	Wm. K. Nash, A. M.	Nonsect ..
640	....do	Mrs. W. F. Stearn's Home School for Young Ladies.	Mrs. W. F. Stearns	Nonsect ..
641	Andover	Abbot Academy	Mrs. Laura S. Watson	Nonsect ..
642	....do	Phillips Academy	Cecil F. P. Bancroft, Ph.D., LL. D., L. H. D.	Nonsect ..
643	Ashburnham	Cushing Academy	Hervey S. Cowell, A. M.	Nonsect ..
644	Auburndale	Riverside Wellesley Preparatory School for Girls.	Miss Delia T. Smith	Nonsect ..
645	Bernardston	Powers Institute	Francis S. Brick	Nonsect ..
646	Billerica	Howe School	Samuel Tucker	Nonsect ..
647	....do	Mitchell's Boys' School	M. C. Mitchell	Nonsect ..
648	Boston (Back Bay)	Academy of Notre Dame	Sister Frances of the Sacred Heart.	R. C
649	Boston (Berkeley and Boylston sts.).	Berkeley School	Taylor, De Meritte, and Hagar.	Nonsect ..
650	Boston (64 Commonwealth ave.).	Miss Chamberlayne's School	Miss Catharine J. Chamberlayne.	Nonsect ..
651	Boston (97 Beacon st.).	Classical School	G. W. C. Noble, James J. Greenough.	Nonsect ..
652	Boston (324 Commonwealth ave.).	The Commonwealth Avenue School.	The Misses Gilman	Nonsect ..
653	Boston (Massachusetts ave.).	Female Academy of the Sacred Heart.	Madame Adelaide Grugan.	R. C
654	Boston (86 Beacon st.).	Hale's School for Boys	Albert Hale	Nonsect ..
655	Boston (25 Chestnut st.).	Miss H. E. Hersey's School	Miss Heloise E. Hersey	Epis
656	Boston (319 Marlboro st.).	Home and Day School	Miss Mary E. C. Hayes	Nonsect ..

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	5	0	63	0	0	0	66	....	....	....	....	0	2	.....	.....	....	.....	.....	614
8	0	110	0	0	0	110	0	....	....	....	....	16	0	15	0	....	.....	.....	615
0	2	0	40	0	0	10	20	....	....	0	25	0	10	0	5	4	200	.....	616
1	1	5	20	....	....	8	24	2	6	0	0	0	0	0	0	3	150	$4,000	617
0	8	0	47	0	0	0	21	....	....	....	....	0	8	.....	.....	4	.....	.....	618
3	0	48	0	....	....	4	0	....	....	1	0	5	0	1	0	4	1,800	20,500	619
4	0	28	0	0	0	0	0	....	....	....	....	3	0	3	0	3	9,000	10,000	620
2	0	31	1	0	0	0	0	3	1	3	0	1	0	0	0	....	200	7,000	621
1	1	10	5	0	0	27	11	5	0	0	0	2	0	2	0	....	0	15,000	622
1	1	25	32	....	....	0	0	3	1	1	0	3	1	.....	.....	.....	.....	2,500	623
0	7	0	100	0	0	0	50	0	0	0	0	0	2	0	0	3	7,500	300,000	624
3	0	31	0	0	0	40	0	12	0	2	0	10	0	1	0	4	3,000	15,000	625
1	5	0	40	0	0	0	10	....	....	....	....	0	2	0	0	3	1,000	15,000	626
0	3	0	21	....	....	8	35	....	....	....	....	0	2	0	2	....	.....	.....	627
3	6	44	0	0	0	....	....	....	....	....	....	....	....	....	....	....	3,000	343,575	628
0	2	0	46	0	0	0	29	0	46	0	0	0	3	0	3	....	850	.....	629
0	6	0	45	....	....	....	....	....	....	....	....	0	3	.....	.....	....	200	10,000	630
0	2	0	41	0	0	0	20	0	0	0	0	0	5	0	0	3	400	20,000	631
1	1	11	19	0	0	0	5	....	....	....	....	0	1	.....	.....	4	25	.....	632
2	0	42	0	0	0	0	0	....	....	....	....	....	....	....	....	....	250	.....	633
3	0	22	0	0	0	8	0	4	0	3	0	2	0	0	0	....	1,500	10,000	634
0	4	0	33	0	6	....	....	....	....	....	....	0	2	.....	.....	4	500	10,000	635
0	2	13	9	0	0	17	13	0	0	1	0	1	0	1	0	3	80	.....	636
1	2	7	13	0	0	3	7	0	0	0	0	0	0	0	0	....	1,000	7,000	637
1	1	10	5	0	0	10	5	4	0	....	....	0	1	.....	.....	3	.....	2,500	638
1	0	9	0	....	....	4	0	....	....	3	0	0	0	0	0	....	500	25,000	639
0	6	0	16	0	0	0	0	....	....	0	1	....	....	0	0	....	1,000	18,000	640
2	13	0	140	....	....	0	0	0	18	....	....	0	16	.....	.....	....	5,000	146,000	641
16	0	476	0	5	0	0	0	268	0	208	0	110	0	110	0	4	3,000	200,000	642
4	3	147	142	0	0	2	0	31	9	5	23	16	19	9	10	4	739	125,000	643
0	5	0	18	0	0	0	0	0	1	0	10	0	4	0	4	4	.....	20,000	644
1	2	23	33	0	0	10	5	0	3	....	....	0	1	.....	.....	4	7,000	20,000	645
1	1	18	18	0	0	0	0	1	0	....	....	0	8	0	0	....	200	10,500	646
3	0	20	0	0	0	10	0	3	0	....	....	0	0	0	0	....	300	50,000	647
0	2	0	60	0	0	0	70	....	....	....	....	0	6	.....	.....	....	3,000	.....	648
5	2	53	43	0	0	16	6	10	10	10	0	16	12	5	9	4	.....	300,000	649
2	3	0	23	0	0	....	....	0	0	0	0	....	....	.....	.....	....	400	60,000	650
4	1	72	0	0	0	10	0	70	0	1	0	13	0	13	0	....	.....	.....	651
0	6	0	29	....	....	0	6	....	....	0	4	0	3	.....	.....	....	1,250	.....	652
0	9	0	53	....	....	0	17	....	....	....	....	....	....	.....	.....	....	.....	.....	653
5	0	42	0	0	0	0	0	2	0	37	0	7	0	4	0	6	.....	.....	654
7	5	0	100	0	0	0	0	0	8	....	....	0	0	.....	.....	4	5,000	.....	655
2	8	0	30	0	0	0	0	....	....	....	....	0	3	0	3	....	2,000	40,000	656

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MASSACHUSETTS—continued.			
657	Boston (18 Newbury st.).	Home and Day School for Girls.	Miss Frances V. Emerson.	Nonsect ..
658	Boston (112 Newbury st.).	The Misses Hubbard's School for Girls.	Miss Mary L. Hubbard...	Nonsect ..
659	Boston (252 Marlboro st.).	Private Home School for Girls..	Miss B. A. Clagett.....	Nonsect ..
660	Boston (21 Marlboro st.).	Mrs. and Miss Wesselhoeft's Home and Day School for Girls.	Mrs. Selma Wesselhoeft..	Nonsect ..
661	Boston (36 Newbury st.).	Miss Mary Pickard Winsor's School.	Miss Mary P. Winsor.....	Nonsect ..
662	Bradford.....	Bradford Academy.....	Miss Ida C. Allen.....	Nonsect ..
663	Bradford (142 Main st.).	Carleton School for Young Men and Boys.	Isaac N. Carleton, Ph. D..	Cong .....
664	Brimfield.....	Hitchcock Free High School...	George W. Earle.....	Nonsect ..
665	Cambridge (7 Gasden st.).	Browne and Nichols' School (Boys).	George H. Browne, Edgar H. Nichols.	Nonsect ..
666	Cambridge (79 Brattle st.).	The Cambridge School for Young Ladies.	Arthur Gilman, M. A., director.	Nonsect ..
667	Cambridge (13 Appian way).	Day and Family School for Boys.	Joshua Kendall.....	Nonsect ..
668	Concord.....	Concord Home School.....	James S. Garland.....	Nonsect ..
669	Danvers (corner Maple and Poplar sts.).	The Williard Home School.....	Mrs. Sarah M. Merrill.....	Cong .....
670	Deerfield	Deerfield Academy and Dickinson High School.	Allen Latham	Nonsect ..
671	Dorchester.....	Shawmut School.....	Miss Ella G. Ives.....	Nonsect ..
672	Dudley.....	Nichols Academy and Dudley High School.	Alfred C. Collins	Nonsect ..
673	Duxbury	Partridge Academy	Thos. H. H. Knight.....	Nonsect ..
674	.....do.....	Powder Point School.....	Freb. B. Knapp.....	Nonsect ..
675	Easthampton.....	Williston Seminary.....	Rev. Wm. Gallagher, Ph.D	Cong.....
676	East Northfield	Northfield Seminary.....	Miss Evelyn S. Hall.....	Nonsect ..
677	Everett	Home School	Mrs. A. P. Potter.....	Bapt.....
678	Franklin	Dean Academy.....	Lester L. Burrington.....	Univ.....
679	Great Barrington	Housatonic Hall, Girls' School.	Miss F. M. Warren, Mrs. A. H. Stevens.	Cong.....
680	.....do.....	Sedgwick Institute.....	E. J. Van Lennep.....	Nonsect ..
681	Greenfield.....	Prospect Hill School for Girls.	James Challis Parsons....	Nonsect ..
682	Groton	Groton School.....	Rev. Endicott Peabody...	P. E .....
683	.....do.....	Lawrence Academy	Alfred O. Tower, A. M	Nonsect ..
684	Hadley.....	Hopkins Academy	Alfred Clark Thompson, B. A.	Nonsect ..
685	Harvard	Bromfield School	Miss Lilla N. Frost.....	Nonsect ..
686	Hatfield	Smith Academy	Ashley H. Thorndike.....	Nonsect ..
687	Hingham.....	Derby Academy.....	G. H. Chittenden, Geo. S. Chapin.	Nonsect ..
688	Leicester.....	Leicester Academy.....	Corwin F. Palmer.....	Nonsect ..
689	Marion.....	Tabor Academy	Dana Marsh Dustan.....	Nonsect ..
690	Middleboro.....	Eaton School	Amos H. Eaton.....	Nonsect ..
691	Milton	Milton Academy	Harrison O. Apthorp	Nonsect ..
692	Monson	Monson Academy	Arthur Newell Burke, acting principal.	Nonsect ..
693	Mount Hermon.....	Mount Hermon School.....	Henry F. Cutler, B. A....	Nonsect ..
694	Nantucket	Admiral Sir Isaac Coffin's Lancasterian School.	Edmund B. Fox	Nonsect ..
695	Natick	Walnut Hill Wellesley Preparatory School.	Miss Charlotte H. Conant, B. A., and Miss Florence Bigelow, M. A.	Nonsect ..
696	New Bedford.....	Friends' Academy.....	Thomas H. Eckfeldt.....	Nonsect ..
697	.....do.....	Mosher's School for Boys and Girls.	Charles E. E. Mosher.....	Nonsect ..
698	New Salem.	New Salem Academy.....	E. L. Adams.....	Nonsect ..
699	Newton	Cutler's Preparatory School...	Edward H. Cutler	Nonsect .

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	8	0	40	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	657
2	7	0	20	0	0	0	0	0	0	0	0	0	4	0	0	.....	.....	$30,000	658
0	5	0	27	0	0	0	20	0	2	0	0	.....	.....	.....	.....	.....	.....	.....	659
0	7	0	38	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	45,000	660
0	4	0	37	0	0	0	28	0	2	0	0	0	5	0	5	.....	.....	.....	661
0	14	0	159	0	0	0	0	0	0	0	0	0	19	0	0	4	5,000	150,000	662
1	1	12	0	0	0	2	0	2	0	3	0	.....	.....	.....	.....	.....	1,000	15,000	663
2	1	16	32	0	0	0	0	6	17	.....	.....	5	4	2	0	4	1,900	12,400	664
4	1	39	0	0	0	22	0	30	0	9	0	9	0	9	0	5	.....	2,000	665
1	6	0	99	.....	.....	0	18	.....	.....	.....	.....	0	7	0	7	3	900	25,000	666
1	1	18	0	0	0	0	0	14	0	0	0	.....	.....	.....	.....	.....	0	2,000	667
3	0	17	0	0	0	5	0	2	0	1	0	1	0	1	0	3	1,250	50,000	668
0	5	0	20	0	0	0	0	0	0	0	5	0	4	0	3	4	400	12,000	669
1	2	24	25	0	0	0	0	3	0	.....	.....	3	2	1	0	4	.....	25,000	670
1	3	0	23	0	0	0	3	.....	.....	.....	.....	0	3	0	3	4	.....	.....	671
2	2	41	43	0	0	0	0	8	5	10	0	3	3	2	0	4	2,400	80,000	672
1	1	14	22	0	0	8	11	0	0	0	0	1	4	0	0	.....	300	10,000	673
2	0	19	0	0	0	9	0	5	0	12	0	8	0	7	0	.....	1,000	25,000	674
9	0	147	12	0	0	0	0	50	12	39	0	15	0	12	3	6	3,000	170,000	675
0	19	0	212	0	4	0	184	.....	.....	.....	.....	0	27	0	10	4	4,800	300,000	676
0	2	0	25	0	0	6	6	0	5	0	5	0	7	0	4	4	500	.....	677
3	4	62	70	0	0	0	0	8	3	34	40	12	9	11	4	4	1,300	200,000	678
0	1	0	28	0	0	0	3	0	0	0	3	0	3	0	3	.....	200	1,500	679
2	1	25	0	0	0	12	0	6	0	8	0	.....	.....	.....	.....	.....	.....	30,000	680
1	1	0	23	0	0	0	2	0	3	0	0	0	3	0	1	.....	200	25,000	681
8	0	96	0	0	0	13	0	.....	.....	.....	.....	17	0	17	0	6	2,414	325,000	682
1	2	19	16	1	0	0	0	7	1	0	0	5	3	5	3	5	2,500	60,000	683
2	2	31	21	0	0	0	0	10	8	2	0	8	3	3	0	4	300	.....	684
0	1	10	13	0	0	0	0	4	3	2	0	1	2	1	0	.....	.....	35,000	685
1	2	18	38	0	0	0	0	1	2	1	0	0	0	.....	.....	.....	200	30,000	686
1	1	6	4	0	0	3	6	0	0	0	0	0	0	0	0	4	.....	5,100	687
2	2	31	18	1	0	0	0	.....	.....	5	2	1	3	1	0	4	300	25,000	688
1	3	24	16	0	0	0	0	5	1	2	0	2	4	2	0	.....	845	25,000	689
1	3	20	10	0	0	20	0	1	1	4	0	.....	.....	0	0	.....	5,000	9,000	690
4	1	58	14	0	0	29	13	14	1	.....	.....	2	1	2	1	4	1,000	95,000	691
2	3	58	48	1	1	0	0	15	15	13	9	13	5	4	1	3	1,800	15,000	692
7	4	213	0	1	0	126	0	.....	.....	.....	.....	34	0	24	0	4	4,268	.....	693
1	2	13	41	0	0	4	6	1	1	2	0	0	0	0	0	.....	1,500	8,000	694
0	6	0	21	.....	.....	0	3	0	2	0	14	0	8	0	8	4	400	20,000	695
2	4	20	31	0	0	7	10	16	3	4	0	3	4	3	4	6	1,000	25,000	696
1	2	15	0	0	0	6	6	10	4	1	0	2	0	.....	.....	4	500	720	697
1	1	14	14	0	0	3	1	2	2	.....	.....	0	0	0	0	.....	100	5,000	698
2	2	35	4	0	0	4	3	26	4	5	0	9	1	6	1	.....	.....	.....	699

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Names of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MASSACHUSETTS—continued.			
700	Newton	Newton Private School	Miss Elizabeth Spear	Nonsect
701	Northampton	Mary A. Burnham School for Girls.	Miss B. T. Capen	Nonsect
702	Norton	Wheaton Seminary	Miss A. Elle. Stanton	Cong
703	Pittsfield	Miss Salisbury's Family and Day School for Girls.	Miss Mary E. Salisbury	Evang
704	Plymouth	Knapp's Home School for Boys.	Mrs. F. N. Knapp	Nonsect
705	Quincy	Adams Academy	William R. Tyler	Nonsect
706	....do	Woodward Institute for Girls.	Miss Carrie E. Small	Nonsect
707	Roxbury (36 Waverly st.).	Miss Curtis's School	Miss Elizabeth Curtis	Nonsect
708	Roxbury	Notre Dame Academy	Sister Aloyse	R. C
709	Shelburne Falls	Arms Academy	Kirk W. Thompson	Cong
710	Sherborn	Sawin Academy and Dowse High School.	J. Francis Allison	Nonsect
711	Southboro	St. Mark's School	Wm. E. Peck	P. E
712	South Braintree	The Thayer Academy	J. B. Sewall	Nonsect
713	South Byfield	Dummer Academy	John W. Perkins	Nonsect
714	South Lancaster	South Lancaster Academy	George W. Caviness	7-Day Ad.
715	South Worthington	The Conwell Academy	F. H. Dewey	Nonsect
716	Springfield	The "Elms" Home Day and Music School for Girls.	Miss Charlotte W. Porter.	Nonsect
717	....do	"Magnolia Terrace" School for Girls.	John McDuffie	Nonsect
718	Taunton	Bristol Academy	Wm. F. Palmer	Nonsect
719	Waltham	Waltham New-Church School	Benj. Worcester	
720	Wellesley	Dana Hall School	Miss Julia A. Eastman, Miss Sarah P. Eastman.	Nonsect
721	....do	Wellesley Home School for Boys.	Edward A. Benner	Nonsect
722	West Bridgewater	Howard Seminary	Horace Mann Willard, D. Sc.	Nonsect
723	....do	Howard High School	Horace Mann Willard, D. Sc.	Nonsect
724	Westford	Westford Academy	Willard E. Frost	Nonsect
725	West Newton	West Newton English and Classical School.	Nathaniel T. Allen	Nonsect
726	Wilbraham	Wesleyan Academy	Wm. Rice Newhall	M. E
727	Winchendon	Murdock High School	Frank M. Collester	Nonsect
728	Worcester	The Dalzell School for Boys	John W. Dalzell	Nonsect
729	....do	The Highland Military Academy.	Joseph A. Shaw, A. M., head master.	P. E
730	....do	Miss Kimball's Home School for Girls.	Miss Ellen A. Kimball	Nonsect
731	....do	Mrs. Throop's School for Young Ladies.	Mrs. Mary J. C. Throop	Nonsect
732	....do	The Worcester Academy	D. W. Abercrombie, A. M.	Bapt
	MICHIGAN.			
733	Adrian	Raisin Valley Seminary	Thos. W. White, B. S.	Friends
734	Ann Arbor	St. Thomas' School		R. C
735	Benton Harbor	Benton Harbor College and Normal School.	Geo. J. Edgcumbe, A. M., Ph. D.	Nonsect
736	Calumet	Sacred Heart High School	Rev. Father Angelus, O. S. F.	R. C
737	Detroit	The Detroit School for Boys	Miss Mary E. Whitton and Frederick Whitton.	Nonsect
738	....do	The Detroit Seminary	A. M. Cutcheon, H. B. Pope.	Nonsect
739	Grand Haven	Akeley Institute	Mrs. James E. Wilkinson	Epis
740	Grand Rapids	Private School for Boys and Girls.	Rev. I. P. Powell	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	3	12	34	0	1	8	16	1	6	0	0	0	2	0	1	....	.....	.....	700
4	13	0	153	0	0	0	0	0	8	0	26	....	....	.....	.....	....	2,500	.....	701
0	2	0	29	0	0	0	0	0	0	0	0	0	4	0	0	4	5,162	$100,000	702
1	3	0	30	0	0	35	35	0	3	0	0	0	2	0	1	5	500	.....	703
1	0	3	1	0	0	3	0	1	0	2	1	....	....	.....	.....	.....	.....	.....	704
3	0	50	0	0	0	0	0	50	0	0	0	6	0	6	0	4	380	.....	705
0	6	0	83	0	0	0	41	0	0	0	0	0	0	0	0	....	.....	35,000	706
0	3	0	20	0	0	12	30	0	6	0	0	4	8	0	0	....	1,000	15,000	707
0	4	0	40	0	0	0	45	0	0	.....	.....	0	5	.....	.....	.....	2,000	183,978	708
1	3	48	56	0	0	0	0	2	3	3	4	3	7	1	1	4	.....	.....	709
1	3	23	11	0	0	0	0	1	1	5	0	0	0	0	0	....	0	.....	710
8	0	111	0	0	0	0	0	90	0	12	0	22	0	20	0	6	2,000	250,000	711
7	1	27	47	0	0	2	1	15	27	2	0	3	7	1	2	3	756	55,000	712
2	0	18	0	0	0	3	0	18	0	0	0	0	0	0	0	....	0	.....	713
1	2	24	20	0	0	58	47	5	0	4	6	9	6	9	6	4	.....	30,514	714
2	2	19	16	0	0	0	0	19	16	5	0	1	1	0	0	....	.....	.....	715
1	4	4	103	0	0	3	10	1	25	....	....	0	6	0	6	....	4,000	.....	716
0	6	0	40	0	0	0	18	0	0	0	0	0	0	0	0	....	50	20,000	717
2	2	43	40	0	0	8	7	16	4	20	0	4	3	4	0	....	.....	.....	718
1	2	11	14	0	0	20	12	2	0	3	0	0	0	0	0	....	200	40,700	719
0	17	0	112	0	0	0	0	0	82	0	0	0	14	0	14	....	.....	.....	720
2	0	12	0	0	0	6	0	4	0	6	0	3	0	3	0	....	600	6,000	721
2	4	0	38	0	0	0	0	0	7	....	....	0	9	0	5	....	.....	.....	722
2	6	9	15	0	0	0	0	1	2	1	2	1	3	1	1	....	.....	.....	723
1	1	10	10	0	0	14	7	0	0	4	6	1	0	0	0	4	300	5,500	724
6	5	57	23	0	0	20	4	12	6	18	0	10	5	6	1	4	3,000	40,000	725
7	7	158	108	4	2	7	4	30	3	26	0	12	13	11	1	4	6,000	159,408	726
2	5	47	56	0	0	16	20	9	4	5	3	7	11	3	0	4	300	150,000	727
2	0	18	0	0	0	6	0	12	0	6	0	2	0	2	0	5	.....	1,000	728
6	0	44	0	0	0	9	0	9	0	12	0	6	0	1	0	....	1,000	35,000	729
0	1	0	35	0	0	0	15	0	8	....	....	0	6	0	6	4	.....	25,000	730
0	2	0	11	0	0	0	7	0	1	0	0	0	1	0	0	....	2,000	.....	731
11	0	198	0	1	0	0	0	100	0	50	0	18	0	16	0	3	2,500	460,000	732
2	1	23	16	0	0	7	8	....	....	5	0	3	6	2	2	4	500	5,000	733
1	2	0	18	.....	.....	82	74	0	5	.....	.....	0	5	0	5	....	600	350	734
4	14	160	174	0	0	32	37	12	33	34	28	11	14	5	6	4	650	20,500	735
0	4	30	49	....	....	252	220	....	....	....	....	2	4	2	4	....	200	.....	736
1	1	17	0	0	0	26	0	....	....	....	....	5	0	5	0	4	.....	.....	737
2	5	0	107	....	....	3	40	....	....	....	....	0	25	.....	.....	.....	.....	4,000	738
1	2	0	32	0	0	0	18	....	....	....	....	0	6	.....	.....	3	500	75,000	739
1	1	3	3	0	0	5	8	....	....	11	0	....	....	.....	.....	....	.....	.....	740

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MICHIGAN—cont'd.			
741	Ishpeming	St. John's School	Sister M. Agnes	R. C
742	Kalamazoo	Michigan Female Seminary	Miss Louise B. Sampson	Presb
743	Marquette	St. Joseph's Academy	Mother Mary De Pazzi	R. C
744	Monroe	St. Mary's Academy	Mother M. Clotilda	R. C
745	Orchard Lake	Michigan Military Academy	W. H. Butts, principal; Col. S. Rogers, superintendent.	Nonsect
746	Red Jacket	Sacred Heart	Rev. Father Laurence, O. S. F.	R. C
747	Saginaw West Side	St. Andrew's Academy	Sister Mary Celestia	R. C
748	Spring Arbor	Spring Arbor Seminary	David S. Warner	Free Meth
	MINNESOTA.			
749	Albert Lea	Luther Academy	L. S. Swenson	Luth
750	Duluth	The Hardy School	Miss Kate B. Hardy, Miss Anna R. Haire, A. B.	Nonsect
751	Faribault	Bethlehem Academy	Dominican Sister	R. C
752	do	Shattuck School	Rev. James Dobbin, D. D	P. E
753	Fergus Falls	The Park Region Luther College of Fergus Falls.	Rev. O. N. Fosmark	Luth
754	Minneapolis	Minneapolis Academy	Clark L. Herron	Nonsect
755	do	Stanley Hall	Miss Olive A. Evers	Nonsect
756	Montevideo	Windom Institute	C. W. Headley, A. B	Cong
757	Moorhead	Hope Academy	H. W. Ryding	Luth
758	Owatonna	Pillsbury Academy	James W. Ford, Ph. D	Bapt
759	Red Wing	Red Wing Evangelical Lutheran Seminary.	H. H. Bergsland	Luth
760	Rochester	Academy of Our Lady of Lourdes.	Mother M. Matilda	R. C
761	St. Anthony Park	Strÿker Seminary	Miss Anna K. Strÿker	Nonsect
762	St. Joseph	St. Benedict's Academy	Mother Aloysia	R. C
763	St. Paul	Baldwin Seminary	Clinton J. Backus	Nonsect
764	do	Barnard School for Boys	C. N. B. Wheeler, A. B	Nonsect
765	St. Paul (Merriam Park).	College of St. Thomas	James C. Byrne, rector	R. C
766	St. Paul	Convent of the Visitation	Mother Clementine Shepherd.	R. C
767	do	Creton High School	Brother Emery, F. S. C	R. C
768	Sauk Center	Sauk Center Academy and Business College.	Lewis H. Vath	Nonsect
769	Wilder	The Breck School	Eugene Rucker, M. S	Epis
770	Willmar	Willmar Seminary	H. S. Hilleboe	Luth
	MISSISSIPPI.			
771	Banner	Banner College	A. A. Newell	Nonsect
772	Big Creek	Chapel Hill	W. T. Robertson	Meth
773	Binnsville	Fairview Male and Female College.	Leonard L. Vann, president.	Nonsect
774	Blue Springs	Normal College	W. W. Cornelius, president.	Nonsect
775	Brandon	Brandon Female College	Miss F. A. Johnson	Nonsect
776	Braxton	Braxton High School	E. J. Gilmer	Nonsect
777	Buena Vista	Buena Vista Normal College	Robert V. Fletcher	Nonsect
778	Byhalia	Kittie Bowen's Private School.	Miss Kittie Bowen	Nonsect
779	do	Kate Tucker Institute	Miss Kate E. Tucker	Nonsect
780	do	Waverly Institute	E. H. Randle, A. M	Nonsect
781	Carrollton	Worthington Institute	Z. Taylor Leavell	Bapt
782	Cascilla	Cascilla Normal College	D. F. Montgomery	Nonsect
783	Chester	Chester Normal High School	E. E. Castles	Nonsect
784	Clarkson	Woodland Academy	J. B. Scott, president	M. E. So
785	Columbia	Columbia High School	Lucretius H. Ross	Nonsect
786	College Hill	College Hill Classical School	Rev. R. W. Mecklin	Presb

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	3	0	30	....	....	180	188	....	....	....	....	0	7	....	....	....	.....	.....	741
0	1	0	11	0	0	0	0	0	2	0	0	0	1	.....	.....	4	2, 015	$50, 000	742
0	1	0	25	....	....	0	425	0	0	0	0	0	4	.....	.....	....	300	50, 000	743
0	3	0	40	0	0	0	115	0	0	0	0	0	6	0	0	4	2, 675	93, 019	744
10	0	134	0	0	0	23	0	5	0	30	0	16	0	12	0	4	1, 675	350, 000	745
2	2	55	65	0	0	182	155	....	....	....	....	2	6	4	2	....	.....	.....	746
0	2	0	15	0	0	75	200	0	0	0	0	0	2	0	0	....	200	.....	747
2	0	36	24	0	0	38	31	2	1	....	....	2	4	.....	.....	3	400	.....	748
4	0	9	28	....	....	39	39	3	0	0	0	10	5	3	0	....	200	25, 000	749
0	7	0	40	0	0	7	26	....	....	....	....	0	8	0	8	5	800	.....	750
0	2	0	20	.....	.....	0	20	.....	.....	.....	.....	0	2	0	0	....	500	17, 000	751
12	1	149	0	0	0	16	0	6	0	15	0	23	0	13	0	4	2, 500	310, 000	752
5	1	27	8	0	0	85	34	....	....	....	....	12	0	1	0	3	0	.....	753
3	1	50	24	0	0	34	19	4	1	....	....	8	4	8	3	....	400	25, 000	754
0	3	0	37	.....	.....	5	50	0	1	0	4	.....	.....	0	0	....	1, 500	.....	755
2	2	88	62	0	0	0	0	3	2	10	6	8	7	8	7	4	150	20, 000	756
1	1	22	19	0	0	30	4	....	....	....	....	1	1	.....	.....	3	.....	.....	757
5	1	78	80	0	0	18	23	....	....	....	....	10	12	8	7	4	2, 000	125, 000	758
2	0	29	0	....	....	74	0	....	....	....	....	7	0	.....	.....	4	.....	30, 000	759
0	5	15	25	....	....	48	55	....	....	....	....	0	0	.....	.....	....	500	75, 000	760
0	3	0	11	0	0	0	7	0	1	....	....	0	0	0	0	4	500	43, 000	761
0	4	0	48	0	1	0	49	0	38	....	....	0	2	0	2	....	600	30, 000	762
1	5	8	22	0	0	11	19	....	....	....	....	0	5	0	2	....	1, 000	.....	763
1	1	8	0	0	0	4	0	6	0	0	0	0	0	0	0	4	450	400	764
5	0	96	0	0	0	50	0	....	....	22	0	6	0	6	0	....	3, 000	75, 000	765
2	6	0	40	....	....	0	25	0	7	....	....	0	3	.....	.....	.....	1, 012	100, 000	766
5	0	186	0	1	0	152	0	....	....	....	....	8	0	.....	.....	....	450	58, 000	767
3	1	61	34	....	....	35	16	....	....	6	2	5	2	4	1	....	500	3, 000	768
5	1	28	15	0	0	51	20	3	1	1	0	15	5	5	2	4	1, 000	40, 000	769
1	1	22	4	0	0	0	0	2	1	....	....	4	3	.....	.....	4	.....	20, 000	770
2	1	70	45	0	0	35	50	....	....	25	30	0	0	.....	.....	....	.....	1, 000	771
1	0	10	14	0	0	25	32	2	3	....	....	0	0	0	0	....	0	1, 000	772
1	2	30	30	0	0	16	19	3	1	6	3	0	0	0	0	5	100	7, 000	773
3	1	11	4	0	0	51	47	3	4	....	....	4	1	4	1	4	125	1, 250	774
0	2	0	25	.....	.....	0	25	.....	.....	.....	.....	0	5	.....	.....	....	100	.....	775
0	2	41	39	0	0	60	70	2	2	3	2	3	2	2	2	3	200	1, 600	776
1	0	10	16	0	0	40	35	....	....	....	....	1	3	.....	.....	4	300	3, 500	777
0	1	2	12	.....	.....	2	2	0	3	2	3	0	2	.....	.....	....	25	1, 000	778
1	1	8	12	0	0	15	25	....	....	8	12	0	0	0	0	....	600	10, 000	779
2	2	26	36	0	0	29	42	4	1	....	....	3	6	3	1	....	750	5, 000	780
0	4	0	60	0	0	0	15	0	55	....	....	0	2	0	2	....	500	3, 000	781
1	2	15	16	0	0	35	40	....	....	....	....	4	7	.....	.....	4	.....	4, 500	782
1	0	8	8	0	0	30	30	0	0	1	0	0	0	.....	.....	.....	.....	500	783
1	0	9	14	0	0	44	49	9	14	0	0	3	7	3	3	....	.....	3, 000	784
2	0	24	22	0	0	50	73	2	1	0	0	1	0	1	0	2	400	6, 000	785
1	1	20	22	0	0	10	12	6	5	4	6	2	4	1	3	....	300	2, 500	786

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MISSISSIPPI—cont'd.			
787	Corinth	Corinth Male and Female College.	B. R. Morrison	Nonsect.
788	Dixon	Dixon High School	G. W. Huddleston	Nonsect.
789	Edwards	Southern Christian Institute	J. B. Lehman, Ph.B., president.	Disciples of Christ.
790	Fayette	Fayette Academy	J. C. Leger	Nonsect.
791	French Camp	Central Mississippi Institute	J. A. Sanderson	Presb.
792	do	French Camp Academy	Jackson Reeves	Presb.
793	Gatewood	Walthall High School	A. M. Beauchamp	Nonsect.
794	Gillsburg	Gillsburg Collegiate Institute	Charles Hooper	Bapt.
795	Grenada	Grenada Collegiate Institute	Rev. Jno. W. Malone, A. M	M. E. So.
796	Holly Springs	Malone College	Rev. J. W. Honnell	Meth.
797	do	North Mississippi Presbyterian College.	Mrs. E. T. Taliaferro	Presb.
798	do	St. Thomas Hall	Rev. Peter Gray Sears, president.	Epis.
799	Houston	Mississippi Normal College	H. B. Abernethy	Nonsect.
800	Kilmichael	Kilmichael High School	J. W. Lucas, A. B.	Nonsect.
801	Kosciusko	Kosciusko Male and Female Institute.	Miss Ellen McNulty	Nonsect.
802	Lake Como	Lake Como Institute	W. A. Roper and J. L. Shewmake, A. M.	Nonsect.
803	Lexington	Lexington Normal College	Dickey & Smith	Nonsect.
804	Liberty	Liberty Male and Female College.	P. L. Marsalis	Nonsect.
805	Louisville	Louisville Normal School	J. R. Leach	Nonsect.
806	Lumberton	Lumberton High School	A. L. Summer	Nonsect.
807	Meridian	Meridian Academy	G. G. Logan	M. E.
808	Montrose	Brandon District High School	L. D. McLaurin	Meth.
809	Moss Point	Moss Point High School	Morrison H. Caldwell	Nonsect.
810	Natchez	Cathedral Commercial School	Brother Gabriel	R. C.
811	do	Natchez College	S. N. C. Owen	Bapt.
812	do	St. Joseph School	Sisters of Charity	R. C.
813	Nettleton	Providence College	M. B. Turman	
814	Orwood	Orwood Institute	J. R. Gossett	Nonsect.
815	Oxford	Warren Institute	Mrs. C. A. Lancaster	Nonsect.
816	Pine Valley	Pine Valley Institute	J. A. Jackson	Christian.
817	Pittsboro	Pittsboro Male and Female College.	Charles B. Lisler	Nonsect.
818	Plattsburg	Winston Normal School	H. L. McCleskey	Nonsect.
819	Port Gibson	Chamberlain-Hunt Academy	W. C. Guthrie	Presb.
820	Potts Camp	Reids Institute	A. R. Collins	Nonsect.
821	Saltillo	Saltillo High School	J. M. Kelly and J. S. Thiel-keld.	Bapt.
822	Senatobia	Blackbourn College for Girls	F. Snider, A. B.	
823	Sherman	Normal Institute	David H. Davis	Nonsect.
824	Shubuta	Shubuta High School	Chas. W. Anderson	Nonsect.
825	Sylvarena	Sylvarena High School	T. H. Oden	Nonsect.
826	Tula	Tula Normal Institute and Business College.	C. C. Hughes	Nonsect.
827	Tylertown	Normal Institute	L. L. Hooker	Nonsect.
828	Union Church	Union Church High School	C. W. Grafton	Nonsect.
829	Vaiden	Miss Sanderson's School	Miss Julia Sanderson	Nonsect.
830	Yale	Oakland Normal Institute	J. T. Holley	Bapt.
	MISSOURI.			
831	Appleton City	Appleton City Academy	G. A. Theilman	Nonsect.
832	Arcadia	Ursuline Academy and Ursuline Day School.	Mother Marian	R. C.
833	Ashley	Watson Seminary	A. R. Coburn	Nonsect.
834	Boonville	Cooper Institute	Anthony Haynes	Nonsect.
835	do	Kemper Family School	T. A. Johnston	Nonsect.
836	do	Megquier Seminary	Miss Julia Megquier	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	0	10	19	0	0	45	26	.....	.....	.....	.....	0	0	0	0	4	0	.....	787
1	1	16	22	0	0	30	45	.....	.....	.....	.....	0	0	0	0	5	136	$800	788
1	5	39	34	39	34	10	10	8	3	10	15	0	0	5	1	3	1,000	1,500	789
1	0	9	7	0	0	19	17	2	3	0	1	0	0	.....	.....	.....	400	5,000	790
2	3	0	51	0	0	0	9	.....	.....	.....	.....	0	12	.....	.....	.....	1,000	5,000	791
2	0	35	0	0	0	18	0	17	0	6	0	3	0	3	0	.....	0	4,500	792
1	1	11	8	0	0	44	52	11	8	.....	.....	2	0	2	0	.....	0	2,000	793
1	1	10	10	0	0	60	40	.....	.....	.....	.....	1	0	1	0	4	200	3,000	794
1	4	0	40	.....	.....	12	16	.....	.....	.....	.....	0	6	.....	.....	4	200	5,000	795
0	1	0	35	0	0	0	35	0	6	.....	.....	0	3	0	3	.....	55	15,000	796
1	5	0	50	0	0	0	20	0	50	0	0	0	8	.....	.....	.....	300	20,000	797
4	1	49	0	0	0	0	0	36	0	13	0	0	0	0	0	4	1,000	30,000	798
3	2	145	176	0	0	52	57	6	8	14	20	6	14	.....	.....	.....	748	20,000	799
2	0	14	18	0	0	25	27	12	15	2	3	.....	.....	.....	.....	.....	.....	2,000	800
0	2	13	21	0	0	20	16	.....	.....	.....	.....	0	0	0	0	.....	0	1,500	801
2	0	40	35	0	0	20	20	2	0	0	0	4	0	.....	.....	.....	100	1,250	802
2	2	60	60	0	0	60	50	3	4	12	20	8	7	0	0	.....	500	8,000	803
2	1	15	21	0	0	23	20	2	0	.....	.....	1	1	1	0	.....	.....	5,000	804
1	1	20	10	0	0	40	30	5	6	4	5	0	0	0	0	.....	300	.....	805
1	0	12	13	.....	.....	30	35	2	0	.....	.....	1	3	.....	.....	.....	25	1,500	806
0	4	63	102	63	102	27	27	6	2	.....	.....	10	10	10	10	.....	230	10,000	807
1	1	12	8	0	0	60	55	.....	.....	.....	.....	2	0	0	0	.....	.....	1,500	808
2	0	22	20	0	0	25	26	5	5	5	4	2	5	2	5	.....	200	3,000	809
2	0	50	0	0	0	66	0	3	0	5	0	1	0	1	0	.....	1,500	40,000	810
1	1	26	28	26	28	24	28	5	0	.....	.....	3	0	1	0	.....	.....	10,000	811
0	2	0	15	0	0	0	71	0	0	0	0	0	2	0	0	.....	.....	.....	812
0	2	50	20	0	0	30	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	2,000	813
2	0	12	20	0	0	22	26	4	8	8	12	0	0	0	0	.....	0	800	814
0	2	12	11	.....	.....	10	5	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	815
0	1	26	20	0	0	14	16	.....	.....	.....	.....	3	2	.....	.....	.....	48	600	816
1	1	10	8	0	0	40	45	5	2	.....	.....	3	1	3	1	.....	.....	1,800	817
1	0	23	32	.....	.....	33	26	0	0	0	0	4	4	.....	.....	4	.....	1,500	818
4	0	70	0	.....	.....	15	0	25	0	.....	.....	.....	.....	.....	.....	.....	.....	40,000	819
0	2	20	15	0	0	78	66	6	5	5	7	6	5	6	5	.....	85	800	820
0	1	19	17	0	0	50	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	1,500	821
0	1	0	30	0	0	0	71	0	5	.....	.....	0	9	0	2	4	150	2,500	822
2	0	15	10	0	0	105	95	0	0	0	0	0	0	0	0	.....	500	3,000	823
1	0	14	12	0	0	31	23	.....	.....	.....	.....	0	0	0	0	.....	0	2,500	824
1	1	37	24	0	0	14	10	2	0	0	0	0	0	0	0	.....	300	1,000	825
2	0	20	30	0	0	75	100	4	3	7	5	6	2	6	2	3	.....	2,000	826
1	2	21	25	0	0	33	45	15	17	6	8	0	0	0	0	.....	250	2,000	827
3	1	35	40	0	0	10	15	10	5	.....	.....	1	8	1	2	.....	150	6,000	828
0	1	4	8	0	0	8	30	.....	.....	.....	.....	0	0	0	0	.....	50	600	829
2	1	14	19	0	0	33	42	3	4	8	7	6	7	.....	.....	.....	700	2,000	830
4	0	33	17	0	0	50	50	.....	.....	.....	.....	4	2	3	0	5	.....	3,380	831
0	3	0	39	0	0	12	72	0	14	0	3	0	2	0	0	3	5,000	.....	832
2	1	33	29	0	0	0	0	8	4	0	1	5	1	5	1	3	1,000	8,000	836
1	1	13	20	.....	.....	15	10	8	3	.....	.....	0	2	.....	.....	.....	500	8,000	833
4	0	39	0	0	0	8	0	7	0	8	1	3	0	3	0	5	1,600	50,000	834
0	2	0	14	.....	.....	2	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	6,000	835

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MISSOURI—continued.			
837	Brookfield	Brookfield College	M. H. Reasor	Presb.
838	Butler	Butler Academy	J. McC. Martin	Presb.
839	Caledonia	Bellevue Collegiate Institute	Nelson B. Henry	M. E. So.
840	Camden Point	Camden Point Military Institute.	J. Porter Cummings, president.	Nonsect.
841	do	Female Orphan School of the Christian Church.	C. A. Moore	Christian.
842	Chillicothe	St. Joseph's Academy	Mother Seraphine	R. C.
843	Clarence	Macon District High School	Joe J. Pritchett	M. E. So.
844	Clarksburg	Clarksburg College	H. T. Morton, A. M., D. D.	Bapt.
845	do	Hooper Institute	J. N. Hooper	Nonsect.
846	Clinton	Clinton Academy	W. M. Godwin	Nonsect.
847	College Mound	McGee College	Robert E. Hatton, A. M.	Nonsect.
848	Columbia	University Academy	John W. Wilkinson, sec'y.	Nonsect.
849	Concordia	St. Paul's College	J. H. C. Kaeppel	Ger. Ev. Luth.
850	Dadeville	Dadeville Academy	Geo. Melcher	Nonsect.
851	Farmington	Elmwood Seminary	Miss T. H. Holliday	Presb.
852	Florisant	St. Stanislaus Seminary	Rev. Thomas O'Neil, S. J.	R. C.
853	Fulton	The Orphan School of the Christian Church of Missouri.	Frank W. Allen	Christian.
854	Gravelton	Concordia College	Rev. L. M. Wagner, A. M.	Nonsect.
855	Henderson	Henderson Academy and Business Institute.	W. F. Foster	Nonsect.
856	Holden	St. Cecilia's Seminary	Sister M Purification	R. C.
857	Humphreys	Chillicothe District High School	J. S. Herrington	M. E. So.
858	Iberia	Iberia Academy	G. Byron Smith	Cong.
859	Independence	Woodland College	Geo. S. Bryant	Christain.
860	Kansas City	Educational Institute	Carl G. Rathmann	Nonsect.
861	do	Private School for Girls	Miss Ada Braun	Nonsect.
862	Kidder	Kidder Institute	G. W. Shaw, A. M.	Cong.
863	Kirkwood	Kirkwood Military Academy and Glendale Institute.	Edward A. Haight	Nonsect.
864	Lexington	Wentworth Military Academy	Sanford Sellers, A. M.	Nonsect.
865	Liberty	Liberty Female College	F. Menefee	Nonsect.
866	Louisiana	McCune College	H. J. Greenwell	Bapt.
867	Marble Hill	Mayfield-Smith Academy	Prof. E. R. Graham	Bapt.
868	Maryville	Maryville Seminary	Prof. C. O. Merica, A. M.	M. E.
869	Mexico	Missouri Military Academy	A. F. Fleet	Nonsect.
870	Middle Grove	Middle Grove College and Business Institute.	Isom Roberts	Nonsect.
871	Mill Spring	Hale's College	W. H. Hale	Nonsect.
872	Moundville	Cooper College	C. H. Miles, president	Nonsect.
873	Mountain Grove	Mountain Grove Academy	Wm. H. Lynch, A. M.	Nonsect.
874	Mount Vernon	Mount Vernon Academy	B. D. Rowlee	Presb.
875	Nevada	Cottey College	Mrs. V. A. C. Stockard	M. E. So.
876	do	Nevada Seminary	Mrs. Lula G. Elliott	Nonsect.
877	Odessa	Odessa College and Business Institute.	J. R. McChesney	Nonsect.
878	Olney	Olney Institute	Geo. P. Welch	Nonsect.
879	Perry	Perry Institute and Business College.	M. V. Bashore	Nonsect.
880	Pilot Grove	Pilot Grove Seminary	James W. Taylor, A. M.	Nonsect.
881	Rensselaer	Van Rensselaer Academy	J. E. Anderson	Presb.
882	St. Charles	Sacred Heart Academy	Rose Conway	R. C.
883	St. Joseph	Sacred Heart Academy	Madame A. M. Niederkorn	R. C.
884	do	Young Ladies' Institute	Miss Irene B. Palmer	Nonsect.
885	St. Louis (Meremac st.)	Academy of the Sacred Heart	Genevieve Gancé	R. C.
886	St. Louis	Bishop Robertson Hall	Sister Catharine	Epis.
887	do	Dozier School	Cynthia P. Dozier	Nonsect.
888	do	Edgar School	Miss Anna Edgar	Nonsect.
889	do	Educational Institute	J. Toinsfeldt	Nonsect.
890	do	Hosmer Hall	Misses Shepard and Mathews.	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3	2	69	79	0	0	5	7	10	12	22	34	1	6	1	2	3	100	$15,000	837
1	2	29	19	0	0	0	0	4	1	----	----	0	1	0	0	4	170	9,875	838
2	1	50	43	0	0	46	30	----	----	----	----	0	0	0	0	4	500	10,000	839
2	0	47	0	0	0	0	0	5	0	2	0	6	0	6	0	----	80	4,000	840
0	2	0	30	----	----	0	20	----	----	----	----	0	8	----	----	----	----	30,000	841
0	2	0	25	----	----	0	20	0	10	0	15	----	----	0	7	----	----	----	842
4	5	38	57	0	0	12	18	----	----	----	----	3	0	----	----	----	----	25,000	843
1	1	53	18	0	0	7	6	16	10	20	8	5	1	0	0	4	2,000	10,000	844
4	1	50	30	0	0	0	0	5	0	----	----	8	9	3	1	3	1,000	10,000	845
4	1	28	25	12	8	3	1	5	2	----	----	1	1	----	----	6	800	5,000	846
7	3	125	100	0	0	35	40	18	17	9	7	5	10	5	10	4	1,500	25,000	847
5	0	80	20	0	0	0	0	----	----	----	----	10	4	10	4	3	500	8,000	848
4	0	94	0	0	0	0	0	0	0	0	0	10	0	----	----	----	----	15,000	849
2	0	31	15	0	0	40	20	10	3	20	12	0	0	0	0	4	200	1,600	850
0	3	0	51	0	0	13	13	0	0	0	0	0	2	0	0	3	200	25,000	851
8	0	80	0	0	0	0	0	0	0	----	----	----	----	----	----	----	10,000	60,000	852
1	4	0	60	----	----	0	40	----	----	----	----	0	8	----	----	----	1,500	80,000	853
2	1	38	18	0	0	25	20	----	----	----	----	3	0	----	----	3	----	2,000	854
2	1	28	25	0	0	30	14	----	----	----	----	0	0	----	----	----	250	----	855
0	6	28	47	----	----	35	50	4	3	----	----	4	3	3	4	----	325	3,000	856
5	0	40	44	----	----	24	27	----	----	----	----	4	5	----	----	4	0	10,000	857
1	3	32	29	0	0	0	0	4	1	7	4	2	0	2	0	4	300	4,000	858
0	1	13	18	----	----	2	12	----	----	----	----	1	7	----	----	4	1,200	20,000	859
1	1	18	4	0	0	48	15	5	1	4	0	2	3	1	1	3	500	30,000	860
0	5	8	27	0	0	16	39	5	1	0	6	0	2	0	1	----	700	----	861
1	3	70	71	0	0	0	0	10	0	5	0	5	6	3	1	4	1,500	30,000	862
1	1	15	7	0	0	10	0	----	----	----	----	0	3	0	3	----	150	25,000	863
6	1	60	0	0	0	0	0	10	0	25	0	10	0	6	0	3	300	30,000	864
1	9	0	110	----	----	0	50	----	----	0	20	----	----	----	----	4	100	75,000	865
2	2	40	35	0	0	15	22	3	4	15	12	2	5	2	5	3	2,000	12,000	866
2	2	16	16	0	0	2	2	2	2	0	0	0	0	0	0	----	----	8,000	867
4	4	70	70	0	0	0	0	30	20	8	0	9	10	----	----	4	1,000	12,000	868
8	0	82	0	0	0	15	0	10	0	23	0	22	0	20	0	----	800	85,000	869
4	2	30	35	----	----	10	15	----	----	6	8	----	----	2	5	3	160	6,000	870
1	1	8	6	0	0	25	37	14	6	1	3	----	----	----	----	----	----	10,000	871
2	2	21	20	0	0	0	0	16	14	6	4	2	0	----	----	2	----	6,000	872
3	2	68	60	0	0	211	200	0	0	68	60	8	2	----	----	4	155	10,000	873
2	1	25	11	0	0	18	28	1	0	2	0	4	2	2	0	4	50	6,000	874
0	4	10	50	0	0	10	25	----	----	----	----	1	6	----	----	----	400	30,000	875
0	1	23	46	0	0	5	10	0	10	0	15	1	5	----	----	4	500	3,000	876
2	1	27	17	0	0	26	12	0	0	0	0	1	1	0	0	4	200	6,000	877
1	1	16	7	0	0	20	5	0	2	1	3	0	0	0	0	4	100	3,000	878
1	1	14	24	0	0	12	15	0	9	5	7	3	5	0	0	----	0	6,000	879
0	2	7	54	----	----	8	10	----	----	----	----	1	4	----	----	----	400	6,500	880
1	0	12	0	0	0	3	5	1	0	----	----	0	0	----	----	----	----	2,000	881
0	6	0	49	----	----	0	6	0	31	----	----	0	4	----	----	----	1,200	250,000	882
0	3	0	75	----	----	0	85	----	----	----	----	0	4	----	----	----	----	----	883
0	1	0	16	----	----	0	12	----	----	0	10	0	4	----	----	4	300	20,000	884
0	11	0	56	0	0	0	29	0	14	0	0	0	7	0	0	----	3,000	----	885
2	2	0	32	0	0	3	38	0	0	0	0	0	2	----	----	5	1,500	75,000	886
0	1	0	10	0	0	15	45	0	0	0	0	0	0	0	0	----	400	----	887
1	2	0	25	----	----	0	30	----	----	0	10	----	----	----	----	4	250	----	888
2	0	57	0	0	0	188	0	----	----	8	0	8	0	----	----	3	1,263	32,700	889
1	3	0	64	0	0	0	40	0	10	0	6	0	8	0	2	5	300	----	890

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	MISSOURI—continued.			
891	St. Louis	Rugby Academy	Denham Arnold	Nonsect
892	do	St. Louis Collegiate Institute	Miss Fannie H. Dodge	Nonsect
893	do	Ursuline Academy and Day School.	Mother M. Seraphine	R. C
894	do	Walther College	August C. Burgdorf	Luth
895	Sedalia	Mrs. Miller's Seminary	Mrs. R. T. Miller	Nonsect
896	Sikeston	Sikeston Academy	Robert Oliver Prewitt	Nonsect
897	Sprague	Bryant Institute	S. E. Taylor	M. E. So
898	Spring Garden	Miller County Institute	H. M. Sutton, J. Roberts	Nonsect
899	Sweet Springs	Marmaduke Military Academy	Leslie Marmaduke	Nonsect
900	do	Sweet Springs Academy	J. E. Barnett	Nonsect
901	Wyaconda	Wyaconda College	J. W. Attebury	Bapt
	MONTANA.			
902	Butte	Newill Academy	A. C. Newill	
903	Helena	St. Vincent's Academy	Sister Columba	R. C
904	Miles City	Ursuline Convent of the Sacred Heart.	Ursaline Sisters	R. C
905	Missoula	Sacred Heart Academy	Sister Aristides	R. C
	NEBRASKA.			
906	Beatrice	Blake School	Henry N. Blake	Nonsect
907	Chadron	Chadron Academy	John N. Bennett	Cong
908	Columbus	St. Francis Academy	Rev. Pacificus Kohuen	R. C
909	Crete	German Pro-Seminary	E. G. L. Mannhardt	Cong
910	Douglas	Douglas Seminary	J. Willard Miller	M. E
911	Franklin	Franklin Academy	Alexis C. Hart, A. M	Cong
912	Grand Island	Grand Island College	Geo. Sutherland, A. M., B. D., president.	Bapt
913	Kearney	Platte Collegiate Institute	Clarence Albert Murch	P. E
914	Lincoln	Worthington Military Academy.	Edward De S-Juny, M. A.	Epis
915	Omaha	Brownell Hall	Robert Doherty	P. E
916	do	St. Catherine's Academy		R. C
917	Pawnee City	Pawnee City Academy	H. W. Speer	Un. Presb.
918	Wahoo	Luther Academy	S. M. Hill	Luth
919	Weeping Water	Weeping Water Academy	Rev. C. A. Richardson, A. M., acting principal.	Cong
	NEVADA.			
920	Reno	Whitaker Hall	Clara Colburne	Epis
921	Virginia City	St. Mary's School	Sister Baptista	R. C
	NEW HAMPSHIRE.			
922	Andover	Proctor Academy	James F. Morton	Unitarian.
923	Canterbury	Kezer Seminary	Herbert W. Small	Bapt
924	Center Stafford	Austin Academy	A. E. Thomas	Nonsect
925	Concord	St. Mary's School	Elizabeth M. Montague Gainforth.	P. E
926	do	St. Paul's School	Rev. Henry A. Coit	P. E
927	Derry	Pinkerton Academy	G. W. Bingham	Nonsect
928	Epping	Watson Academy	Wm. S. Mason, A. B	Nonsect
929	Exeter	The Phillips Exeter Academy	Charles Everett Fish	Nonsect
930	do	Robinson Female Seminary	George Newton Cross, A. M.	Nonsect
931	Francestown	Francestown Academy	Howard P. Haines	Nonsect
932	Franconia	Dow Academy	Fred'k W. Ernst	Cong
933	Gilmanton	Gilmanton Academy	S. W. Robertson	Cong
934	Hampstead	High School	F. E. Merrill	
935	Kingston	Sanborn Seminary	Charles H. Clark, A. M	Nonsect
936	Meriden	Kimball Union Academy	W. H. Cummings	Cong

other private secondary schools for 1893–94—Continued

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
5	0	82	0	0	0	12	0	....	....	....	....	10	0	5	0	5	.....	$25,000	891
0	1	7	13	....	....	5	3	0	1	....	....	0	1	....	....	....	.....	.....	892
0	5	0	70	0	0	0	200	0	70	....	....	0	0	....	....	....	1,220	70,000	893
5	1	94	25	0	0	....	....	....	....	....	....	8	1	....	....	4	300	50,000	894
1	2	0	31	0	0	3	6	0	7	0	5	0	7	0	5	....	300	9,000	895
1	1	12	15	0	0	0	0	4	6	0	0	0	0	0	0	....	0	5,000	896
1	0	8	8	....	....	22	18	8	8	....	....	0	0	0	0	....	100	2,000	897
1	1	18	25	....	....	12	15	1	2	1	3	1	0	....	....	4	.....	3,000	898
2	0	37	0	0	0	21	0	4	0	3	0	7	0	7	0	....	.....	.....	899
3	2	30	30	0	0	1	1	2	3	....	....	....	....	....	....	4	100	2,500	900
1	0	13	13	0	0	0	0	0	0	4	2	0	0	0	0	....	150	2,000	901
1	1	18	17	0	0	5	5	4	0	....	....	3	0	3	0	....	.....	.....	902
0	2	0	30	....	....	50	70	....	....	....	....	....	....	....	....	....	500	40,000	903
0	1	0	19	0	0	0	20	0	9	0	10	....	....	....	....	....	.....	.....	904
0	1	0	10	0	0	35	75	0	5	0	0	0	2	0	0	....	60	20,000	905
1	2	22	18	0	0	24	24	0	3	0	2	....	....	....	....	....	400	5,000	906
2	2	14	21	0	0	....	....	5	8	2	2	2	7	2	7	3	600	15,000	907
1	3	14	36	0	0	100	100	2	0	....	....	0	0	0	0	....	30	30,000	908
2	0	12	0	0	0	....	....	8	0	....	....	0	0	....	....	4	700	5,000	909
2	2	23	28	0	0	....	....	1	1	....	....	1	3	1	3	....	.....	6,000	910
3	2	53	47	0	0	22	8	18	8	16	13	1	9	6	1	4	3,000	18,400	911
2	1	31	13	0	0	32	22	12	4	....	....	0	0	0	0	4	400	60,000	912
3	2	90	45	0	0	8	7	2	2	14	4	0	0	0	0	4	150	25,000	913
4	1	21	0	0	0	12	0	2	0	5	0	6	0	3	0	6	350	75,000	914
2	1	0	52	....	....	0	25	0	4	....	....	0	6	....	....	4	2,800	.....	915
0	6	0	20	0	0	15	24	0	11	....	....	0	2	0	2	....	.....	.....	916
2	2	45	25	0	0	0	0	8	6	....	....	1	3	1	3	4	200	15,000	917
2	1	37	14	22	4	41	15	22	4	....	....	3	3	3	2	3	900	24,556	918
2	1	20	19	0	0	5	17	2	1	2	1	6	3	4	3	....	100	700	919
0	4	0	29	0	0	5	19	0	0	0	11	0	5	0	2	4	500	6,000	920
0	1	0	10	....	....	13	75	....	....	0	0	0	3	0	0	....	200	.....	921
1	2	16	14	0	0	0	0	2	0	1	0	1	3	1	0	4	1,300	20,000	922
1	1	6	4	0	0	9	9	0	0	0	0	0	2	0	0	....	20	7,500	923
1	1	23	13	0	0	2	2	....	....	....	....	3	4	3	1	....	.....	4,000	924
1	1	0	26	....	....	0	0	0	6	....	....	....	....	....	....	....	900	26,000	925
30	0	327	0	0	0	0	0	260	0	54	0	....	....	....	....	6	8,000	.....	926
3	3	32	49	0	0	13	3	8	7	11	17	5	5	5	4	....	3,173	60,000	927
1	0	15	14	0	0	14	11	....	....	....	....	0	0	0	0	....	175	7,000	928
10	0	249	0	7	0	0	0	180	0	50	0	53	0	44	0	4	1,600	158,697	929
1	4	0	120	0	3	0	100	0	15	0	0	0	27	0	5	4	700	120,000	930
1	0	9	10	0	0	0	0	....	....	0	0	0	0	0	0	....	340	2,000	931
2	2	25	9	0	0	33	34	4	1	....	....	....	....	....	....	....	300	15,000	932
2	2	20	25	0	0	0	0	0	0	3	3	3	5	1	0	....	.....	5,000	933
1	0	6	13	0	0	3	8	....	....	....	....	3	6	....	....	....	12	9,000	934
1	2	24	22	0	0	8	10	5	1	1	0	5	4	1	0	....	1,250	.....	935
2	1	62	38	1	2	35	53	....	....	12	21	9	16	9	10	3	1,200	40,000	936

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW HAMPSHIRE—continued.			
937	Milton	Nute High School	William K. Norton	Nonsect.
938	Mount Vernon	McCollom Institute	John B. Welch	Nonsect.
939	New Hampton	New Hampton Literary and Biblical Institute.	Rev. A. B. Messervey, A. M., Ph. D.	Free will Bapt.
940	New London	Colby Academy	Rev. Geo. W. Gile	Bapt.
941	Northwood Center	Coe's Northwood Academy	F. L. Pattee, A. M.	Nonsect.
942	Pembroke	Pembroke Academy	Isaac Walker, A. M.	Nonsect.
943	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A.	P. E.
944	Portsmouth	Morgan School	Miss A. C. Morgan	Nonsect.
945	do	Smith's Academy and Commercial School.	Lewis E. Smith	Nonsect.
946	Reeds Ferry	McGaw Normal Institute	Elmer Ellsworth French, A. M.	Nonsect.
947	Wolfboro	Brewster Free Academy	Edwin H. Lord	Nonsect.
	NEW JERSEY.			
948	Bayonne	School for Young Ladies	Alfred Earl Sloan	Nonsect.
949	Belvidere	Belvidere Classical Academy	Sarah Cecilia Bale	Nonsect.
950	Beverly	Farnum Preparatory School	James B. Dilks, A. M.	Nonsect.
951	Blairstown	Blair Presbyterial Academy	W. S. Eversole, A. M., Ph. D.	Presb.
952	Bloomfield	The German Theological School of Newark, N. J.	Charles E. Knox, D. D., president.	Presb.
953	Bordentown	Adelphic Institute	Rev. Robert Julien, A. M.	Nonsect.
954	do	Bordentown Military Institute	Rev. Thompson H. Landon.	Nonsect.
955	do	Priscilla Braislin School for Girls.	The Misses Braislin	Nonsect.
956	do	St Joseph's Academy	Sister M. Stanislaus	R. C.
957	Bridgeton	Ivy Hall School	Mrs. J. Allen Maxwell	Nonsect.
958	do	The South Jersey Institute	Henry K. Trask	Bapt.
959	do	West Jersey Academy	Phœbus W. Lyon	Presb.
960	Burlington	Van Rensselaer Seminary	Miss Helen M. Freeman	Presb.
961	Camden	Raymond Academy and Kindergarten.	The Misses Ida Northrop, E. M. Tappan.	Nonsect.
962	Deckertown	Seeley's Home School	W. H. Seeley	Nonsect.
963	East Orange (63 Harrison st.).	The East Orange School	Miss H. Louise Underhill	Nonsect.
964	Elizabeth	English and French School for Young Ladies and Little Girls.	The Misses Vail and Dean	
965	do	The Pingry School	W. Herbert Corbin, A. B.	Nonsect.
966	Englewood	Collegiate School for Girls	Caroline M. Gerrish	Nonsect.
967	do	Dwight School for Boys	E. S. Creighton	Nonsect.
968	do	The Englewood School for Boys.	W. Wilberforce Smith	Nonsect.
969	Fort Lee	Institute of Holy Angels	Sister Mary Nonna	R. C.
970	Freehold	Young Ladies' Seminary	Miss Eunice Day Sewall	Nonsect.
971	Hackettstown	Centenary Collegiate Institute	Rev. Geo. H. Whitney, D. D., president.	M. E.
972	Hightstown	Peddie Institute	Rev. Jos. E. Perry, Ph. D.	Bapt.
973	Hoboken	Academy of the Sacred Heart	Sister M. Geraldine	R. C.
974	do	Hoboken Academy	Ernst Richard, Ph. D.	Nonsect.
975	do	Stevens School	Rev. Edward Wall, A. M.	Nonsect.
976	Hoboken (902-904 Bloomfield st.).	Young Ladies' Institute	Matilde Schmedt	
977	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M.	Nonsect.
978	do	St. Peter's College	Rev. J. Harpes, S. J.	R. C.
979	Lakewood	Lakewood Heights School	James W. Morey, A. M.	
980	do	The Oaks	Miss Elizabeth T. Farrington.	Epis.
981	Lawrenceville	Lawrenceville School	Rev. James Cameron Mackenzie, Ph. D.	Presb.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	2	29	39	0	0	0	0	4	6	2	1	3	4	1	0	2	1,000	$35,000	937
1	1	15	10	....	....	0	0	5	0	6	0	3	1	3	0	....	1,500	5,000	938
6	6	117	100	0	0	12	3	....	....	....	....	10	8	5	3	4	4,000	25,000	939
5	6	28	34	1	0	57	41	24	4	15	0	6	5	5	0	....	4,000	.....	940
0	1	12	16	....	....	6	1	2	0	2	6	4	7	0	5	4	1,000	.....	941
1	3	25	31	0	0	0	0	3	1	4	0	1	8	1	2	4	900	5,000	942
3	0	23	0	0	0	9	0	13	0	4	0	0	0	0	0	5	400	45,000	943
0	1	0	14	....	....	5	12	0	2	....	....	....	....	....	....	....	.....	.....	944
3	1	43	13	0	0	0	0	4	0	3	0	10	6	0	2	....	.....	.....	945
2	4	25	40	0	0	10	10	0	5	8	2	2	9	2	4	4	600	12,000	946
4	2	52	55	0	0	0	0	13	12	2	0	6	13	1	4	....	800	60,000	947
0	1	0	16	0	0	0	24	....	....	....	....	0	4	....	....	....	1,000	.....	948
1	2	13	10	0	0	2	9	4	1	....	....	0	0	0	0	....	0	.....	949
1	2	5	27	0	0	56	62	0	2	0	0	0	10	0	0	....	.....	20,000	950
5	3	74	63	0	0	0	0	38	21	12	2	3	6	3	3	....	1,200	400,000	951
5	0	26	0	0	0	0	0	26	0	....	....	....	....	....	....	....	4,000	22,000	952
1	0	13	0	0	0	0	0	....	....	....	....	....	....	....	....	....	.....	.....	953
5	0	31	0	....	....	9	0	4	0	20	0	4	0	4	0	4	.....	35,000	954
0	3	0	17	0	0	7	17	0	11	0	0	0	6	0	0	4	.....	.....	955
0	2	0	20	0	0	0	20	....	....	....	....	0	2	....	....	....	.....	40,000	956
0	1	0	32	0	0	0	6	0	5	0	0	0	3	0	2	4	.....	.....	957
4	3	128	42	0	0	3	2	39	5	19	0	11	10	9	1	3	2,000	85,000	958
4	0	43	0	0	0	14	0	22	0	21	0	12	0	8	0	....	2,000	60,000	959
0	1	8	6	0	0	15	14	2	0	0	0	2	2	2	0	....	.....	.....	960
0	3	0	31	0	0	14	18	0	3	....	....	0	6	0	2	4	.....	.....	961
1	1	12	12	0	0	6	7	1	1	0	0	0	0	0	0	....	.....	8,000	962
0	6	0	53	0	0	20	24	0	20	0	30	0	5	0	1	3	.....	1,800	963
0	5	0	45	....	....	0	35	0	4	0	3	0	13	0	3	....	.....	.....	964
4	0	87	0	0	0	29	0	20	0	22	0	11	0	7	0	5	150	40,000	965
1	3	0	31	....	....	5	6	0	16	....	....	0	4	0	4	5	.....	.....	966
1	4	0	45	0	0	15	73	....	....	....	....	0	1	0	1	....	420	35,000	967
3	1	29	0	0	0	30	0	10	0	18	0	7	0	4	0	....	200	23,000	968
0	1	0	20	0	0	0	40	0	0	0	20	0	2	0	0	3	900	.....	969
0	3	0	37	0	0	0	15	....	....	....	....	0	6	0	2	4	400	20,000	970
7	7	115	108	0	0	0	0	25	10	28	5	15	13	15	13	....	2,000	230,000	971
6	8	122	71	0	0	8	4	30	0	40	12	26	7	20	3	4	44,312	325,000	972
0	3	0	16	....	....	18	76	....	....	....	....	0	1	....	....	....	.....	.....	973
2	2	38	28	0	0	158	12	3	0	6	0	9	8	2	0	4	1,000	27,000	974
11	0	214	0	0	0	0	0	2	0	208	0	62	0	61	0	....	.....	52,976	975
0	11	0	150	0	0	....	....	....	....	....	....	0	10	....	....	....	2,000	.....	976
8	5	160	121	0	0	65	55	28	16	20	2	6	8	5	2	5	500	100,000	977
10	0	235	0	0	0	0	0	0	0	0	0	....	....	....	....	7	.....	.....	978
4	0	31	0	....	....	5	0	8	0	23	0	5	0	5	0	....	500	30,000	979
0	2	1	21	....	....	7	1	0	1	....	....	....	....	....	....	....	2,000	400	980
18	0	301	0	0	0	0	0	200	0	101	0	40	0	40	0	4	2,500	1,000,000	981

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW JERSEY—cont'd.			
982	Matawan	Glenwood Collegiate Institute.	Casper G. Brower	Nonsect
983	Mont Clair	Mont Clair Military Academy.	J. G. MacVicar	Nonsect
984	Morristown	Miss Dana's School for Girls	Miss E. Elizabeth Dana	Nonsect
985	do	Friends' Academy	Wm. F. Overman	Friends
986	do	Friends' High School	Frances B. Smith	Friends
987	do	Morris Academy	Charles D. Platt	Nonsect
988	do	St. Bartholomew's School	Rev. F. E. Edwards, head master.	Epis
989	Mount Holly	Mount Holly Academy	Rev. James F. Coale	Presb
990	Newark (21 Walnut st.).	Miss Hall's School for Girls	Miss Clara L. Hall	Nonsect
991	Newark (99 Spruce st.).	Newark Academy	Samuel A. Farrand	Nonsect
992	Newark (27 Hill st.)	The Newark Seminary	Miss Anna F. Whitmore	Nonsect
993	Newark (54 Park place).	Miss Townsend's School	Miss Anna P. Townsend	Presb
994	New Brunswick (66 Bayard st.).	The Misses Anable's School	Miss Harriet I. Anable	Nonsect
995	New Brunswick	Rutgers College Preparatory School.	Eliot R. Payson	Reformed
996	do	St. Agnes Academy	Sister Agnes Regina	R. C
997	New Egypt	New Egypt Classical Seminary	Geo. D. Horner	
998	Newton	Newton Collegiate Institute	Joel Wilson	Nonsect
999	Orange	Dearborn-Morgan School	D. A. Kennedy, J. B. Dearborn, and A. B. Morgan.	Nonsect
1000	do	Orange Academy	Rev. C. H. W. Stocking, D. D.	Nonsect
1001	Paterson	The Paterson Classical and Scientific School.	L. A. Rogers, A. M.; David Magie, A. B.	Nonsect
1002	Pennington	Pennington Seminary	Rev. Thomas Hanlon, D. D., LL. D.	M. E
1003	Plainfield	Harned Academy	Geo. C. Harrison	Nonsect
1004	Plainfield (815 Second place).	Leal's School for Boys	John Leal	Nonsect
1005	Plainfield (123 W. Seventh st.).	Plainfield Seminary for Young Ladies.	Miss Eliza E. Kenyon	Nonsect
1006	Pompton	The Henry C. De Mille Preparatory Boarding School.	Mrs. H. C. De Mille	Nonsect
1007	Princeton	The Princeton Preparatory School.	J. B. Fine	Nonsect
1008	Rahway	Friends' School	Miss Ella T. Gause	Friends
1009	Salem	Salem Friends' School	Miss Anna M. Ambler	Friends
1010	Short Hills	Baquet Institute	Miss Harriet Stuart Baquet.	Epis
1011	do	Short Hills Academy	Alfred C. Arnold	Nonsect
1012	Somerville	Somerville Classical School	Rev. James A. Mets	
1013	Summit	St. George's Hall	Hartman Naylor, head master.	Epis
1014	do	Summit Academy	James Heard, A. M	Nonsect
1015	do	Summit Collegiate Institute	Martin Bähler	Nonsect
1016	Woodbury	Woodbury Private School	Curtis J. Lewis	Nonsect
	NEW MEXICO.			
1017	Albuquerque	Albuquerque Academy	George S. Ramsay	Cong
1018	Las Cruces	Visitation Academy	Sister M. Rosine	R. C
1019	Las Vegas	Las Vegas Academy	N. C. Campbell, M. A	Cong
1020	Santa Fe	Academy of our Lady of Light.	Mother Francisca Lamy	R. C
1021	do	St. Michael's College	Brother Botulph	R. C
	NEW YORK.			
1022	Adams	Adams Collegiate Institute	Prof. O. B. Rhodes	Nonsect
1023	Albany, Kenwood	Academy of the Sacred Heart.	Madame Mary Burke	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	3	23	27	0	0	8	9	1	4	2	0	4	1	2	0	....	.....	$10,000	982
3	0	30	0	0	0	42	0	5	0	20	0	2	0	1	0	3	500	.....	983
2	9	0	70	0	0	0	42	0	2	0	8	0	7	0	0	4	475	.....	984
1	2	26	27	0	0	16	20	2	0	1	0	0	0	.....	.....	3	1,300	15,000	985
0	5	36	35	0	0	10	15	1	2	0	0	2	4	1	2	....	0	7,000	986
2	1	26	0	0	0	24	0	1	0	3	0	4	0	4	0	4	.....	.....	987
3	0	25	0	0	0	23	0	.....	.....	.....	.....	1	0	1	0	....	1,000	50,000	988
2	0	19	0	.....	.....	19	0	4	0	6	0	4	0	4	0	4	300	10,000	989
0	3	0	20	0	0	0	10	0	5	0	0	0	7	0	2	....	600	.....	990
9	0	188	0	0	0	89	0	55	0	64	0	15	0	12	0	5	200	90,000	991
0	3	0	26	0	0	0	16	0	6	0	0	0	1	0	0	4	750	1,500	992
0	5	0	40	.....	.....	0	35	0	5	0	1	0	3	.....	.....	.....	300	.....	993
1	5	0	40	.....	.....	0	20	0	0	0	10	0	5	0	5	....	.....	30,000	994
4	1	92	5	2	0	43	21	48	5	44	0	27	0	27	0	4	.....	.....	995
0	4	20	30	.....	.....	275	300	.....	.....	.....	.....	.....	.....	.....	.....	....	700	60,000	996
1	1	19	9	0	0	3	1	3	0	3	0	.....	.....	.....	.....	....	300	6,000	997
1	0	15	7	0	0	.....	.....	12	5	4	0	.....	.....	.....	.....	4	1,000	24,000	998
3	5	42	112	0	0	45	44	20	4	2	5	1	3	1	0	2	460	37,000	999
0	2	11	5	0	0	11	20	6	4	.....	.....	1	0	.....	.....	.....	.....	5,000	1000
3	0	45	0	0	0	20	0	0	0	0	0	0	0	0	0	....	.....	12,000	1001
8	10	190	74	2	0	10	5	80	0	100	20	16	16	12	2	....	1,000	160,000	1002
2	2	20	2	.....	.....	8	4	10	4	5	0	7	2	5	2	3	600	30,000	1003
4	0	52	0	0	0	15	0	29	0	5	0	15	0	10	0	....	.....	.....	1004
0	4	0	49	0	0	0	29	0	2	0	1	0	5	0	0	....	1,500	50,000	1005
1	1	6	9	0	0	13	15	2	4	4	4	.....	.....	5	6	4	800	25,000	1006
4	0	45	0	0	0	0	0	25	0	20	0	20	0	13	0	4	.....	.....	1007
1	0	1	11	0	0	6	11	.....	.....	1	4	0	0	0	0	3	.....	.....	1008
0	2	11	17	0	0	22	23	5	6	8	9	0	0	0	0	4	.....	.....	1009
0	3	0	29	1	4	.....	.....	0	1	.....	.....	0	1	.....	.....	.....	3,000	2,000	1010
1	1	4	3	0	0	10	0	4	0	0	0	1	0	1	0	....	160	22,000	1011
2	0	15	4	.....	.....	5	1	8	1	.....	.....	1	1	1	1	4	.....	7,000	1012
3	0	51	0	0	0	25	0	18	0	12	0	10	0	7	0	5	200	.....	1013
4	0	34	0	0	0	7	0	10	0	10	0	.....	.....	.....	.....	3	300	15,000	1014
0	2	0	30	0	0	2	14	0	2	0	0	0	0	.....	.....	.....	.....	500	1015
1	1	14	10	.....	.....	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	80	1016
2	2	7	19	.....	.....	3	4	.....	.....	.....	.....	.....	.....	.....	.....	....	500	25,000	1017
0	2	0	25	.....	.....	0	15	.....	.....	0	8	.....	.....	.....	.....	.....	.....	20,000	1018
0	2	16	20	.....	.....	22	28	.....	.....	6	3	4	2	4	2	....	100	10,000	1019
0	2	0	10	0	0	0	42	.....	.....	.....	.....	0	1	0	1	....	.....	.....	1020
4	0	34	0	0	0	50	0	2	0	1	0	.....	.....	.....	.....	....	1,580	42,000	1021
2	1	33	22	0	0	6	5	4	1	6	0	12	11	4	1	6	400	40,000	1022
0	7	0	54	0	0	0	46	0	0	0	0	0	5	0	0	....	3,566	400,000	1023

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—cont'd.			
1024	Albany	The Albany Academy	Henry P. Warren	Nonsect
1025	Albany (155 Washington ave.).	Albany Female Academy	Miss Lucy A. Plympton	Nonsect
1026	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Eliphus	R. C
1027	Albany	St. Agnes School	Rt. Rev. W. C. Doane, D. D., LL. D.	Epis
1028	Albany (280 Pearl st.)	St. Joseph's Academy	Brother Thomas	R. C
1029	Allegany	St. Elizabeth's Academy	Rev. Mother M. Teresa	R. C
1030	Amsterdam	St. Mary's Catholic Institute	Rev. J. P. McIncrow	R. C
1031	Antwerp	Ives Seminary	Rev. F. E. Arthur	M. E
1032	Belleville	Union Academy of Belleville	Chas. Josiah Galpin, A. M.	Nonsect
1033	Binghamton	Lady Jane Grey School	Mrs. Jane G. Hyde	Nonsect
1034	Bridgehampton	The Bridgehampton Literary and Commercial Institute.	Lewis W. Hallock, A. M.	Nonsect
1035	Brooklyn	The Adelphi Academy	Chas. H. Levermore, B. A.	Nonsect
1036	Brooklyn (63 New York ave.).	Bedford Academy	George Rodeman	Nonsect
1037	Brooklyn (183 Lincoln place).	The Berkeley Institute	Miss Charlotte E. Hayner	Nonsect
1038	Brooklyn	The Berkeley School for Boys	Wm. A. Stamm	Nonsect
1039	Brooklyn (36 Monroe place).	The Misses Bodman School	Misses Bodman	Nonsect
1040	Brooklyn (730 Nostrand ave.).	The Brevoort School	Mrs. Adeline Kipling	Epis
1041	Brooklyn (139 Clinton st.).	Prof. Deghuée's School for Girls and Children.	Charles J. Deghuée, L. H. D.	Nonsect
1042	Brooklyn (209 Clinton st.).	The Female Institute of the Visitation.	Sisters of the Visitation	R. C
1043	Brooklyn (310 State st.).	German-American Academy	Joseph Deghuée	Nonsect
1044	Brooklyn (145 Montague st.).	The Latin School	Caskie Harrison, A. M.	Nonsect
1045	Brooklyn	Pratt Institute—High School Department.	Wm. A. McAndrew	Nonsect
1046	Brooklyn (525 Clinton ave.).	Miss Round's School for Girls.	Miss Christiana Rounds	Nonsect
1047	Brooklyn	St. Francis Xavier's Academy.	Sisters of St. Joseph	R. C
1048	Brooklyn (1399–1401 Pacific st.).	Mrs. E. H. Sanborni's Boarding and Day School.	Mrs. E. H. Sanborn	Nonsect
1049	Buffalo (284 Delaware ave.).	The Buffalo Seminary	Mrs. Charles F. Hartt	Nonsect
1050	Buffalo (129 College st.).	English and Classical Boarding and Day School.	Lucius E. Hawley, A. M.	Nonsect
1051	Buffalo (621–623 Delaware ave.).	Heathcote School	Lester Wheeler, head master.	Nonsect
1052	Buffalo	Holy Angels Academy	Sister D. M. Kirby	R. C
1053	Buffalo (749 Washington st.).	Sacred Heart Academy	Sister M. Leonard	R. C
1054	Buffalo	St. Joseph's College	Rev. Brother Aebred	R. C
1055	Canandaigua	Canandaigua Academy	J. Carlton Norris, A. M	Nonsect
1056	do	Granger Place School for Girls.	Miss Caroline A. Comstock, president.	Nonsect
1057	Canisteo	Canisteo Academy	Daniel M. Estee, A. M	Nonsect
1058	Carmel	Drew Seminary and Female College.	James Martin Yeager	M. E
1059	Carthage	St. James School	Sister M. Josephine	R. C
1060	Cazenovia	The Cazenovia Seminary	Isaac N. Clements	M. E
1061	Central Valley	Estrada-Palma Institute	Thomas Estrada	Nonsect
1062	Cincinnatus	Cincinnatus Academy	Walter E. Gushee	Nonsect
1063	Clifton Springs	Clifton Springs Female Seminary.	Wm. E. Deering, A. M	Nonsect
1064	Clinton	Cottage Seminary	Rev. C. W. Hawley	Nonsect
1065	do	Houghton Seminary	A. G. Benedict	Nonsect
1066	Cohoes	St. Bernard's Academy	T. S. Keveny	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
9	0	151	0	0	0	85	0	50	0	30	0	18	0	12	0	....	1,500	$90,000	1024
2	6	0	71	0	0	0	47	0	0	0	5	0	15	0	2	....	.....	.....	1025
2	0	66	0	....	....	65	0	1	2	2	0	17	0	3	0	....	2,109	31,477	1026
2	7	0	197	....	....	0	33	0	4	....	....	0	17	.....	.....	5	4,000	200,000	1027
2	3	36	35	0	0	384	385	4	6	4	0	4	6	3	4	....	1,250	46,000	1028
0	7	0	65	....	....	0	30	0	12	....	....	0	9	.....	.....	....	2,159	.....	1029
0	2	16	32	0	0	282	270	0	0	0	0	5	9	.....	.....	3	1,095	95,892	1030
2	4	33	57	0	0	3	3	2	4	0	0	1	1	.....	.....	....	775	33,914	1031
2	4	52	54	0	0	0	0	5	1	....	....	0	7	0	0	4	2,150	25,500	1032
0	2	0	20	....	....	0	12	....	....	....	....	0	5	0	3	....	1,000	30,000	1033
1	1	20	13	0	1	2	0	1	0	4	1	1	0	1	0	....	104	4,063	1034
15	5	118	201	0	0	306	317	29	12	14	0	15	8	12	3	4	5,700	500,000	1035
2	1	30	0	....	....	20	8	6	0	....	....	4	0	.....	.....	4	.....	25,000	1036
0	4	0	24	0	0	0	74	0	2	0	0	0	2	0	0	3	420	36,700	1037
1	2	23	9	0	0	42	0	2	0	0	0	1	0	1	0	4	.....	15,000	1038
1	9	0	30	0	0	0	10	0	2	0	0	0	2	0	2	....	.....	.....	1039
0	4	0	20	0	0	16	39	0	0	0	0	0	1	.....	.....	....	310	3,500	1040
1	2	0	18	0	0	7	25	0	2	0	0	0	5	0	2	3	300	15,000	1041
0	12	0	104	0	0	0	30	....	....	....	....	0	2	.....	.....	3	2,000	175,000	1042
2	0	22	0	0	0	18	0	3	0	2	0	4	0	3	0	4	200	15,000	1043
7	0	100	0	0	0	0	0	60	0	30	0	25	0	20	0	....	.....	.....	1044
6	5	74	51	0	1	0	0	0	1	3	0	9	10	3	1	4	40,000	.....	1045
0	10	0	92	0	0	0	7	0	12	0	0	0	0	0	0	6	1,200	.....	1046
0	3	0	75	0	0	0	75	0	20	0	0	0	6	0	0	....	700	75,000	1047
1	2	0	30	0	0	0	45	0	3	0	0	0	0	0	0	....	.....	.....	1048
1	5	0	84	0	0	7	112	0	1	0	0	0	16	0	3	4	1,628	95,950	1049
1	0	12	0	0	0	0	0	10	0	2	0	0	0	0	0	....	.....	.....	1050
2	1	38	0	0	0	56	6	....	....	8	0	6	0	5	0	....	.....	35,000	1051
0	2	0	39	....	....	0	188	....	....	....	....	0	9	.....	.....	....	.....	100,000	1052
1	1	0	21	0	0	0	76	0	0	0	0	0	8	0	6	....	250	35,500	1053
6	0	50	0	0	0	20	0	....	....	....	....	....	....	.....	.....	....	6,000	.....	1054
3	2	80	0	0	0	20	0	30	0	25	0	18	0	11	0	4	1,200	.....	1055
1	5	0	68	0	0	0	5	0	4	0	4	0	2	0	2	4	1,200	20,000	1056
1	2	56	72	0	0	59	61	4	3	8	6	4	11	0	0	....	1,258	19,257	1057
2	5	0	45	0	0	0	0	0	0	0	0	0	8	0	0	....	3,000	7,200	1058
0	4	3	25	0	0	90	129	0	0	0	0	0	0	0	0	....	225	12,000	1059
5	4	112	90	0	0	0	0	31	0	15	10	11	16	8	6	4	3,399	83,637	1060
2	0	12	2	0	0	30	2	....	....	....	....	2	0	2	0	....	100	15,000	1061
1	1	15	20	0	0	16	24	....	....	....	....	2	0	.....	.....	.....	.....	4,679	1062
1	1	3	16	....	....	7	5	1	4	....	....	0	1	0	1	....	600	15,860	1063
1	4	3	26	0	0	2	6	3	4	0	0	0	5	0	1	4	600	12,000	1064
2	9	0	73	0	0	0	0	0	1	....	....	0	7	0	2	4	2,195	54,465	1065
1	2	6	20	....	....	264	394	4	6	3	2	5	14	5	14	....	734	30,832	1066

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—cont'd.			
1067	Cornwall-on-Hudson	New York Military Academy	Charles J. Wright, president.	Nonsect
1068	Delhi	Delaware Academy	Willis D. Graves	Nonsect
1069	Dobbs Ferry	Boarding and Day School	Misses Masters	Nonsect
1070	do	Westminster School	W. L. Cushing	Nonsect
1071	Dover Plains	Dover Plains Academy	A. E. Bangs	Nonsect
1072	Dundee	Dundee Preparatory School	Thomas B. Fitch	Nonsect
1073	East Springfield	East Springfield Academy	Rev. J. A. Swann, A. B.	Nonsect
1074	Eddytown	Starkey Seminary	Alva H. Morrill	Christian
1075	Elba	Elba Private School	Miss Mary H. Hollister	Nonsect
1076	Elbridge	Munro Collegiate Institute	C. S. Palmer	Nonsect
1077	Elmira	St. Ursula School	Miss Mary C. Gray	Nonsect
1078	Flushing	Flushing Institute	Elias A. Fairchild	Nonsect
1079	do	Flushing Seminary	Hans Schuler, Ph. D	Nonsect
1080	do	Kyle Institute	P. Kyle	Nonsect
1081	do	St. Joseph's Academy	Sister M. Aloysius	R. C
1082	Fort Edward	Fort Edward Collegiate Institute.	Joseph E. King	Nonsect
1083	Franklin	Delaware Literary Institute	Charles H. Verrill, A. M., Ph. D.	Nonsect
1084	Franklinville	Ten Broeck Free Academy	Hamilton Terry	Nonsect
1085	Garden City	Cathedral School of St. Mary	Miss Julia H. Farwell	Epis
1086	do	St. Paul's School	Fred. L. Gamage	Epis
1087	Geneva	De Lancey School	Miss Mary L. Smart	Epis
1088	Gilbertsville	Gilbertsville Academy and Collegiate Institute.	Miss Marion A. Greene	Nonsect
1089	Glencoe	Mrs. E. A. Hopkins's School	Miss Mary E. Hopkins	Nonsect
1090	Greenville	Greenville Academy	T. W. Stuart	Presb
1091	Hamilton	Colgate Academy	Charles H. Thurber, A. M.	Bapt
1092	Hartwick	Hartwick Seminary	John G. Traver	Luth
1093	Havana	The Cook Academy	Albert C. Hill, Ph. D	Bapt
1094	Hempstead	Hempstead Institute	Ephraim Hinds, A. M	Nonsect
1095	Hudson	School for Girls	Miss Sarah R. Skinner	Nonsect
1096	Keeseville	McAuley Academy	Sister M. Joseph Carr	R. C
1097	Kingston	Golden Hill School (boys)	John W. Cross	Nonsect
1098	Lima	Genesee Wesleyan Seminary	William H. Reese	M. E
1099	Locust Valley	Friends' Academy	Franklin P. Wilson	Friends
1100	Lowville	Lowville Academy	Lincoln E. Rowley	
1101	Macedon Center	Macedon Academy	J. C. Benedict	Nonsect
1102	Manlius	St. John's Military School	William Verbeck	Epis
1103	Marion	Marion Collegiate Institute	Fenton C. Rowell	Bapt
1104	Moriah	Sherman Collegiate Institute	B. L. Brown	Nonsect
1105	Mount Vernon	The Misses Lockwood's Collegiate School.	The Misses Lockwood	Nonsect
1106	New Brighton	St. Margaret's School	Misses Spurling and Briggs	Nonsect
1107	Newburg	The Misses Mackie's School	Miss Eleanor J. Mackie	Nonsect
1108	do	Mount St. Mary's Academy	Sister M. Hildegarde	R. C
1109	do	The Siglar School	Henry W. Siglar	Nonsect
1110	New York City (10 East 42d st.).	Allen's School for Boys	Francis B. Allen	Nonsect
1111	New York City (117–119 West 125th st.).	The Barnard School	Wm. Livingston Hazen, A. B., LL. B.	Nonsect
1112	New York City (20 West 44th st.).	Berkeley School	John S. White, LL. D	Nonsect
1113	New York City (17 West 44th st.).	Brearley School	James G. Croswell	Nonsect
1114	New York City (131 West 43d st.).	Callisen's School for Boys	A. W. Callisen	Nonsect
1115	New York City (721 Madison ave.).	The Chapin Collegiate School	Henry B. Chapin, D. D., Ph. D.	Nonsect
1116	New York City (2034 5th ave.).	Classical School for Girls	Miss Edith H. Gregory	Nonsect
1117	New York City (241–248 West 77th st.).	Collegiate School	Lemuel C. Mygatt	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
6	0	82	6	0	0	42	0	14	0	16	0	5	0	5	0	4	3,000	$60,950	1067
2	2	87	85	0	0	25	15	8	3	5	4	16	6	6	2	....	2,266	34,720	1068
4	16	0	124	0	0	14	17	.....	.....	.....	.....	0	0	.....	.....	4	4,000	.....	1069
8	0	85	0	0	0	0	0	20	0	10	0	20	0	20	0	6	.....	.....	1070
0	1	19	15	....	....	5	7	.....	.....	8	0	....	....	.....	.....	....	120	5,000	1071
3	1	15	20	0	0	44	31	3	0	0	0	1	3	0	0	5	560	8,500	1072
1	0	17	8	....	....	.....	.....	.....	.....	1	1	1	1	.....	.....	....	281	2,977	1073
1	1	26	26	0	0	37	19	.....	.....	.....	.....	1	3	0	0	3	2,173	26,664	1074
0	1	19	36	0	1	28	26	.....	.....	0	0	0	2	.....	.....	....	.....	1,000	1075
1	1	6	10	0	0	15	10	0	0	0	0	0	0	0	0	....	1,200	24,890	1076
0	4	0	21	0	0	10	31	3	0	.....	.....	0	7	.....	.....	....	.....	.....	1077
3	1	32	0	0	0	0	0	0	0	0	0	0	0	0	0	....	1,335	70,600	1078
1	2	0	31	0	0	11	36	0	0	0	0	0	0	0	0	....	345	20,000	1079
2	1	26	0	0	0	14	0	1	0	.....	.....	0	0	.....	.....	....	200	20,000	1080
0	5	0	85	0	0	0	50	0	50	0	35	0	6	0	1	....	1,500	200,000	1081
1	9	0	90	0	0	0	20	0	3	.....	.....	0	14	0	3	3	750	80,000	1082
5	3	72	60	0	0	12	15	6	5	6	0	4	4	4	4	4	1,800	3,220	1083
1	3	35	36	0	0	57	60	9	7	.....	.....	4	6	2	1	....	1,142	24,350	1084
0	9	0	69	.....	.....	.....	.....	0	3	.....	.....	.....	.....	.....	.....	.....	5,000	.....	1085
7	0	60	0	0	0	12	0	20	0	30	0	8	0	8	0	6	5,000	750,000	1086
1	1	0	21	0	0	5	10	0	3	.....	.....	0	1	0	1	....	525	19,000	1087
1	1	20	23	0	0	4	4	1	0	.....	.....	0	0	0	0	....	754	10,000	1088
0	2	12	8	0	0	6	2	4	2	2	0	4	2	3	2	....	.....	.....	1089
1	1	18	29	0	0	0	0	2	5	0	0	0	1	0	0	....	496	4,800	1090
11	0	129	0	0	0	.....	.....	.....	.....	.....	.....	20	0	.....	.....	4	.....	50,000	1091
2	1	15	10	0	0	28	14	1	1	.....	.....	1	3	1	0	3	4,000	.....	1092
3	2	44	33	0	0	31	40	20	15	.....	.....	10	4	10	4	4	2,150	111,850	1093
1	1	15	5	0	0	20	10	5	0	1	0	0	0	0	0	....	300	20,000	1094
0	2	0	7	0	0	0	10	0	0	0	0	0	0	0	0	5	.....	.....	1095
1	4	13	21	0	0	20	30	20	3	1	2	0	3	0	2	....	524	25,988	1096
2	0	14	0	0	0	0	0	4	0	6	0	3	0	3	0	3	600	12,000	1097
2	3	47	49	.....	.....	87	78	15	2	16	5	18	19	10	3	4	5,000	180,000	1098
2	3	40	22	0	0	14	9	.....	.....	.....	.....	.....	.....	.....	.....	3	1,000	.....	1099
3	4	67	63	0	0	0	0	4	3	.....	.....	2	4	0	1	....	4,000	45,433	1100
1	2	48	28	0	0	0	0	1	0	.....	.....	1	1	1	0	....	400	5,000	1101
8	1	78	0	.....	.....	16	0	13	0	17	0	9	0	.....	.....	.....	700	120,725	1102
2	2	20	20	0	0	10	10	5	5	1	0	3	3	2	2	3	500	15,000	1103
2	4	90	100	0	0	20	30	18	5	50	25	12	10	5	3	4	350	12,000	1104
1	3	0	45	0	0	10	25	0	30	0	0	0	7	0	6	....	.....	15,000	1105
0	4	0	24	.....	.....	0	6	0	4	.....	.....	0	6	.....	.....	4	200	.....	1106
0	5	0	43	.....	.....	0	22	0	2	0	2	0	3	.....	.....	.....	1,000	.....	1107
0	2	0	20	0	0	20	50	0	0	0	0	0	3	0	0	....	.....	32,000	1108
2	0	22	0	0	0	10	0	9	0	4	0	3	0	3	0	....	450	30,000	1109
2	0	8	0	0	0	5	0	7	0	1	0	1	0	1	0	....	300	.....	1110
3	0	50	0	0	0	80	0	20	0	14	0	14	0	11	0	4	500	85,000	1111
5	1	120	0	0	0	150	0	100	0	20	0	28	0	24	0	8	1,200	500,000	1112
0	14	0	140	0	0	0	70	0	0	0	0	0	30	0	5	6	.....	.....	1113
5	0	40	0	0	0	10	0	14	0	26	0	6	0	6	0	....	300	35,000	1114
2	1	28	0	....	....	33	0	10	0	5	0	4	0	2	0	4	.....	.....	1115
0	5	0	39	0	0	0	21	0	7	0	14	0	3	0	3	....	500	1,500	1116
3	1	56	0	0	0	48	0	25	0	15	0	9	0	3	0	4	.....	.....	1117

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—cont'd.			
1118	New York City (34 East 51st st.).	Columbia Grammar School	Bacon and Campbell	Nonsect ..
1119	New York City (32 West 40th st.).	The Comstock School	Miss Lydia Day	
1120	New York City (741–743 5th ave.).	The Condon School	Edward B. Condon	Nonsect ..
1121	New York City (20 East 50th st.).	The Cutler School	Arthur H. Cutler	Nonsect ..
1122	New York City (108 West 59th st.).	De La Salle Institute	Brother Pompain	R. C
1123	New York City (9 East 49th st.).	The Drisler School	Frank Drisler	Nonsect ..
1124	New York City (1481 Broadway).	Dwight School	H. C. Miller and Arthur Williams.	Nonsect ..
1125	New York City (340 West 86th st.).	The Misses Ely's School for Girls.	Miss Sara M. Ely	Nonsect ..
1126	New York City (Manhattanville, Station K, 130th st., and St. Nicholas ave.).	Female Academy of the Sacred Heart.	Sister Ellen Mahony	R. C
1127	New York City (226 East 16th st.).	Friends' Seminary	Edward A. H. Allen, C. E.	Friends
1128	New York City (607 5th ave.).	Dr. and Mrs. Charles H. Gardner's School.	Rev. Charles H. Gardner	Presb
1129	New York City (174 West 86th st.).	Miss Gayler's School for Girls.	Miss Gayler	Nonsect ..
1130	New York City (55 West 47th st.).	Miss Gibbon's School	Mrs. Sarah H. Emerson	Nonsect ..
1131	New York City (105 West 82d st.).	Hamilton Institute	N. Archibald Shaw, jr., A. M.	Nonsect ..
1132	New York City (2134 7th ave.).	Harlem Collegiate Institute	Max F. Giovanoly and O. Diedrich.	Nonsect ..
1133	New York City (578 5th ave.).	Harvard School	William Freeland	Nonsect ..
1134	New York City (823 Lexington ave.).	Heidenfeld Institute	Dr. Theodore E. Heidenfeld.	Nonsect ..
1135	New York City (343 West 42d st.).	Holy Cross Academy	Sister M. Helena	R. C
1136	New York City (54 West 84th st.).	Irving School	Louis Dwight Ray	Nonsect ..
1137	New York City (44–50 2d st.).	La Salle Academy	Brother Agapas	R. C
1138	New York City (334 Lenox ave.).	Lenox Institute	Andrew Zerban	Nonsect ..
1139	New York City (576 5th ave.).	Lyon's Classical School	Edward D. Lyon, Ph. D	Nonsect ..
1140	New York City (336 West 29th st.).	Moeller Institute	P. W. Moeller	Nonsect ..
1141	New York City (423 Madison ave.).	I. H. Morse's Classical School	I. H. Morse	Nonsect ..
1142	New York City (233 Lenox ave.).	New York Collegiate Institute.	Rev. Alfred C. Roe	Nonsect ..
1143	New York City (110 West 79th st.).	The Oxford School	L. Kemp Prossor	Nonsect ..
1144	New York City (26 East 56th st.).	Mademoiselle Ruel's School for Girls.	Mademoiselle Ruel	Christian.
1145	New York City (92d st. and Central Park West).	Rugby Academy	F. V. N. Burling	Nonsect ..
1146	New York City (38 West 59th st.).	Dr. J. Sachs's Collegiate Institute for Boys.	Dr. Julius Sachs	Nonsect ..
1147	New York City (116 West 59th st.).	Dr. J. Sachs's Collegiate Institute for Girls.	Dr. Julius Sachs	Nonsect ..
1148	New York City (233 East 17th st.).	St. John Baptist School	Sister of St. John Baptist.	Epis

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
5	0	100	0	0	0	35	0	....	....	....	....	42	0	29	0	....	.....	.....	1118
1	4	0	44	....	....	0	26	0	6	....	....	0	3	.....	.....	.....	1,200	.....	1119
6	0	41	0	0	0	20	0	14	0	27	0	5	0	5	0	4	3,000	$25,000	1120
7	0	100	0	....	....	90	0	70	0	25	0	25	0	22	0	4	250	.....	1121
5	0	135	0	0	0	105	0	50	0	35	0	26	0	12	0	4	2,700	.....	1122
14	0	95	0	0	0	20	0	50	0	30	0	20	0	.....	.....	....	.....	.....	1123
6	0	50	0	0	0	0	0	30	0	14	0	12	0	10	0	4	.....	.....	1124
2	8	0	153	0	0	2	70	0	2	....	....	0	3	0	2	4	2,000	.....	1125
0	5	0	53	0	0	0	157	0	0	0	0	0	14	0	0	....	4,202	.....	1126
2	2	37	34	0	0	30	29	5	3	3	0	2	1	2	0	4	.....	.....	1127
0	2	0	44	0	0	0	31	0	0	0	0	0	6	.....	.....	....	.....	.....	1128
1	9	0	60	....	....	....	....	....	....	....	....	0	6	0	4	....	.....	.....	1129
1	2	0	22	....	....	0	14	0	11	....	....	0	8	0	8	....	.....	.....	1130
3	1	20	0	0	0	30	0	10	0	10	0	3	0	3	0	6	500	35,000	1131
2	1	16	5	0	0	27	33	0	1	0	1	0	3	0	2	4	500	1,000	1132
7	1	60	0	0	0	0	0	18	0	30	0	25	0	15	0	6	400	10,000	1133
3	4	24	26	0	0	16	9	6	3	0	0	6	4	5	3	2	.....	3,500	1134
0	3	0	75	0	0	0	75	6	12	....	....	0	1	0	1	....	1,000	.....	1135
3	1	28	0	0	0	12	0	12	0	10	0	7	0	7	0	....	600	24,000	1136
4	0	90	0	0	0	35	0	30	0	0	0	17	0	0	0	....	815	150,000	1137
2	0	20	15	0	0	10	10	6	4	0	0	3	3	3	3	....	300	50,000	1138
6	0	24	0	....	....	6	0	16	0	8	0	1	0	1	0	....	100	.....	1139
3	0	10	4	0	0	40	32	0	0	10	4	6	4	3	1	....	600	25,000	1140
3	1	48	0	0	0	15	0	48	0	....	....	7	0	6	0	....	.....	.....	1141
0	3	0	39	0	0	0	29	0	10	0	0	0	2	0	1	....	280	9,000	1142
5	1	25	0	....	....	7	0	....	....	....	....	4	0	2	0	....	.....	.....	1143
0	9	0	62	0	0	0	....	0	5	....	....	....	....	0	3	....	800	.....	1144
3	0	27	0	0	0	25	0	4	0	....	....	....	....	.....	.....	....	.....	.....	1145
5	2	94	0	0	0	126	0	28	0	16	0	15	0	10	0	....	500	85,000	1146
2	3	0	94	0	0	....	101	0	6	....	....	0	17	0	3	4	.....	110,000	1147
0	4	0	21	0	0	0	18	0	1	0	0	0	4	0	2	5	400	.....	1148

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—cont'd.			
1149	New York City (6–8 East 46th st.).	St. Mary's School for Girls	Sister Anna	Epis
1150	New York City (137–139 Henry st.).	St. Teresa's Ursuline Academy	Mother M. Seraphine	R. C
1151	New York City (34 Union square.).	School of Social Economics	George Gunton, president	
1152	New York City (27 West 60th st.).	Miss Spence's School for Girls	Miss Clara B. Spence	Nonsect
1153	New York City (52 West 56th st.).	University Grammar School	Elmer E. Phillips, A. M.	Nonsect
1154	New York City (160–162 West 74th st.).	Veltin School for Girls	Mlle. Louise Veltin	Nonsect
1155	New York City (148 Madison ave.).	Miss Walker's School for Girls	Miss J. Y. Walker	Nonsect
1156	New York City (109–111 West 77th st.).	Mrs. Leopold Weil's School for Girls.	Mrs. Matilda Wiel	Nonsect
1157	New York City (22 East 91st st.).	Weingart Institute	S. Weingart	Nonsect
1158	New York City (281 West End ave.).	West End Avenue School	Miss Martha S. Thompson	Nonsect
1159	New York City (113 West 71st st.).	West End School	Chester Donaldson	Nonsect
1160	New York City (43 West 47th st.).	Misses Whiton and Bangs's School.	Miss Mary B. Whiton, A. B.	Nonsect
1161	New York City (622 Fifth ave.).	Wilson and Kellogg School	F. F. Wilson, A. M.; I. M. Kellogg, M. D.	Nonsect
1162	New York City (417 Madison ave.).	Woodbridge School	J. Woodbridge Davis, Ph. D., C. E.	Nonsect
1163	Niagara	De Vaux School	Reginald H. Coe	P. E
1164	Nyack (South)	The Nyack School for Girls	Mrs. Imogene Bertholf	Nonsect
1165	Oakfield	Cary Collegiate Seminary	Rev. Curtis C. Gove, A. M.	P. E
1166	Oxford	Oxford Academy	Herbert P. Gallinger	
1167	Peekskill	Mohegan Lake School	Henry Waters	Nonsect
1168	do	The Peekskill Military Academy.	Dr. J. N. Tilden	Nonsect
1169	do	St. Gabriel's School	Sister Esther	P. E
1170	do	West Chester County Institute	Charles Unterreiner	Nonsect
1171	Peterboro	Evans Academy	Edward R. Hall	Nonsect
1172	Pike	Pike Seminary	Ray H. Whitbeck	Free Bapt
1173	Pine Plains	Seymour Smith Academy	Rev. Abraham Mattice, A. M.	Nonsect
1174	Plattsburg	D'Youville Academy	Sister M. A. Roby	R. C
1175	Pompey	Pompey Academy	H. C. Fletcher	Nonsect
1176	Poughkeepsie	Classical and Home Institute	Miss Sarah V. H. Butler	Nonsect
1177	do	Lyndon Hall School for Young Ladies.	Samuel W. Buck	Nonsect
1178	do	Quincy School	Miss Mary C. Alhger	
1179	Randolph	Chamberlain Institute	Rev. E. A. Bishop, president.	M. E
1180	Riverhead	Riverhead Academy	George N. Edwards	Nonsect
1181	Rochester	Academy of the Sacred Heart		R. C
1182	do	Bradstreet's College Preparatory School.	J. Howard Bradstreet	Nonsect
1183	do	Hale's Classical and Scientific School.	George D. Hale	Nonsect
1184	do	Livingston Park Seminary	Miss Georgia C. Stone	Epis
1185	do	Nazareth Academy	Rev. J. P. Kiernan	R. C
1186	do	The Misses Nichols's School	Miss J. H. and Miss M. D. Nichols.	
1187	do	Wagner Memorial Lutheran College.	J. Steinhaeuser	Ev. Luth
1188	Rome	St. Peter's Academy	Sister Holy Family	R. C
1189	Round Lake	Round Lake Institute	James E. Weld	M. E
1190	Sherwood	Sherwood Select School	Miss A. Gertrude Handers	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	13	0	106	....	....	0	40	0	3	....	....	0	16	0	3	3	3,500	.....	1149
1	4	0	95	0	0	10	20	0	15	0	23	0	6	0	6	....	.....	.....	1150
7	1	116	42	0	0	....	....	....	....	....	....	13	2	.....	.....	....	.....	.....	1151
1	4	0	40	0	0	0	37	0	2	0	1	0	2	0	0	4	1,000	$4,200	1152
4	1	16	0	0	0	6	0	7	0	9	0	2	0	2	0	....	.....	2,500	1153
6	7	0	60	0	0	12	105	0	9	0	0	0	0	0	0	6	500	110,000	1154
0	3	0	40	0	0	0	30	....	....	0	0	0	6	0	0	....	100	.....	1155
1	4	0	35	0	0	0	50	0	3	....	....	0	8	.....	.....	3	3,000	70,000	1156
1	0	6	0	0	0	92	42	6	0	0	0	0	0	0	0	....	.....	80,000	1157
0	3	0	21	0	0	13	29	0	4	0	0	0	0	0	0	3	800	400	1158
3	0	30	0	0	0	30	0	16	0	12	0	4	0	4	0	....	.....	50,000	1159
1	2	0	16	0	0	1	6	0	4	0	8	0	3	0	3	4	500	.....	1160
6	0	71	0	0	0	24	0	17	0	19	0	13	0	13	0	4	250	10,000	1161
10	0	40	0	0	0	0	0	4	0	36	0	16	0	16	0	4	400	50,000	1162
4	0	45	0	....	....	15	0	....	....	....	....	5	0	5	0	....	2,000	300,000	1163
1	1	0	10	0	0	5	15	0	0	0	0	0	1	0	0	....	.....	1,500	1164
2	3	16	24	0	0	12	15	6	6	0	0	0	0	0	0	....	580	24,825	1165
1	3	39	68	0	0	65	44	3	2	....	....	2	3	1	0	....	1,560	15,750	1166
2	1	28	0	0	0	0	26	8	0	18	0	5	0	3	0	4	.....	.....	1167
9	0	138	0	0	0	0	0	8	0	6	0	26	0	14	0	4	800	100,000	1168
1	8	0	68	0	0	0	12	0	2	0	2	0	10	0	1	4	1,000	.....	1169
3	1	21	28	....	....	0	5	0	0	0	2	3	2	2	0	....	800	12,000	1170
1	1	6	9	0	0	12	25	0	0	0	0	0	0	0	0	....	341	9,340	1171
1	3	34	17	0	0	40	34	5	1	10	5	6	1	5	0	5	540	15,000	1172
1	1	13	6	0	0	6	6	1	0	1	0	0	0	0	0	3	451	16,292	1173
0	2	2	37	0	0	18	68	....	....	....	....	0	0	0	0	....	660	36,693	1174
1	1	15	10	0	0	15	30	0	0	0	0	3	7	0	0	....	100	1,000	1175
0	8	0	25	12	12	0	3	0	0	....	....	....	....	....	....	....	1,000	5,000	1176
0	5	0	88	....	....	0	60	....	....	....	....	0	4	0	4	3	.....	35,000	1177
2	3	15	26	....	....	35	44	0	4	....	....	0	2	0	2	....	300	15,000	1178
4	4	58	61	0	0	13	14	....	....	....	....	0	0	0	0	3	1,250	72,375	1179
1	0	9	3	0	0	1	0	3	1	2	0	....	....	....	....	....	.....	4,100	1180
0	18	0	90	0	0	0	0	....	....	....	....	0	5	0	5	....	.....	.....	1181
2	0	16	0	0	0	14	0	8	0	4	0	1	0	1	0	6	75	500	1182
1	0	27	0	0	0	2	0	11	0	13	0	8	0	6	0	....	800	400	1183
1	3	0	43	0	0	3	14	0	3	....	....	0	5	.....	.....	4	250	30,000	1184
0	9	59	190	0	0	32	69	0	0	0	0	0	16	0	0	....	2,191	159,393	1185
0	3	0	35	....	....	0	10	0	2	....	....	0	5	.....	.....	....	400	.....	1186
5	0	55	0	0	0	0	0	34	0	0	0	8	0	0	0	4	674	21,000	1187
0	2	0	15	0	0	0	61	0	0	0	0	0	4	0	0	....	610	25,111	1188
1	3	25	15	0	0	12	13	3	6	1	0	5	5	1	0	....	1,771	80,000	1189
0	2	17	6	0	0	4	2	0	0	0	0	1	0	1	0	....	35	17,000	1190

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—cont'd.			
1191	Sing Sing	Dr. Holbrook's Military School	Rev. D. A. Holbrook	Nonsect.
1192	Sodus	Sodus Academy	Lewis H. Clark	Nonsect.
1193	Southold	Southold Academy	Miss L. C. Pond	Presb.
1194	Stapleton	The Staten Island Academy	Frederick E. Partington	Nonsect.
1195	Syracuse	Academy of the Sacred Heart		R. C
1196	do	St. John's Catholic Academy	Rev. Michael Clune	R. C
1197	Tarrytown	Miss Bulkley's School	Miss H. L. Bulkley	
1198	do	Irving Institute	John M. Furman	Nonsect.
1199	Troy	La Salle Institute	Brother Edward	R. C
1200	do	St. Peter's Academy	Sister M. Odilia	R. C
1201	do	Troy Academy	Maxcy and Barnes	Nonsect.
1202	do	Troy Female Seminary	Miss Emily T. Wilcox	Nonsect.
1203	Union Springs	Friends' Academy	Charles H. Jones	Friends.
1204	Unionville	Progymnasium of New York	Rev. E. Bohm, director	Ev. Luth.
1205	Utica	Mrs. Piatt's School	Mrs. C. G. Piatt	Nonsect.
1206	do	Utica Catholic Academy	Very Rev. J. S. Lynch, D. D., LL. D.	R. C
1207	Verona	The Home School	Mrs. Theodosia M. Foster	Nonsect.
1208	Walworth	Walworth Academy	A. H. McMurray	Nonsect.
1209	Watertown	The Irving School	Miss Edith L. Cooper	Nonsect.
1210	Westchester	Sacred Heart Academy	Brother August	R. C
1211	West New Brighton	St. Austin's School	Rev. George W. Dumbell, D. D.	P. E
	NORTH CAROLINA.			
1212	All Healing	Jones Seminary	Rev. C. A. Hampton	Nonsect.
1213	Asheville	Bingham School	R. Bingham	Nonsect.
1214	do	Home and Day School for Girls	Miss Harriet A. Champion	Epis
1215	do	Ravenscroft High School for Boys.	Ronald MacDonald, head master.	P. E
1216	Augusta	Hodges School	J. D. Hodges, A. M.	
1217	Belmont	Sacred Heart Academy	Sisters of Mercy	R. C
1218	do	St. Mary's College	Rt. Rev. Leo Haid, D. D., O. S. B.	R. C
1219	Belvidere	Belvidere Academy	Miss Eunice M. Darden	Friends.
1220	Bethel Hill	Bethel Hill Institute	Rev. J. A. Beam	Bapt.
1221	Burgaw	Burgaw Academy	O. J. Peterson	Nonsect.
1222	Caldwell Institute	Caldwell Institute	J. H. McCracken	Nonsect.
1223	Chocowinity	Trinity School	Rev. N. C. Hughes	Epis
1224	Clinton	Clinton Collegiate Institute	Ernest M. Hobbs	Nonsect.
1225	Concord	Laura Sunderland Memorial	Edward F. Green	Presb.
1226	do	Scotia Seminary	D. J. Satterfield, D. D	Presb.
1227	Conover	Concordia College	W. H. T. Dau	Luth
1228	Creswell	Creswell Academy	C. W. Massey	Nonsect.
1229	Culler	Pinnacle School	Charles T. Ball	Mis. Bapt.
1230	Curtis	Friendship High School	E. Lee Fox	Nonsect.
1231	Dunn	Progressive Institute	D. B. Parker	Nonsect.
1232	Elizabeth City	Elizabeth City Academy	S. L. Sheep	Nonsect.
1233	Elon College	Elon College	Rev. W. S. Long, A. M., D. D.	Christian.
1234	Fair View	Fair View Collegiate Institute	A. B. Justice	Bapt.
1235	Farmers	Farmers Institute	Thomas C. Amick	Nonsect.
1236	Franklin	High School	M. C. Allen	Meth
1237	Gastonia	Gaston Institute	J. A. McLauchen, A. B	
1238	Georgeville	Georgeville Academy	G. W. Kennedy	Nonsect.
1239	Goldston	Goldston Academy and Business College.	James R. Rives	Meth
1240	Hayesville	Hayesville High School	W. H. Phillips	
1241	Hertford	Hertford Academy	J. C. Kittrell	Nonsect.
1242	Hibriten	Hibriten Academy	E. B. Phillips	Nonsect.
1243	Hillsboro	Hillsboro Male Academy	F. C. Mebane	Nonsect.
1244	Holly Springs	Holly Springs Academy	C. Frank Siler	Nonsect.
1245	Hookerton	Hookerton, Collegiate Institution.	George W. Mewborn	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3	0	50	6	0	6	10	0	8	0	6	0	5	0	5	0	4	900	.....	1191
1	2	35	45	0	0	20	22	0	0	0	0	7	3	0	0	5	250	$3,000	1192
1	1	21	10	....	....	4	1	3	0	1	0	3	7	3	1	....	.....	.....	1193
2	2	62	56	....	....	72	65	6	14	30	25	1	8	1	4	....	6,000	46,000	1194
1	1	7	21	0	0	218	217	15	0	.....	.....	0	4	.....	.....	....	.....	.....	1195
1	3	14	46	0	0	225	219	0	0	0	0	1	5	1	0	....	1,686	44,897	1196
0	5	0	50	.....	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	1197
3	0	30	0	0	0	12	0	6	0	.....	.....	3	0	3	0	4	600	.....	1198
6	0	125	0	0	0	122	0	3	0	0	0	6	0	2	0	....	1,568	27,716	1199
0	2	5	35	0	0	239	351	0	0	0	0	0	0	0	0	....	857	65,560	1200
6	0	96	0	0	0	55	0	14	0	30	0	26	0	25	0	3	800	23,000	1201
0	3	0	67	0	0	0	60	0	0	.....	.....	0	3	0	0	4	1,825	200,000	1202
4	3	48	36	0	0	3	4	2	1	0	0	4	4	1	0	3	1,850	35,900	1203
4	0	45	0	0	0	0	0	42	0	.....	.....	12	0	.....	.....	.....	.....	.....	1204
0	12	0	87	0	0	0	25	0	7	0	0	0	2	0	2	....	6,000	90,000	1205
0	1	0	20	0	0	103	250	.....	.....	.....	.....	0	0	0	0	....	.....	.....	1206
0	2	4	5	8	0	8	10	3	4	.....	.....	0	0	0	0	....	.....	.....	1207
1	1	6	12	0	0	17	25	0	0	1	1	1	2	0	1	....	265	9,000	1208
0	1	0	15	0	0	6	19	0	0	0	2	0	1	0	0	4	.....	.....	1209
3	0	50	0	0	0	50	0	25	0	20	0	13	0	5	0	....	800	300,000	1210
6	0	38	0	0	0	0	0	18	0	10	0	3	0	3	0	7	0	87,000	1211
0	4	0	90	.....	.....	0	0	0	0	0	16	0	9	0	6	3	700	15,000	1212
6	0	94	0	0	0	0	0	25	0	10	0	.....	.....	.....	.....	4	.....	60,000	1213
1	1	0	21	0	0	8	14	0	0	0	0	0	0	0	0	....	0	.....	1214
3	0	30	0	0	0	0	0	18	0	3	0	4	0	1	0	5	.....	.....	1215
1	1	28	21	0	0	7	10	5	2	.....	.....	5	2	0	0	....	.....	.....	1216
0	2	0	20	.....	.....	0	10	0	7	.....	.....	.....	.....	.....	.....	3	60	.....	1217
3	0	93	0	.....	.....	0	0	10	0	0	0	6	0	.....	.....	5	4,000	45,000	1218
0	2	20	20	.....	.....	12	8	.....	.....	3	4	.....	.....	.....	.....	....	.....	1,000	1219
2	2	15	18	0	0	12	14	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	1,800	1220
1	0	7	9	0	0	40	25	4	0	0	0	.....	.....	.....	.....	....	.....	700	1221
1	3	25	35	0	0	15	25	15	18	8	15	0	0	0	0	....	1,000	4,000	1222
2	1	28	9	0	0	11	6	15	2	2	0	.....	.....	.....	.....	....	100	.....	1223
1	2	20	16	0	0	28	23	.....	.....	.....	.....	4	7	6	3	....	.....	1,800	1224
1	2	1	51	0	0	45	70	1	8	0	0	0	0	0	0	....	500	22,000	1225
1	1	0	16	0	16	0	270	0	0	0	0	0	5	.....	.....	3	1,200	70,000	1226
4	0	23	12	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	6	600	8,000	1227
1	0	7	15	.....	.....	18	5	4	3	10	5	.....	.....	2	2	....	0	1,500	1228
2	2	25	12	.....	.....	15	8	7	3	4	0	0	0	0	0	....	75	1,500	1229
1	0	25	10	.....	.....	25	15	.....	.....	3	2	0	0	.....	.....	.....	.....	.....	1230
1	0	10	15	.....	.....	65	60	4	0	.....	.....	0	0	0	1	....	100	2,000	1231
2	3	69	58	0	0	15	20	15	5	0	0	.....	.....	.....	.....	5	100	5,000	1232
0	1	45	25	.....	.....	16	18	40	15	20	10	8	1	.....	.....	.....	1,000	58,000	1233
1	2	19	4	0	0	63	60	7	0	3	1	0	0	0	0	....	0	8,000	1234
1	0	15	9	0	0	10	12	3	2	.....	.....	0	0	0	0	4	.....	3,500	1235
1	1	28	20	.....	.....	10	8	5	5	.....	.....	.....	.....	.....	.....	.....	.....	2,000	1236
3	1	59	50	0	0	54	50	22	8	.....	.....	4	3	4	3	4	.....	8,000	1237
2	1	10	10	.....	.....	35	40	5	7	.....	.....	0	0	0	0	....	100	1,500	1238
1	0	20	18	.....	.....	15	20	20	12	3	1	4	3	4	3	....	.....	1,000	1239
2	1	50	30	.....	.....	30	20	4	5	0	0	0	0	0	0	....	.....	.....	1240
1	1	16	21	.....	.....	13	22	.....	.....	.....	.....	1	3	1	3	....	0	1,800	1241
1	1	20	22	0	0	20	18	2	2	2	2	0	0	0	0	....	.....	1,000	1242
1	0	22	0	0	0	0	0	9	0	0	0	3	0	3	0	....	0	.....	1243
2	1	15	18	.....	.....	13	11	18	14	.....	.....	.....	.....	.....	.....	.....	25	2,000	1244
1	0	14	18	0	0	8	7	4	2	.....	.....	0	0	0	0	....	0	800	1245

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NORTH CAROLINA—continued.			
1246	Huntersville	Huntersville High School	Grey and McElroy	Nonsect.
1247	Huntley	Salem High School	A. F. Howard	Nonsect.
1248	Ilex	Holly Grove Academy	A. R. Beck	Luth
1249	Jonesboro	Jonesboro High School	Henry P. Boggs	Meth
1250	Kings Mountain	Lincoln Academy	Miss Lillian S. Cathcart	Cong
1251	Kinston	Lewis's School	Richard H. Lewis, M. D	Nonsect.
1252	do	The Misses Patrick's Boarding and Day School.	Misses Virginia and Henry Patrick.	Nonsect.
1253	Lenoir	The Barnes Home School	E. L. Barnes	Presb
1254	do	Kirkwood Female School	Miss E. L. Rankin	Presb
1255	Louisburg	Louisburg Male Academy	S. McIntyre	Nonsect.
1256	Lowell	The Lowell School	W. L. Campbell	Nonsect.
1257	Lumberton	Robeson Institute	John Duckett	Bapt
1258	Madison	Madison High School	A. L. Betts	Nonsect.
1259	Mars Hill	Mars Hill College	J. H. Yarboro	Bapt
1260	Mebane	High School of Orange Presbytery.	Rev. E. C. Murray	Presb
1261	Mocksville	Mocksville Academy	Geo. E. Barnett	Nonsect.
1262	do	Sunny Side Seminary	Misses Matie Eaton and Laura Clement.	Meth
1263	Moravian Falls	Moravian Falls Military Academy.	Frank B. Hendren	Nonsect.
1264	Morven	Morven High School	George Pelcher, A. M	Nonsect.
1265	Mount Holly	Mount Holly Institute	J. L. Graham	Nonsect.
1266	Mount Olive	High School	E. P. Mendenhall	Nonsect.
1267	Mount Pleasant	Mount Amœna Seminary	Rev. C. L. T. Fisher	Luth
1268	New Berne	New Berne Collegiate Institute.	I. D. Hodges	Nonsect.
1269	North Catawba	Amherst Academy	R. L. Moore	Bapt
1270	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt	Nonsect.
1271	Oxford	The Francis Hilliard Institute.	Miss Margaret B. Hilliard	Epis
1272	do	Horner School	Horner and Drewry	Nonsect.
1273	Palmerville	Yadkin Mineral Springs Academy.	E. F. Eddins, A. B	Nonsect.
1274	Peedee	Barrett Collegiate and Industrial Institute.	A. M. Barrett	Nonsect.
1275	Pleasant Garden	Pleasant Garden Academy	A. C. Sherrill, B. S	Nonsect.
1276	Pocket	Pocket High School	Allen Jones, jr	Nonsect.
1277	Poes	Buie's Creek Academy	Rev. J. A. Campbell	Nonsect.
1278	Polkton	Polkton Academy	W. F. Humbert	Nonsect.
1279	Raleigh	Peace Institute	James Dinwiddie, M. A	Presb
1280	do	Raleigh Male Academy	Hugh Morson and C. B. Denson.	Nonsect.
1281	do	St. Augustine's School	Rev. A. B. Hunter	P. E
1282	do	St. Mary's School	Rev. B. Sanders, A. M., D. D.	Epis
1283	Ramsen	Ramsen High School	D. M. Weatherly	Nonsect.
1284	Reidsville	Reidsville Female Seminary	Miss Annie L. Hughes	Presb
1285	Ridgeway	Ridgeway High School	John Graham	Nonsect.
1286	Rocky Mount	University School	Wm. Holmes Davis, A. B	Nonsect.
1287	Roxobel	Roxobel Academy	S. L. Johnson, A. M	Nonsect.
1288	Rutherfordton	Rutherfordton Military Institute.	Edward E. Britton	Nonsect.
1289	Salem	Salem Boys' School	J. F. Brower	Moravian.
1290	Scotland Neck	Scotland Neck Military Academy.	W. C. Allen	Nonsect.
1291	Siler City	Thompson School	J. A. W. Thompson	Nonsect.
1292	Snow Hill	Greene Academy	J. B. Williams, sr	Nonsect.
1293	Sonoma	Bethel Academy	H. P. Bailey, A. M	Nonsect.
1294	Southport	Southport Collegiate Institute.	G. A. Cricket	Nonsect.
1295	Stoneville	Stoneville Collegiate Institute.	N. S. Smith	Nonsect.
1296	Sunshine	The Sunshine Institute	D. M. Stalhings	Nonsect.
1297	Tarboro	Female Academy	D. G. Gillespie	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3	0	51	24	0	0	33	22	18	6	1	0	6	4	6	4	....	.....	$6,000	1246
3	1	30	27	....	....	25	20	25	0	....	....	....	....	....	....	....	300	500	1247
1	0	20	10	0	0	21	19	6	1	....	....	0	0	0	0	....	100	1,500	1248
1	1	17	25	0	0	54	42	5	2	0	4	1	2	1	2	....	.....	1,200	1249
0	2	4	9	4	9	71	125	....	....	1	0	1	0	1	0	4	.....	.....	1250
1	2	15	13	0	0	8	4	2	0	1	0	0	0	0	0	....	30	600	1251
0	1	6	20	....	....	7	7	0	8	....	....	0	0	0	0	....	.....	.....	1252
2	1	51	0	0	0	10	0	15	0	10	0	0	0	0	0	4	200	5,000	1253
0	2	0	19	....	....	1	5	0	0	....	....	0	0	0	0	....	300	5,000	1254
1	0	21	0	....	....	10	0	....	....	....	....	0	0	0	0	4	.....	500	1255
1	1	33	2	0	0	35	28	6	2	0	0	0	0	0	0	....	0	750	1256
2	1	78	43	0	0	22	23	8	4	0	0	0	0	0	0	....	100	6,000	1257
1	1	30	30	0	0	16	15	5	7	2	0	0	0	0	0	....	150	2,000	1258
0	2	16	12	0	0	32	35	9	4	4	2	4	3	4	3	....	400	6,000	1259
2	0	44	0	0	0	0	0	6	0	0	0	2	0	2	0	3	125	.....	1260
1	1	30	7	0	0	10	8	10	5	....	....	0	0	0	0	....	200	1,000	1261
0	2	1	34	0	0	14	21	1	11	....	....	0	0	0	0	....	200	.....	1262
2	0	12	3	0	0	45	30	5	0	....	....	2	0	2	0	....	125	.....	1263
1	0	25	15	0	0	8	7	2	0	....	....	1	0	1	0	....	.....	1,000	1264
1	1	38	37	0	0	22	18	22	8	4	23	....	....	....	....	....	350	2,000	1265
1	1	12	11	0	0	6	6	2	0	5	6	0	0	0	0	....	150	1,500	1266
2	8	0	73	....	....	0	29	0	73	....	....	0	11	....	....	....	.....	5,000	1267
2	2	45	55	....	....	10	15	10	15	....	....	....	....	0	0	....	1,000	.....	1268
1	0	9	4	0	0	31	21	6	4	0	0	0	0	0	0	2	50	800	1269
4	1	83	11	0	0	7	6	12	0	18	3	5	2	....	....	5	2,500	30,000	1270
0	2	0	27	....	....	4	5	0	7	....	....	4	3	....	....	....	500	6,000	1271
4	0	84	0	0	0	0	0	70	0	14	0	2	0	2	0	4	500	15,000	1272
2	0	43	25	....	....	24	22	5	4	0	0	0	0	0	0	....	.....	650	1273
1	1	40	57	40	57	20	25	10	15	0	0	1	0	0	0	....	800	4,890	1274
1	0	1	6	0	0	23	12	1	1	0	0	0	0	0	0	....	0	400	1275
1	1	45	24	0	0	4	6	18	10	6	4	0	0	0	0	....	10	1,600	1276
3	2	65	50	0	0	30	30	0	0	0	0	0	0	0	0	3	.....	750	1277
1	1	35	35	0	0	30	25	0	0	0	0	....	....	....	....	....	125	500	1278
0	12	0	135	0	0	0	15	0	0	0	0	0	4	....	....	4	.....	.....	1279
3	0	79	0	0	0	30	0	30	0	10	0	....	....	....	....	5	.....	5,000	1280
1	1	3	4	3	4	63	103	0	7	0	0	1	0	0	0	3	.....	.....	1281
1	10	0	135	0	0	0	25	0	1	0	0	0	7	0	1	5	3,000	.....	1282
1	3	50	24	0	0	26	24	12	8	3	5	15	8	7	6	....	.....	3,500	1283
0	3	0	38	0	0	5	17	0	0	1	0	0	6	0	6	....	100	4,500	1284
1	4	34	25	0	0	0	0	15	10	....	....	1	2	....	....	....	500	10,000	1285
2	1	34	40	0	0	19	5	....	....	....	....	0	0	0	0	4	.....	4,000	1286
1	1	15	10	0	0	11	7	2	0	1	3	0	0	0	0	....	.....	400	1287
2	2	60	43	0	0	21	17	12	8	2	0	0	0	0	0	3	0	5,000	1288
1	0	44	0	0	0	38	0	9	0	....	....	0	0	0	0	....	.....	.....	1289
3	0	53	0	0	0	0	0	8	0	0	0	0	0	0	0	5	0	7,000	1290
2	0	40	30	0	0	20	16	20	0	0	0	20	0	2	0	....	.....	4,000	1291
1	1	4	10	0	0	8	9	1	4	0	0	0	0	0	0	....	.....	500	1292
2	1	25	25	0	0	50	50	0	3	0	0	0	0	0	0	3	0	4,000	1293
1	1	11	25	0	0	28	24	4	1	2	0	0	0	....	....	....	100	1,500	1294
1	1	25	10	0	0	25	35	....	....	0	0	0	0	0	0	....	0	1,200	1295
0	1	7	5	....	....	20	22	4	2	1	2	0	0	....	....	....	.....	400	1296
0	5	0	30	0	0	10	20	0	12	0	10	0	5	0	5	3	.....	3,000	1297

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NORTH CAROLINA—continued.			
1298	Taylorsville	Taylorsville Collegiate Institute.	Rev. J. A. White	Nonsect ..
1299	Thomasville	Thomasville Female College	H. W. Reinhart	Nonsect ..
1300	Trap Hill	Fair View College	W. H. Jones	M. E
1301	Trenton	Trenton High School	W. H. Rhodes	Nonsect ..
1302	Union Bridge	Union Bridge Academy	Rev. T. W. Strowd	Christian
1303	Wakefield	Wakefield English and Classical School.	J. C. Clifford	Nonsect ..
1304	Warrenton	Warrenton Male Academy	C. H. Scott	Nonsect ..
1305	Warsaw	Warsaw High School	G. F. Haukins	Bapt
1306	Waynesville	Waynesville High School	S. A. Chambers	
1307	Why Not	Why Not Academy	J. P. Boroughs	Nonsect ..
1308	Wilmington	Miss Alderman's Select School	Miss Mary L. Alderman	Nonsect ..
1309	do	Cape Fear Academy	Washington Catlett	Nonsect ..
1310	do	English and Classical School	Rev. Daniel Morrelle	P. E
1311	do	Gregory Normal Institute	Geo. A. Moreland	Cong
1312	do	School for Young Ladies	Miss Annie J. Hart	Nonsect ..
1313	Windsor	Rankin-Richards Institute	Rhoden Mitchell	Nonsect ..
1314	Winton	Waters Normal Institute	C. S. Brown	Bapt
1315	Yadkinville	Yadkinville Normal School	Zeno H. Dixon, B. A	Nonsect ..
	NORTH DAKOTA.			
1316	Devils Lake	Aaberg Academy	Rev. O. H. Aaberg	Luth
1317	Grand Forks	St. Bernard's Academy	Mother Mary Augustine	R. C
	OHIO.			
1318	Ada	Ohio Normal University	H. S. Lehr	Nonsect ..
1319	Austinburg	Grand River Institute	R. G. McClelland	Nonsect ..
1320	Barnesville	Friends' Boarding School	Joseph C. Stratton	Friends
1321	Beverly	Beverly Normal College	C. S. Joseph	Cum. Pres.
1322	Cincinnati	Collegiate School	Rev. J. Babin	Epis
1323	do	Dodd's Classical High School	T. J. Dodd, D. D	Nonsect ..
1324	do	Eden Park School	Madame Fredin	Nonsect ..
1325	Cincinnati (Walnut Hills).	Franklin School	Joseph E. White	Nonsect ..
1326	Cincinnati (31 Bellevue ave.).	Miss Lupton's School	Miss Katharine M. Lupton	Nonsect ..
1327	Cincinnati	Mount Auburn Young Ladies' Institute.	H. Thane Miller	Nonsect ..
1328	Cincinnati (181–185 Bremen st.).	St. Francis College	Very Rev. Peter B. Englert, O. S. F.	R. C
1329	Cincinnati	St. Mary's Literary Institute	Sister Mary Borgia	R. C
1330	Cincinnati (College Hill).	Williard Hall	Dudley Emerson	Nonsect ..
1331	Cleveland	The Hathaway-Brown School	Miss Mary E. Spencer	Epis
1332	do	Miss Mittleberger's English and Classical School for Girls	Miss Augusta Mittleberger.	Nonsect ..
1333	do	University School	Newton M. Anderson	Nonsect ..
1334	College Hill	Ohio Military Institute	Rev. J. H. McKenzie	Nonsect ..
1335	Columbus (P. O. box No. 251).	The Columbus Latin School	Frank Theodore Cole, A. B., LL. B.	Nonsect ..
1336	Columbus (151 East Broad st.).	Miss Phelps's English and Classical School for Young Ladies and Children.	Miss Lucretia M. Phelps	Epis
1337	Columbus	St. Joseph's Academy	Sister Agnes	R. C
1338	Columbus (303 Marshall ave.).	Thompson's Preparatory School.	J. T. and L. M. Thompson	
1339	Damascus	Damascus Academy	J. Edwin Jay	Friends ..
1340	Dayton	Notre Dame Academy	Sisters of Notre Dame	R. C
1341	do	St. Mary's Institute	Rev. Jos. Weckesser, president.	R. C
1342	Ewington	Ewington Academy	F. F. Vale, A. M	Nonsect ..

other private secondary schools for 1893-94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3	3	71	50	71	50	30	25	8	2	....	....	....	....	.....	.....	4	.....	$4,500	1298
0	1	0	16	0	0	0	4	0	0	0	0	0	0	0	0	....	.....	20,000	1299
4	2	102	45	0	0	0	0	15	0	25	7	15	7	15	7	4	1,000	5,000	1300
1	0	16	14	0	0	37	13	....	....	8	9	0	0	0	0	....	30	2,500	1301
1	1	16	11	0	0	9	7	4	2	4	4	0	0	0	0	....	.....	450	1302
1	2	18	19	0	0	54	36	5	8	....	....	0	0	0	0	....	.....	3,500	1303
1	0	17	2	0	0	11	0	7	2	2	0	0	0	.....	.....	....	.....	1,500	1304
1	0	5	15	0	0	20	20	....	....	....	....	2	0	2	0	....	.....	1,500	1305
2	1	24	18	0	0	51	57	7	2	3	4	0	0	0	0	....	38	11,000	1306
1	0	5	20	0	0	15	10	3	0	2	0	0	0	0	0	....	0	350	1307
0	2	10	23	0	0	15	20	3	11	....	....	0	0	.....	.....	....	30	.....	1308
3	0	79	0	0	0	14	0	5	0	0	0	10	0	5	0	3	110	5,000	1309
1	0	22	2	0	0	2	0	12	0	3	0	0	0	0	0	....	2,000	5,000	1310
0	3	15	50	15	50	70	130	....	....	....	....	3	6	.....	.....	....	600	12,000	1311
0	2	0	27	0	0	6	17	0	0	0	0	0	0	0	0	....	600	.....	1312
2	1	10	25	10	25	25	50	0	0	0	0	0	0	0	0	....	150	3,500	1313
2	1	35	48	35	48	59	71	....	....	8	0	0	0	0	0	....	.....	9,200	1314
1	1	29	18	0	0	37	39	2	0	10	6	1	0	1	0	3	.....	2,500	1315
1	0	9	8	0	0	36	12	0	0	0	0	1	2	0	0	....	35	2,500	1316
0	4	2	48	0	0	25	50	2	4	0	0	0	4	0	3	....	498	30,000	1317
17	5	1,305	559	0	0	5	3	....	....	....	....	89	19	.....	.....	4	5,400	83,000	1318
3	4	40	58	1	1	27	33	....	....	....	....	5	7	5	4	3	.....	12,000	1319
2	2	28	45	0	0	0	0	....	....	....	....	7	6	0	0	3	500	50,000	1320
3	0	29	57	1	0	8	1	2	1	....	....	6	0	.....	.....	....	0	3,000	1321
4	1	20	0	0	0	1	0	10	0	5	0	....	....	.....	.....	5	.....	.....	1322
1	0	18	0	0	0	0	0	6	0	1	0	0	0	0	0	....	.....	.....	1323
0	5	0	25	0	0	0	0	....	....	....	....	....	....	.....	.....	....	700	.....	1324
4	2	63	0	....	....	30	0	40	0	15	0	17	0	.....	.....	...	1,000	25,000	1325
0	2	0	13	0	0	2	5	0	4	....	....	0	4	0	2	....	3,000	.....	1326
0	2	0	47	....	....	0	0	....	....	....	....	0	7	.....	.....	....	4,673	.....	1327
6	0	84	0	0	0	0	0	0	0	....	....	13	0	0	0	....	.....	.....	1328
0	6	0	20	....	....	0	130	....	....	....	....	0	7	.....	.....	....	.....	.....	1329
1	3	0	19	0	0	5	11	0	1	0	4	0	2	0	1	4	300	16,000	1330
1	8	0	80	0	0	0	40	0	20	0	0	0	4	0	3	4	1,200	3,000	1331
2	6	0	84	0	0	16	54	0	7	0	0	0	0	0	0	....	.....	.....	1332
6	2	110	0	0	0	90	0	42	0	60	0	17	0	16	0	5	2,000	180,000	1333
6	0	72	0	0	0	11	0	4	0	....	....	5	0	2	0	6	1,200	100,000	1334
3	0	18	0	0	0	1	0	11	0	7	0	3	0	3	0	....	850	400	1335
2	5	0	105	0	0	0	50	0	3	....	....	0	10	0	2	4	1,000	10,000	1336
0	2	0	11	....	....	20	49	....	....	....	....	0	0	.....	.....	....	300	8,000	1337
1	1	5	10	0	0	10	15	2	1	....	....	....	....	.....	.....	....	.....	100	1338
1	3	33	38	0	0	17	9	....	....	....	....	1	4	.....	.....	4	.....	.....	1339
0	3	0	20	0	0	0	95	0	0	0	0	0	3	0	2	....	400	.....	1340
6	0	100	0	0	0	178	0	0	0	37	0	7	0	7	0	4	3,500	.....	1341
1	1	6	8	0	0	23	28	....	....	7	2	0	0	0	0	....	25	1,000	1342

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	OHIO—continued.			
1343	Fostoria	Fostoria Classical Academy	T. A. Hostetler, A. B	United Br.
1344	Gambier	Harcourt Place Seminary	Mrs. H. N. Hills	Epis
1345	Green Spring	Green Spring Academy	Morris J. Hole, M. S., A. B.	Nonsect
1346	Hudson	Western Reserve Academy	Frederick W. Ashley	Nonsect
1347	Marion	St. Mary's School	Rev. Jas. A. Burns	R. C
1348	Mechanicstown	Mechanicstown Academy	W. A. McBane	Nonsect
1349	Middlepoint	Western Ohio Normal School	L. M. McCreary	Nonsect
1350	New Hagerstown	New Hagerstown Academy	J. Howard Brown	Nonsect
1351	New Lexington	St. Aloysius Academy	Mother Gonzaga	R. C
1352	New Philadelphia (lock box 1311).	John P. Kuhn's Normal School	John P. Kuhn, jr	Nonsect
1353	Oxford	Western Female Seminary	Miss Leila S. McKee, president.	Nonsect
1354	Painesville	School for Girls	Mrs. Samuel Mathews	Nonsect
1355	Paintersville	High School	M. C. Powers	Nonsect
1356	Pleasantville	Fairfield Union Academy	Chas. C. Webb	Nonsect
1357	Poland	Poland Union Seminary	Miss Eugene P. Semple	Presb
1358	Reading	Mount Notre Dame Academy	Sister Agnes Aloysia	R. C
1359	Rogers	Mount Hope College	A. W. Galbreath, president.	Nonsect
1360	St. Martins	Ursuline Academy for Young Ladies.	Sister M. Ursula Dodds	R. C
1361	Smithville	Smithville Normal Academy	Rev. C. F. English	Meth
1362	South New Lyme	New Lyme Institute	J. Tuckerman, A. M., Ph. D.	
1363	South Salem	Salem Academy	Schuyler Morgan	Presb
1364	Springfield	Springfield Seminary	Miss Susan A. Longwell	Nonsect
1365	Tiffin	College of Ursuline Sisters	Mother Superior	R. C
1366	Toledo	Ursuline Convent of the Sacred Heart.	Mother M. I. Heart, superioress.	R. C
1367	Waterloo	Waterloo High School	A. A. Drummond	
1368	Zanesville	Putnam Military Academy	Rev. E. E. Rogers	Presb
1369	....do	Putnam Seminary	Mrs. Helen Buckingham Colt.	Nonsect
	OKLAHOMA.			
1370	Guthrie	St. Joseph's Academy	Mother Paula, superioress	R. C
	OREGON.			
1371	Baker City	St. Francis Academy	Sister Mary Cupertino	R. C
1372	Coquille	Coquille Academy	W. H. Bunch	7-Day Ad
1373	Dallas	La Creole Academic Institute	Thomas C. Bell, A. M	Nonsect
1374	Forest Grove	Tualatin Academy and Pacific University.	H. L. Bates	Cong
1375	Lebanon	Santiam Academy	S. A. Randle	M. E
1376	Mount Angel	Mount Angel Academy	Rev. Mother Mary Bernardine, O. S. B.	R. C
1377	Pendleton	St. Joseph's Academy	Sister Mary Stanislaus	R. C
1378	Portlan (P.O box 17)	Bishop Scott Academy	J. W. Hill, M. D., B. A	P. E
1379	....do	Portland Academy	J. R. Wilson	Nonsect
1380	....do	St. Helen's Hall	Miss Mary B. Rodney	P. E
1381	....do	St. Michael's College	Brother Lucius	R. C
1382	Salem	Academy of the Sacred Heart	Sister Mary, superioress	R. C
1383	The Dalles	St. Mary's Academy	Sister M. Laurentia	R. C
	PENNSYLVANIA.			
1384	Academia	Tuscarora Academy	Miss Ida M. Barton	Presb
1385	Allegheny (214 North ave.).	Park Institute	Levi Ludden, Ph. D	Nonsect
1386	Allegheny (140 Grant ave.).	School for Girls	Miss Mary Maitland	Nonsect
1387	Ambler	Sunnyside School	Miss S. A. Knight	Nonsect
1388	Armagh	Armagh Summer School	C. A. Campbell	Nonsect
1389	Barkeyville	Barkeyville Academy	Chas. Manchester	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	1	30	27	0	0	54	2	18	12	14	13	8	6	.....	.....	4	.....	$28, 000	1343
0	9	6	48	0	0	4	2	.....	.....	.....	.....	0	8	0	4	....	.....	100, 000	1344
3	0	21	18	0	0	1	0	12	11	0	0	2	4	2	4	3	200	20, 500	1345
4	1	49	18	0	0	7	3	14	4	4	0	12	6	7	5	4	900	40, 000	1346
0	1	7	13	0	0	89	98	0	0	0	0	0	4	0	0	....	.....	.....	1347
1	0	32	16	0	0	0	2	2	1	4	0	0	0	0	0	....	20	.....	1348
3	2	85	50	0	0	0	0	5	2	0	0	0	0	0	0	....	.....	.....	1349
2	1	9	5	0	0	11	5	3	1	0	0	0	0	0	0	....	100	.....	1350
0	5	0	30	0	0	0	21	.....	.....	.....	.....	0	0	0	0	5	360	26, 800	1351
2	1	10	12	0	0	30	40	.....	.....	5	10	0	0	0	0	....	.....	10, 000	1352
0	20	0	106	0	0	0	0	.....	.....	.....	.....	0	12	.....	.....	5	6, 225	169, 012	1353
0	2	0	8	0	0	0	4	0	4	0	0	0	2	0	0	....	1, 124	6, 000	1354
0	1	12	17	0	0	23	21	.....	.....	3	4	2	6	.....	.....	....	50	3, 000	1355
3	0	45	27	0	0	5	3	10	0	4	0	0	0	0	0	....	.....	10, 000	1356
1	1	15	10	0	0	0	0	1	0	0	0	2	2	1	0	....	700	6, 000	1357
0	5	0	25	0	0	0	40	.....	.....	.....	.....	0	3	.....	.....	....	5, 000	.....	1358
5	2	142	110	.....	....	8	15	60	38	.....	....	8	0	.....	.....	....	300	12, 000	1359
0	4	0	30	.....	....	0	25	.....	.....	.....	.....	0	7	0	0	4	3, 000	.....	1360
5	1	37	31	0	0	2	3	9	5	.....	....	0	0	0	0	....	.....	8, 000	1361
4	3	69	68	.....	....	40	48	25	19	.....	....	4	4	1	0	3	.....	15, 000	1362
1	1	28	26	0	0	0	0	12	10	13	12	8	8	8	8	4	1, 200	5, 000	1363
0	2	0	34	0	0	12	35	0	1	0	4	0	2	.....	.....	4	50	30, 000	1364
0	3	0	70	.....	....	0	75	0	40	0	30	0	4	.....	.....	3	1, 000	.....	1365
0	3	0	50	.....	....	0	150	.....	.....	0	10	0	4	0	4	....	3, 000	.....	1366
2	2	38	38	.....	....	6	2	.....	.....	0	0	0	0	0	0	....	50	.....	1367
4	0	24	0	0	0	8	0	13	0	3	0	3	0	1	0	4	0	7, 000	1368
0	4	0	20	0	0	0	14	0	0	0	0	0	5	.....	.....	....	5, 000	.....	1369
0	2	0	15	0	0	0	25	.....	.....	.....	.....	0	0	0	0	....	.....	18, 000	1370
0	3	5	10	0	0	30	75	0	0	5	10	0	0	0	0	....	400	15, 500	1371
2	0	32	24	0	0	32	25	.....	.....	.....	.....	0	0	0	0	....	200	6, 000	1372
2	0	18	14	0	0	0	0	.....	.....	.....	.....	0	0	0	0	....	100	7, 000	1373
6	2	64	45	0	0	18	5	18	10	30	20	8	1	8	1	....	7, 000	67, 000	1374
2	1	19	16	0	0	6	22	1	0	3	2	0	0	0	0	2	400	10, 000	1375
0	2	0	20	0	0	0	14	0	0	0	0	0	3	0	0	....	2, 050	32, 000	1376
0	4	9	31	0	0	15	25	.....	.....	.....	.....	0	6	0	5	....	300	1, 300	1377
7	0	60	0	0	0	30	0	15	0	20	0	2	0	2	0	4	1, 500	200, 000	1378
2	2	40	37	0	0	42	44	16	4	0	0	3	4	2	2	4	400	.....	1379
2	8	0	63	0	0	1	16	0	1	0	0	0	4	0	0	....	700	.....	1380
2	0	50	0	0	0	90	0	11	0	16	0	6	0	.....	.....	.....	1, 000	.....	1381
0	1	0	12	0	0	0	54	0	0	0	0	0	4	0	4	....	500	.....	1382
1	1	0	10	0	0	0	0	0	0	0	0	0	1	0	0	....	250	300	1383
0	2	24	14	0	0	2	3	7	2	2	0	4	0	4	0	4	20	2, 000	1384
10	1	181	38	0	0	0	0	10	1	38	1	50	17	29	3	....	.....	1, 000	1385
0	3	0	9	0	0	0	1	0	1	0	0	....	....	.....	.....	.....	.....	.....	1386
0	1	0	10	0	0	17	13	.....	.....	0	7	0	0	.....	.....	.....	175	.....	1387
1	1	39	36	0	0	20	25	6	1	0	0	0	0	0	0	....	.....	.....	1388
3	0	30	22	0	0	21	9	.....	.....	17	0	4	1	4	1	5	300	7, 000	1389

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1390	Beatty	St. Xavier's Academy	Sister M. Inez	R. C
1391	Bedford	Bedford Classical Academy	Rev. L. M. Colpelt, D. D	Nonsect
1392	Bethlehem	Moravian Parochial School	Albert G. Rau, B. S	Moravian
1393	do	Preparatory School for Lehigh University.	William Ulrich	Nonsect
1394	Birmingham	Mountain Seminary	Miss N. J. Davis	Presb
1395	Brodheadsville	Fairview Academy	E. T. Kunkle, A. B	Nonsect
1396	Bryn Mawr	Miss Baldwin's School for Girls	Miss Florence Baldwin	Nonsect
1397	Buckingham	Hughesian Free School	Miss Cynthia Doane	Friends
1398	Bustleton	St. Luke's School	C. H. Strout	P. E
1399	Callensburg	Callensburg Male and Female Seminary.	R. R. Stuart	Nonsect
1400	Canonsburg	Jefferson Academy	R. H. Meloy	Presb
1401	Carlisle	Metzger College	Miss Harriet L. Dexter	Nonsect
1402	Chambersburg	Chambersburg Academy	M. R. Alexander, A. M	Presb
1403	Chester	Chester Academy	George Gilbert	
1404	Columbia	St. Peter's Parochial School	Sister M. Flavia	R. C
1405	Concordville	Maplewood Institute	Joseph Shortlidge	Friends
1406	Darlington	Greersburg Academy	C. A. Simonton	Nonsect
1407	Dry Run	Path Valley Academy	Charles W. Loux, A. B	Nonsect
1408	Easton	The Easton Academy	Samuel R. Park	Nonsect
1409	do	Charles H. Lerch's School	Charles H. Lerch	Nonsect
1410	Elders Ridge	Elders Ridge Classical and Normal Academy.	Rev. N. B. Kelly	Nonsect
1411	Erie (9th, bet. German and Parade sts.).	St. Benedict's Academy	Sister M. Clara, directress	R. C
1412	Factoryville	Keystone Academy	Fred M. Loomis, A. M	Bapt
1413	Fredericksburg	Schuylkill Academy	Rev. G. Holzapfel, A. M	Evang. As
1414	Fredonia	Fredonia Institute	S. C. Humes	Nonsect
1415	Freeburg	Freeburg Academy	G. W. Malborn	Nonsect
1416	Germantown	Germantown Academy	William Kershaw, Ph. D	Nonsect
1417	Gettysburg	Mrs. Croll's Academy	Mrs. Jennie S. Croll	
1418	Greensburg	Greensburg Seminary	W. M. Swingle, Ph. D	Luth
1419	do	St. Joseph's Academy	Sister Adelaide	R. C
1420	Harrisburg	Harrisburg Academy	Jacob F. Seiler	Nonsect
1421	do	The Misses Tomkinson's School.	Miss Martha M. Tomkinson.	Nonsect
1422	Hazleton	Hazleton Seminary	Mrs. S. C. Jack	Nonsect
1423	Hollidaysburg	Young Ladies' Seminary	Mrs. R. S. Hitchcock	Nonsect
1424	Huntingdon	Juniata College	M. G. Brumbaugh, president.	Ger. Bapt
1425	Jenkintown	Abington Friends' School	Louis B. Ambler	Friends
1426	Kennett Square (P. O. box 101).	Martin Academy	Allen B. Clement	Friends
1427	Kingston	Wyoming Seminary	Rev. L. L. Sprague, D. D	M. E
1428	Kittanning	Kittanning Academy	J. A. Ritchie	Nonsect
1429	Lancaster (19 South Queen st.).	Mrs. Blackwood's School for Girls.	Mrs. E. J. Blackwood	Nonsect
1430	Lancaster	The Yates Institute	M. Rogers Hooper	P. E
1431	Lewistown	Lewistown Academy	J. C. Pla	
1432	Ligonier	Classical Institute	Rev. E. H. Dickinson	Presb
1433	Lionville	Uwchlan Academy	Miss Ella M. Gordon	Friends
1434	Littlestown	Edgehill Institute	Walter E. Krebs, A. M	Nonsect
1435	London Grove	London Grove Friends' School	Miss Jane P. Rushmore	Friends
1436	Loretto	Mount Aloysius Academy	Sisters of Mercy	R. C
1437	McAlevys Fort	Stone Valley Academy	Montrose Maxwell	Nonsect
1438	McSherrystown	St. Joseph's Academy	Mother Ignatius	R. C
1439	Media	Brooke Hall Female Seminary	Misses Mason	Epis
1440	do	Media Academy for Boys	Prof. S. C. Shortlidge	Nonsect
1441	Media (2 E. 2d st.)	Graysdale	Miss Mary E. Williamson	Nonsect
1442	Media (Washington and Church sts.).	Providence Preparative Meeting School.	Miss Margaret R. Caley	Friends
1443	Mifflintown	Mifflin Academy	J. Harry Dysinger	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	3	0	80	0	0	0	40	0	0	0	2	0	9	.....	.....	....	500	.....	1390
2	0	30	5	0	0	0	0	25	5	5	0	0	0	.....	.....	....	.....	.....	1391
3	3	69	115	0	0	25	28	0	0	16	5	7	3	7	3	2	387	.....	1392
4	0	51	0	0	0	15	0	4	0	47	0	50	0	50	0	3	2,000	$25,000	1393
0	4	0	45	0	0	1	8	1	8	0	0	0	10	0	6	....	2,500	30,000	1394
2	0	33	7	0	0	39	25	4	3	1	0	0	0	0	0	3	.....	.....	1395
1	9	0	62	0	0	0	15	0	46	.....	.....	0	15	0	15	5	.....	34,000	1396
0	1	10	14	0	1	34	35	.....	.....	1	1	1	3	.....	.....	....	2,151	4,000	1397
5	0	37	0	0	0	0	0	4	0	17	0	6	0	4	0	....	500	30,000	1398
1	1	11	9	0	0	12	18	2	1	0	0	0	0	.....	.....	....	.....	.....	1399
4	1	25	17	0	0	2	0	14	2	1	2	.....	.....	.....	.....	....	2,500	25,000	1400
0	5	0	43	0	0	12	13	.....	.....	0	1	0	2	0	1	....	400	40,000	1401
4	0	50	0	0	0	0	0	20	0	5	0	7	0	7	0	4	500	20,000	1402
3	2	49	55	0	0	10	5	0	4	0	0	0	4	0	2	4	600	15,000	1403
0	5	17	21	0	0	58	44	3	5	.....	.....	3	2	.....	.....	....	740	40,000	1404
2	1	30	0	.....	.....	15	0	10	0	5	0	.....	.....	0	0	....	.....	.....	1405
1	0	5	7	0	0	8	8	5	0	0	2	0	0	0	0	....	30	1,500	1406
2	0	19	27	0	0	0	0	2	2	0	0	0	0	0	0	3	0	3,000	1407
6	3	52	28	0	0	18	5	16	0	10	2	11	2	8	1	3	200	10,000	1408
1	1	20	0	.....	.....	0	0	.....	.....	0	0	6	0	6	0	....	.....	.....	1409
4	1	37	17	0	0	0	0	17	4	.....	.....	.....	.....	.....	.....	3	1,000	5,000	1410
0	5	0	53	0	0	0	50	0	0	0	0	0	0	0	0	....	500	.....	1411
3	2	106	84	0	0	0	0	5	2	8	5	9	4	5	1	3	.....	100,000	1412
7	2	70	23	0	0	0	0	8	0	4	0	8	2	3	0	3	800	50,000	1413
3	1	100	106	0	0	25	35	.....	.....	.....	.....	10	3	4	0	4	200	5,000	1414
2	1	15	15	0	0	40	20	0	0	0	0	8	5	0	0	....	300	2,500	1415
4	5	175	0	.....	.....	125	0	50	0	75	0	27	0	20	0	6	500	500,000	1416
0	2	1	20	.....	.....	2	10	0	4	.....	.....	.....	.....	.....	.....	....	.....	.....	1417
7	5	76	68	0	0	62	128	15	8	9	0	4	3	2	1	....	.....	40,000	1418
0	4	0	45	0	0	0	20	0	35	.....	.....	0	5	0	0	....	800	200,000	1419
3	0	33	0	0	0	0	0	.....	.....	13	0	14	0	10	0	....	0	30,000	1420
1	3	3	32	0	0	21	15	0	0	3	9	0	2	0	2	4	325	8,000	1421
0	3	10	12	.....	.....	4	10	2	0	4	4	0	1	.....	.....	4	2,000	.....	1422
0	2	0	25	.....	.....	0	50	0	4	.....	.....	0	12	0	3	....	3,000	.....	1423
14	3	184	109	.....	.....	0	0	22	9	.....	.....	11	2	0	0	4	4,500	50,000	1424
3	5	58	54	0	0	18	16	.....	.....	.....	.....	2	3	0	2	3	500	10,000	1425
2	2	30	25	0	0	9	6	.....	.....	1	0	1	0	1	0	4	.....	3,100	1426
9	10	320	240	0	0	0	0	45	22	65	0	17	15	16	2	3	4,000	250,000	1427
2	2	33	27	0	0	0	0	14	10	4	0	0	0	0	0	....	0	.....	1428
1	2	0	33	0	0	0	46	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	1429
2	0	18	0	.....	.....	12	0	9	0	.....	.....	0	0	.....	.....	5	.....	.....	1430
2	1	17	16	.....	.....	10	14	1	5	4	0	1	5	1	4	6	0	8,000	1431
1	1	24	25	0	0	19	10	.....	.....	.....	.....	0	0	0	0	....	1,500	.....	1432
0	4	15	7	0	0	4	4	2	4	2	0	.....	.....	.....	.....	....	.....	.....	1433
1	0	12	9	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	1434
0	2	14	12	0	0	4	6	1	2	0	0	.....	.....	.....	.....	....	0	1,200	1435
0	4	0	28	.....	.....	0	39	0	0	0	0	0	0	0	0	....	700	.....	1436
1	0	7	7	0	0	23	19	0	0	3	4	.....	.....	.....	.....	....	500	.....	1437
0	5	0	34	0	0	0	13	.....	.....	.....	.....	0	2	.....	.....	....	1,175	.....	1438
0	6	0	29	0	0	0	4	0	0	0	0	0	6	0	0	....	600	33,000	1439
2	1	30	0	0	0	8	0	2	0	12	0	4	0	3	0	....	2,500	40,000	1440
0	2	3	13	0	0	14	24	.....	.....	0	2	0	0	0	0	....	.....	.....	1441
0	2	7	11	.....	.....	7	9	.....	.....	.....	.....	4	0	4	0	....	.....	.....	1442
1	0	25	15	0	0	0	0	10	5	.....	.....	2	2	.....	.....	....	.....	1,500	1443

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1444	Millville	Greenwood Seminary	Henry R. Russell	Friends
1445	Monongahela	Monongahela Academy	Mrs. M. M. Scott	Nonsect
1446	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Rev. Leroy Stephens, D.D.	Bapt
1447	Myerstown	Palatinate College	Edwin Maxey, Ph. B	Reformed.
1448	Nazareth	Nazareth Hall	Rev. Charles C. Lanius	Moravian.
1449	New Bloomfield	Bloomfield Academy	H. E. Sheibley, A. M	
1450	Newtown Square	Friends' School	Miss Nettie S. Malin	Friends
1451	Normal Square	Normal Institute	D. W. Sitter, A. B	Nonsect
1452	North East	St. Mary's College	August Cooper	R. C
1453	North Hope	North Washington Institute	H. S. Gilbert, B. E. D., B. S., president.	Nonsect
1454	North Wales	North Wales Academy and School of Business.	S. U. Brunner	Nonsect
1455	Oakdale Station	Oakdale Academy	T. J. George	Presb
1456	Ogontz	Cheltenham Academy	John Calvin Rice	Nonsect
1457	Oley	Oley Academy	M. S. Harting, A. M	Nonsect
1458	Pennsburg	Perkiomen Seminary	O. S. Kriebel	
1459	Philadelphia (1324 Locust st.).	Academy of the Protestant Episcopal Church.	William H. Klapp	P. E
1460	Philadelphia (401 S. 22d st.).	William S. Blight, jr.'s, School for Boys.	Wm. S. Blight, jr	Nonsect
1461	Philadelphia (Chestnut Hill).	Mrs. Comegys and Miss Bell's Young Ladies' Boarding School.	Mrs. Comegys and Miss Bell.	
1462	Philadelphia (248 S. 21st st.).	Day School for Girls	Miss Katharine B. Hayward.	Nonsect
1463	Philadelphia (700 N. Broad st.).	Eastburn Academy	George Eastburn	Nonsect
1464	Philadelphia (4313-4315 Walnut st.).	French and English Home School.	Madame H. V. F. Clerc	Epis
1465	Philadelphia (15th and Race sts.).	Friends' Central School	Miss Annie Shoemaker, Wm. W. Birdsall.	Friends
1466	Philadelphia (140 N. 16th st.).	Friends' Select School	J. Henry Bartlett	Friends
1467	Philadelphia	Miss Gibson's School (Girls)	Miss M. S. Gibson	Nonsect
1468	do	Girard College	Adam H. Fetterolf, Ph. D., LL. D.	Nonsect
1469	Philadelphia (412 Spruce st.).	Miss Gordon's French and English Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon.	
1470	Philadelphia (41st and Chestnut sts.).	The Hamilton School	Le Roy Bliss Peckham	Nonsect
1471	Philadelphia (2011 De Lancey place).	Miss Irwin's School for Girls	Miss Agnes Irwin	Nonsect
1472	Philadelphia	Lutheran Girl's School of the Mary J. Drexel Home.	Rev. C. Goedel	Evang. Luth.
1473	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph	R. C
1474	Philadelphia (West) (4046 Walnut st.).	The Pennsylvania School for Girls.	Miss Elizabeth A. Reinhoth, Miss Elizabeth D. Leach.	Presb
1475	Philadelphia (18th and Chestnut sts.).	Rittenhouse Academy	De Benneville K. Ludwig, A. M.; Erasmus B. Waples, A. M.	Nonsect
1476	Philadelphia (1415 Locust st.).	Rugby Academy	Rev. William Greenwood, M. A., Ph. D.	Nonsect
1477	Philadelphia (1427 N. 16th st.).	Schleigh Academy for Young Ladies.	Miss Frances M. Schleigh.	Nonsect
1478	Philadelphia (204 W. Chelton ave., Germantown).	Mrs. Mary E. Stevens's School.	Mrs. Mary E. Stevens	
1479	Philadelphia (2101 Spruce st.).	Walton School	Miss Cordelia Brittingham.	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	3	20	13	0	0	10	12	0	0	0	0	0	0	0	0	....	.....	.....	1444
1	1	16	19	0	0	7	8	6	0	....	....	4	6	2	0	....	.....	.....	1445
3	1	25	16	0	0	40	25	7	2	10	0	6	8	6	0	4	2,000	$32,000	1446
1	1	37	21	....	....	23	29	25	4	15	6	11	8	6	3	....	.....	55,000	1447
6	1	60	0	0	0	9	0	2	0	0	0	11	0	3	0	....	2,000	51,799	1448
2	1	63	34	....	....	0	0	9	2	1	0	2	3	2	3	3	100	8,100	1449
0	2	6	8	....	....	7	5	0	0	0	0	....	....	....	....	....	80	.....	1450
0	2	18	12	....	....	2	3	1	0	....	....	....	....	....	....	....	.....	.....	1451
10	0	90	0	....	....	0	0	....	....	....	....	6	0	6	0	....	5,000	.....	1452
2	2	39	54	0	0	0	0	....	....	....	....	1	4	0	0	5	300	5,000	1453
1	1	24	16	....	....	8	7	16	8	4	2	1	2	1	2	....	.....	15,000	1454
2	1	20	15	0	0	15	15	10	5	2	0	0	0	0	0	....	0	25,000	1455
4	1	60	0	0	0	12	0	10	0	30	0	10	0	6	0	....	1,000	75,000	1456
2	1	45	11	0	0	33	27	11	0	....	....	0	0	....	....	....	1,575	.....	1457
3	1	23	12	0	0	37	47	14	0	3	2	1	0	1	0	3	200	7,500	1458
16	0	157	0	0	0	0	0	....	....	....	....	13	0	12	0	4	2,000	108,000	1459
4	0	33	0	0	0	21	0	....	....	....	....	5	0	5	0	5	.....	.....	1460
0	3	0	45	....	....	0	20	....	....	....	....	....	....	....	....	4	.....	.....	1461
0	9	0	61	0	0	0	0	0	5	0	1	0	6	0	1	4	1,000	2,000	1462
7	2	110	0	0	0	22	0	27	0	20	0	11	0	8	0	5	1,600	10,000	1463
0	5	0	21	....	....	0	0	0	6	0	6	....	....	....	....	4	3,500	12,000	1464
11	29	212	356	0	0	0	0	5	5	20	25	20	40	10	7	3	750	110,000	1465
2	5	35	70	0	0	48	45	3	9	0	0	3	10	1	3	4	12,500	60,000	1466
1	6	0	30	....	....	....	....	....	....	....	....	0	6	....	....	4	.....	.....	1467
17	2	268	0	0	0	1,448	0	....	....	....	....	21	0	....	....	4	11,901	3,250,000	1468
1	9	0	80	....	....	0	19	0	5	....	....	0	6	....	....	4	1,100	.....	1469
5	0	55	0	0	0	75	0	30	0	20	0	2	0	2	0	6	400	50,000	1470
2	15	0	124	0	0	0	16	0	90	....	....	0	2	0	2	....	1,200	.....	1471
4	8	0	44	0	0	0	0	0	0	0	0	0	3	0	0	....	200	.....	1472
0	7	0	63	0	0	20	21	....	....	....	....	0	3	....	....	4	3,000	.....	1473
0	2	0	13	....	....	0	47	....	....	0	4	0	1	0	1	....	350	22,000	1474
7	0	36	0	0	0	4	0	8	0	15	0	4	0	4	0	4	.....	.....	1475
6	4	70	0	0	0	0	0	30	0	6	0	6	0	3	0	4	.....	.....	1476
0	1	0	17	0	0	15	18	0	17	....	....	0	1	0	1	4	.....	.....	1477
6	8	0	64	....	....	0	23	....	....	....	....	0	16	0	16	....	2,000	.....	1478
2	7	0	47	0	0	0	10	0	6	0	19	0	4	0	4	....	500	140,000	1479

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—cont'd.			
1480	Philadelphia (1602 Green st.).	West Green Street Institute	Miss Martha Laird	Nonsect
1481	Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs. Henrietta Kutz	Nonsect
1482	Philadelphia	William Penn Charter School	Richard M. Jones, LL. D.	
1483	Pittsburg (cor. Craig st. and Fifth ave.).	Alinda Preparatory School	Miss Ellen Gordon Stuart	Nonsect
1484	Pittsburg	Bishop Bowman Institute	Rev. Robt. John Coster, A. M.	Epis
1485	do	Pittsburg Academy	J. Warren Lytle	Nonsect
1486	do	Shady Side Academy	William R. Crabbe, Ph. D.	
1487	do	Miss Thurston's College Preparatory School.	Miss Alice M. Thurston	Nonsect
1488	Pittsburg (Winebiddle ave.).	Ursuline Young Ladies' Academy.	Sister M. Ursula	R. C
1489	Pleasant Mount	Pleasant Mount Academy	Nelson J. Spencer	Nonsect
1490	Pottstown	The Hill School	John Meigs	Nonsect
1491	Prospect	Prospect Normal and Classical Academy.	G. I. Wilson	Nonsect
1492	Reading	Selwyn Hall	W. J. Wilkie	P. E
1493	Rimersburg	Clarion Collegiate Institute	S. W. Kerr	Reformed
1494	Rose Point	Rose Point Academy	Prof. J. S. Fruit	
1495	Saltzburg	Kiskiminetas Springs School	A. W. Wilson, jr.; R. Willis Fair.	Nonsect
1496	Scranton	Green Ridge School	Miss Amy Gerecke, B. S	Nonsect
1497	do	St. Cecilian Academy	Mother Mary, superior	R. C
1498	do	School of the Lackawanna	Rev. Thos. M. Cann, A. M.; Walter H. Buell, A. M.	Nonsect
1499	Selins Grove	Missionary Institute	Rev. Frank P. Manhart, superintendent.	Luth
1500	Sharon	Hall Institute	Rev. S. A. Smith, Ph. D	Bapt
1501	South Bethlehem	Bishopthorpe School	Miss Frances I. Walsh	Epis
1502	Sugar Grove	Sugar Grove Seminary	Robert John White	Un. Breth.
1503	Titusville	St. Joseph's Academy	Mother Superior	R. C
1504	Towanda	Susquehanna Collegiate Institute.	Edwin E. Quinlan	Presb
1505	Uniontown	Redstone Academy and Commercial College.	James H. Griffith	Nonsect
1506	Ward	Ward Academy	Benj. F. Leggett, Ph. D	Nonsect
1507	Washington	Trinity Hall	C. H. Tebbetts	Nonsect
1508	do	The Washington Female Seminary.	Miss N. Sherrard	Nonsect
1509	Waterford	Waterford Academy	W. F. Mercer, Ph. M	Nonsect
1510	West Bridgewater	Peirsol's Academy	S. H. Peirsol	Nonsect
1511	West Chester, High st.	Friends' School	Henry Arnold Todd	Friends
1512	Westtown	Westtown Boarding School	Zebedee Haines, supt	Friends
1513	West Sunbury	West Sunbury Academy	F. E. Knoch	Nonsect
1514	Wilkesbarre (S. Franklin st.).	Female Institute	Miss Elizabeth H. Rockwell.	
1515	Wilkesbarre	Harry Hillman Academy	H. C. Davis	Nonsect
1516	Williamsport	Williamsport Dickinson Seminary.	Edward James Gray	Meth
1517	Wyncote	Chelten Hills School	Mrs. E. W. Heacock	Nonsect
1518	York	York Collegiate Institute	E. T. Jeffers, D. D	Presb
	RHODE ISLAND.			
1519	Pawtucket	Cole's Private School	Charles A. Cole	Nonsect
1520	Providence	English and Classical School	Charles B. Goff, Ph. D	Nonsect
1521	Providence (Elmhurst).	French Academy of the Sacred Heart.	Madame E. L. Hogan	R. C
1522	Providence	La Salle Academy	Brother James	R. C
1523	do	St. Mary's Academy	Sister St. Mary John	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	4	0	26	0	0	0	12	0	0	0	1	0	2	.....	.....	.....	.....	.....	1480
0	2	0	30	.....	.....	0	10	.....	.....	.....	.....	0	4	.....	.....	3	1,100	$40,000	1481
10	12	416	0	0	0	0	0	208	0	208	0	33	0	33	0	....	1,000	120,000	1482
0	5	0	60	0	0	15	27	0	8	0	0	0	0	0	0	4	.....	1,000	1483
0	2	0	50	0	0	0	10	.....	.....	.....	.....	0	4	.....	.....	....	2,000	50,000	1484
4	4	100	80	.....	.....	40	30	20	0	80	0	22	28	10	0	....	100	.....	1485
8	0	126	0	0	0	0	0	.....	.....	.....	.....	14	0	14	0	5	600	100,000	1486
0	1	1	14	0	0	18	68	0	2	1	0	1	1	1	1	4	400	.....	1487
0	4	0	55	.....	.....	0	15	0	40	0	4	0	4	0	4	....	400	.....	1488
1	1	12	15	0	0	31	41	0	0	0	0	4	3	0	0	3	150	2,000	1489
15	0	115	0	.....	.....	10	0	60	0	50	0	15	0	15	0	5	3,000	250,000	1490
1	1	34	18	0	0	0	0	20	11	14	0	1	0	1	0	3	.....	2,000	1491
6	0	30	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	6	500	25,000	1492
2	2	41	37	0	0	10	9	6	3	0	0	0	0	0	0	....	250	5,200	1493
2	3	20	35	0	0	9	10	2	1	17	30	.....	.....	.....	.....	.....	.....	3,000	1494
2	0	35	0	0	0	15	0	20	0	15	0	9	0	9	0	5	250	45,000	1495
0	1	0	7	0	0	11	25	.....	.....	0	3	0	3	0	3	....	200	3,000	1496
0	5	20	80	0	0	75	185	0	0	0	0	0	8	0	3	....	1,500	.....	1497
3	3	84	66	0	0	33	20	40	11	26	7	11	4	11	2	....	2,500	40,000	1498
2	1	76	15	.....	.....	30	5	.....	.....	.....	.....	21	2	.....	.....	5	4,500	.....	1499
5	5	65	49	0	0	0	0	4	2	3	1	8	7	4	1	4	.....	20,000	1500
0	2	0	12	.....	.....	0	20	0	1	.....	.....	.....	.....	.....	.....	....	1,111	.....	1501
2	2	27	44	0	0	31	16	0	0	3	4	0	2	0	2	4	1,350	24,000	1502
0	2	5	28	0	0	167	200	1	0	.....	.....	0	3	.....	.....	.....	200	.....	1503
3	3	47	50	0	0	53	47	7	0	4	0	8	5	4	3	3	1,000	50,000	1504
4	2	58	50	0	0	19	18	3	1	18	8	3	2	3	2	4	20	300	1505
1	3	4	17	0	0	3	4	0	0	0	0	0	2	0	0	4	1,000	3,000	1506
3	0	25	0	0	0	9	0	13	0	0	0	0	0	0	0	....	2,000	150,000	1507
0	18	0	194	0	0	0	0	.....	.....	.....	.....	0	19	.....	.....	4	1,500	25,000	1508
2	1	79	80	.....	.....	0	0	2	1	26	25	5	8	1	0	4	600	5,000	1509
3	1	125	93	0	0	5	2	16	0	.....	.....	.....	.....	.....	.....	.....	.....	3,000	1510
1	1	8	11	0	0	28	20	1	2	3	1	0	0	0	0	4	0	40,000	1511
10	6	120	91	0	0	23	12	2	0	6	0	14	10	7	1	4	5,000	.....	1512
2	3	65	85	0	0	0	0	65	85	.....	.....	3	11	.....	.....	.....	.....	.....	1513
0	6	0	55	0	0	0	48	.....	.....	.....	.....	0	7	.....	.....	.....	.....	.....	1514
3	2	66	0	.....	.....	65	0	17	0	14	0	20	0	19	0	5	1,000	75,000	1515
3	1	83	31	.....	.....	13	13	6	1	2	0	9	11	2	1	.....	.....	100,000	1516
1	9	10	32	0	0	0	0	0	2	2	0	0	9	.....	.....	.....	0	12,000	1517
3	3	50	38	0	0	0	0	34	13	11	0	7	4	2	1	4	2,000	105,000	1518
1	1	58	6	0	0	15	4	5	0	4	0	2	0	2	0	....	300	6,000	1519
7	1	93	0	0	0	80	0	40	0	21	0	21	0	15	0	7	1,100	100,000	1520
0	8	0	51	0	0	0	15	0	0	.....	.....	0	3	.....	.....	.....	5,000	.....	1521
6	0	121	0	.....	.....	69	0	.....	.....	.....	.....	2	0	2	0	....	1,300	50,000	1522
0	2	0	28	0	0	0	370	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	1523

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	RHODE ISLAND—continued.			
1524	Providence	Miss Sheldon's School for Young Ladies.	Miss Helen M. Sheldon	Nonsect
1525	Providence (College and Prospect sts.).	University Grammar School	Emory Lyon and Edward A. Swain.	Nonsect
	SOUTH CAROLINA.			
1526	Adamsville	Palmetto High School	Edgar Eugene Craven	Nonsect
1527	Aiken	Aiken Institute	John R. Mack	Nonsect
1528	Anderson	Miss Hubbard's Home School	Miss L. C. Hubbard	Nonsect
1529	do	Patrick Military Institute	John B. Patrick	Nonsect
1530	Batesburg	Batesburg High School	J. J. Andrews, A. M	Nonsect
1531	Beaufort	Harbison Institute	Rev. G. M. Elliott	Presb
1532	Camden	Browning Industrial Home and School.	Miss Nellie A. Crouch	M. E
1533	Charleston	Academy of Our Lady of Mercy	Sister Mary Agatha	R. C
1534	Charleston (151 Wentworth st.).	Charleston Female Seminary	Miss E. A. Kelly	Nonsect
1535	Charleston (38 Corning st.).	Misses Gibbes's School for Girls.	Miss S. P. Gibbes	
1536	Charleston	High School of Charleston	Miss Virgil C. Dibble	
1537	Charleston (93 Broad st.).	Miss Martin's School	Miss C. O. Martin	
1538	Charleston	The Porter Military Academy	Charles J. Colcock, jr	Epis
1539	do	Private School	Mrs. Isabel A. Smith	
1540	do	The Misses Sass, English and French School for Girls.	Miss M. E. Sass	P. E
1541	do	University School	Walter D. McKenney	Nonsect
1542	do	Wallingford Academy	Rev. L. A. Grove	Presb
1543	Chester	Brainerd Institute	Jno. S. Marquis, jr	Presb
1544	Chesterfield	Chesterfield Academy	N. R. Baker	Nonsect
1545	Clinton	Preparatory Department of Presbyterian College of South Carolina.	Jno. I. Cleland	Presb
1546	do	The Thornwell Orphanage	Rev. Wm. P. Jacobs, D. D	Presb
1547	Clio	Hebron High School	Benj. W. Crouch	Meth
1548	Covington	Hebron High School	D. W. Daniel	Meth
1549	Frogmore	Penn Normal and Industrial School.	Miss L. M. Towne	Nonsect
1550	Gowensville	Gowensville Male and Female Seminary.	W. D. O'Shields	Bapt
1551	Hartsville	Welsh Neck High School	A. Poindexter Taylor	Bapt
1552	Honea Path	Honea Path High School	Prof. J. B. Watkins	Nonsect
1553	Lexington	Palmetto Institute	Rev. L. E. Bushy	Nonsect
1554	Lowndesville	High School	Rev. H. C. Fennel	Nonsect
1555	Manning	Manning Collegiate Institute	E. J. Browne	Nonsect
1556	McColl	McColl High School	J. D. Craighead	Nonsect
1557	Mullins	Mullins School	R. W. Townsend	
1558	Reidville	Reidville Male High School	A. Spencer	Presb
1559	Rock Hill	Presbyterian High School	S. H. Edmunds	Presb
1560	Sellers	Sellers High School	Miss Lucy Sellers	Nonsect
1561	Sharon	Magnolia B. P. L. Institute	L. F. Shuford	Nonsect
1562	Summerville	Miss Quackenbush's School	Miss Quackenbush	
1563	Sumter	St. Joseph's Academy	Sister M. Loretto	R. C
1564	do	The Sumter Institute	H. Frank Wilson	Nonsect
1565	Townville	Townville Academy	H. L. Clayton	Nonsect
1566	Winnsboro	Mount Zion Institute	W. H. Witherow	Nonsect
1567	Yorkville	Baptist High School	Rev. A. E. Booth, M. A	
	SOUTH DAKOTA.			
1568	Burnside	Ward Academy	Mrs. Olivia Herron	Cong
1569	Canton	Augustana College	Anthony G. Tuve	Luth

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	6	0	70	0	0	0	20	0	0	0	0	0	8	0	4	4	500	$10,000	1524
7	0	31	0	0	0	23	0	18	0	8	0	13	0	13	0	....	100	.....	1525
1	2	9	9	0	0	24	15	9	9	0	0	0	0	0	0	....	100	2,000	1526
0	2	57	60	0	0	35	30	.....	.....	.....	.....	4	7	4	6	....	.....	25,000	1527
0	2	13	16	.....	.....	30	35	10	15	.....	.....	1	2	.....	.....	.....	.....	1,200	1528
3	0	50	0	0	0	21	0	.....	.....	.....	.....	71	0	.....	.....	....	500	.....	1529
1	0	15	3	0	0	32	25	1	1	.....	.....	0	0	0	0	2	0	2,000	1530
2	0	15	8	15	8	34	35	2	0	.....	.....	2	3	2	3	....	150	6,000	1531
0	4	9	56	9	56	40	70	0	0	0	0	1	4	.....	.....	.....	.....	4,000	1532
0	4	0	60	.....	.....	0	40	.....	.....	.....	.....	0	40	.....	.....	.....	.....	40,000	1533
2	5	0	80	0	0	30	40	0	10	0	0	0	7	0	5	....	2,000	35,000	1534
0	3	0	35	.....	.....	0	8	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....	1535
6	0	146	0	0	0	25	0	25	0	50	0	12	0	12	0	....	100	20,000	1536
0	2	0	20	0	0	5	10	0	1	.....	.....	0	0	.....	.....	.....	.....	.....	1537
6	0	97	0	0	0	23	0	1	0	10	0	11	0	.....	.....	.....	.....	.....	1538
0	5	0	59	0	0	5	38	0	1	.....	.....	0	9	0	1	4	140	.....	1539
0	1	0	30	0	0	0	15	.....	.....	.....	.....	0	2	.....	.....	.....	.....	500	1540
2	0	25	0	0	0	15	0	.....	.....	.....	.....	6	0	6	0	....	.....	.....	1541
1	1	12	32	12	32	78	74	5	2	.....	.....	1	5	1	2	....	.....	.....	1542
2	2	15	23	15	23	64	98	10	0	0	6	2	2	2	2	....	.....	12,000	1543
1	1	24	21	0	0	35	30	4	0	1	4	4	0	4	0	....	.....	2,200	1544
4	0	36	29	0	0	17	13	.....	.....	.....	.....	17	8	17	8	....	300	12,000	1545
1	2	8	24	.....	.....	38	46	8	24	.....	.....	0	2	.....	.....	4	4,480	65,000	1546
1	0	15	5	0	0	20	25	4	4	.....	.....	0	3	0	3	....	117	1,750	1547
1	2	32	35	0	0	8	10	2	4	.....	.....	0	2	0	2	....	105	2,000	1548
1	1	20	10	20	10	117	105	0	0	0	0	6	2	0	0	....	400	3,000	1549
0	1	10	8	.....	.....	20	25	.....	.....	.....	.....	0	0	0	0	.....	.....	700	1550
2	3	35	15	0	0	6	8	20	7	3	0	.....	.....	.....	.....	.....	.....	8,000	1551
1	0	7	12	.....	.....	27	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	1552
2	0	20	20	0	0	20	20	1	0	1	0	2	0	2	0	2	0	1,000	1553
1	0	16	12	0	0	20	10	15	7	.....	.....	0	0	0	0	....	0	1,100	1554
1	0	18	14	.....	.....	26	27	.....	.....	.....	.....	0	3	0	3	4	0	4,000	1555
3	0	28	27	0	0	26	27	18	23	.....	.....	0	0	0	0	....	.....	2,250	1556
1	0	5	7	.....	.....	38	35	3	6	0	0	0	0	0	0	....	.....	400	1557
1	0	10	0	0	0	30	0	4	0	0	0	.....	.....	.....	.....	.....	100	2,000	1558
4	0	49	0	.....	.....	0	0	.....	.....	.....	.....	6	0	6	0	3	100	22,000	1559
0	1	12	11	.....	.....	8	7	4	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	1560
0	1	11	7	0	0	32	34	4	3	0	0	2	0	1	0	....	.....	800	1561
0	2	5	10	0	0	18	17	.....	.....	.....	.....	2	4	.....	.....	.....	.....	450	1562
0	4	0	40	0	0	0	40	0	10	.....	.....	0	6	0	5	....	300	30,000	1563
0	5	0	55	0	0	0	30	0	20	.....	.....	0	7	0	4	4	1,000	15,000	1564
1	0	8	5	.....	.....	33	40	3	4	2	0	.....	.....	.....	.....	.....	.....	400	1565
2	1	21	21	0	0	66	58	6	3	1	0	6	0	6	0	....	150	15,000	1566
1	1	25	20	0	0	0	0	15	5	6	4	5	2	5	2	....	2,500	30,000	1567
2	1	25	16	0	0	5	7	3	0	0	0	0	0	0	0	....	500	10,200	1568
4	2	25	16	0	0	57	42	25	16	0	0	5	0	3	0	....	1,000	10,000	1569

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	SOUTH DAKOTA—continued.			
1570	Sioux Falls	Sioux Falls University	E. B. Meredith	Bapt
1571	Sturgis	St. Martin s Academy	Mother Angela, O. S. B.	R. C
1572	Yankton	Academy of the Sacred Heart	Sister M. Catherine	R. C
	TENNESSEE.			
1573	Alamo	Alamo Male and Female Academy.	J. O. Brown	
1574	Alexandria	Masonic Normal School	Gross and Woods	Nonsect
1575	Bellbuckle	Webb School	W. R. and J. M. Webb	M. E. So
1576	Big Sandy	Big Sandy Normal School	Prof. W. L. McKinney	Nonsect
1577	Bloomingdale	Kingsley Seminary	Joseph H. Ketron	M. E
1578	Bluff City	Zollicoffer Institute	Jno. J. Wolford	Nonsect
1579	Brownsville	Brownsville Military School	E. A. Maddox	Nonsect
1580	do	Wesleyan Female College	Thomas W. Crowder	M. E. So
1581	Bryson	Bethany High School	C. H. Walker	Nonsect
1582	Butler	Holly Spring College	Jas. H. Smith	Nonsect
1583	Camden	Camden Collegiate Institute	A. C. Fry	Nonsect
1584	Campbellsville	Campbellsville High School	W. B. Davidson	Nonsect
1585	Carlock	Hoyle Institute	N. B. Goforth, A. M	Nonsect
1586	Centerville	Centerville High School	W. A. Matthews	Nonsect
1587	Chattanooga	Chattanooga College for Young Ladies.	Jno. L. Cooper, A. M	Nonsect
1588	Church Hill	Church Hill Academy	C. W. Davis	M. E. So
1589	Clarksville	The Academy	Mrs. E. G. Buford	M. E. So
1590	Cleveland	Centenary Female College	Rev. David Sullins, D. D., president.	M. E. So
1591	Clifton	Clifton Masonic Academy	Miss Ida Tarbet	Nonsect
1592	Cloverdale	Cloverdale Seminary	W. A. Bell	Cumb. P
1593	Columbia	Columbia Institute for Young Ladies.	Rev. Geo. Beckett	Epis
1594	Cumberland City	Cumberland City Academy	Julius H. Bayer	Nonsect
1595	Dayton	Masonic College	E. A. Ashburn	
1596	Decatur	Decatur High School	J. M. Langston, jr	Nonsect
1597	Dickson	Wayman Academy	T. E. Miller	M. E. So
1598	Erin	Houston College School	G. L. Byrom	Nonsect
1599	Esco	Sylvan Academy	Geo. Brantley	Nonsect
1600	Evensville	Tennessee Valley College	J. P. Dickey	Nonsect
1601	Fayetteville	Fayetteville Collegiate Institute.	Geo. C. Simmons	Nonsect
1602	Franklin	Franklin Academy	James E. Scobey	
1603	Friendsville	Friendsville Academy	C. V. Marshall	Friends
1604	Garland	Garland High School	J. P. Williams	Nonsect
1605	Gleeson Station	Gleeson High School	J. R. Winder	Bapt
1606	Gordonsville	Gordonsville Academy	H. J. Arnold	Nonsect
1607	Grand Junction	Grand Junction Institute	Miss Bond	Nonsect
1608	Grand View	Grand View Normal Institute.	W. F. Cameron	Cong
1609	Grant	Franklin Institute	Miss Sadie M. Agnew	Nonsect
1610	Grassy Cove	Grassy Cove Academy	T. J. Miles	Presb
1611	Green Brier	Central Tennessee Normal and Commercial College.	N. J. Pritchard	Nonsect
1612	Hartsville	Hartsville Masonic Institute	A. Rufus Harris	Nonsect
1613	Henderson	Jackson District High School	I. B. Day	M. E. So
1614	Hilbram	Fisk Academy	E. D. White	Nonsect
1615	Holladay	Holladay Independent Normal School.	G. M. Leslie	Nonsect
1616	Howell	Howell Academy	R. K. Morgan	Nonsect
1617	Huntingdon	Southern Normal University	James A. Baber, president	Nonsect
1618	Kingston	Rittenhouse Academy	S. F. Brading	Presb
1619	Kingston Springs	Vanderbilt Preparatory Academy.	Rev. Rufus J. Clark	Meth
1620	Knoxville	Miss Lee's Fifth Avenue School	Miss Ida M. Lee	Nonsect
1621	do	The University School	Lewis M. G. Baker	Nonsect

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
4	2	48	31	0	1	0	0	8	5	7	3	5	1	5	1	....	400	$36,000	1570
0	1	5	30	....	....	35	40	....	....	....	....	1	2	....	....	....	.....	.....	1571
0	4	0	36	0	0	3	11	0	0	0	10	0	1	0	0	....	500	30,000	1572
1	1	12	15	....	....	40	33	8	5	....	....	3	4	3	2	3	320	1,500	1573
2	0	40	35	0	0	20	35	3	5	6	6	0	2	0	0	3	.....	.....	1574
4	0	219	23	0	0	0	0	197	19	....	....	19	4	19	4	....	2,000	7,000	1575
1	0	31	26	0	0	32	27	5	4	5	4	0	0	0	0	2	.....	3,000	1576
3	0	33	10	0	0	36	30	8	2	2	1	0	0	0	0	....	60	2,200	1577
2	0	37	70	0	0	60	50	4	3	0	2	0	0	....	....	5	.....	.....	1578
1	0	25	0	0	0	0	0	20	0	0	0	0	0	0	0	....	.....	.....	1579
1	4	2	69	0	0	10	15	0	15	0	0	0	5	....	....	4	0	10,000	1580
1	1	14	10	0	0	30	20	3	2	2	2	0	0	....	....	....	500	3,000	1581
4	0	117	58	0	0	35	23	2	4	2	0	4	0	....	....	4	500	3,000	1582
0	1	20	15	0	0	8	6	10	12	....	....	5	3	10	8	....	.....	.....	1583
1	1	6	9	0	0	32	38	0	0	0	5	0	0	0	0	3	.....	1,200	1584
1	1	10	20	0	0	90	80	....	....	....	....	0	0	0	0	....	.....	5,000	1585
1	2	45	49	0	0	19	21	8	13	12	5	2	3	2	3	....	100	2,000	1586
1	3	0	51	....	....	0	25	....	....	....	....	0	7	....	....	4	1,400	1,200	1587
1	1	10	10	0	0	....	....	....	....	....	....	0	0	....	....	....	.....	.....	1588
1	2	0	47	0	0	6	20	0	0	....	....	0	6	....	....	....	407	20,000	1589
6	7	0	157	0	0	0	0	0	0	0	0	0	12	0	0	4	.....	100,000	1590
0	1	5	12	0	0	30	25	1	0	0	3	0	0	0	0	....	50	2,000	1591
1	1	20	21	0	0	0	0	0	0	0	0	0	3	0	0	....	300	.....	1592
1	6	2	35	....	....	8	15	....	....	0	....	0	14	....	....	4	.....	25,000	1593
1	1	14	7	0	0	34	45	....	....	....	....	0	0	0	0	2	20	3,000	1594
2	2	50	35	....	....	175	200	....	....	....	....	6	4	....	....	....	.....	20,000	1595
1	1	34	36	0	0	30	34	....	....	0	0	0	0	0	0	2	0	3,000	1596
1	0	8	14	8	14	70	82	....	....	....	....	0	0	....	....	3	.....	.....	1597
1	2	29	33	0	0	100	115	9	15	....	....	....	....	....	....	4	160	300	1598
1	0	24	11	0	0	35	24	....	....	28	4	....	....	....	....	....	.....	800	1599
2	0	30	15	....	....	30	25	1	2	30	10	....	....	....	....	....	.....	10,000	1600
2	2	69	100	....	....	40	30	....	....	....	....	2	2	....	....	....	.....	2,500	1601
3	0	40	19	....	....	4	5	6	3	0	0	....	....	....	....	....	.....	4,000	1602
2	1	13	15	0	0	17	21	....	....	....	....	3	3	1	0	....	.....	7,000	1603
1	0	18	14	0	0	15	13	0	0	4	3	0	0	0	0	....	.....	2,000	1604
1	2	10	10	....	....	25	32	....	....	....	....	0	2	....	....	....	0	1,500	1605
2	0	10	10	0	0	5	10	1	6	0	0	0	0	0	0	4	30	2,000	1606
1	1	8	12	....	....	10	15	3	5	....	....	....	....	....	....	....	75	.....	1607
2	2	50	53	0	0	22	25	0	0	0	0	2	1	....	....	4	1,000	5,000	1608
0	1	8	9	0	0	22	20	....	....	....	....	0	0	0	0	....	32	400	1609
1	1	10	12	0	0	42	30	4	0	0	8	0	0	0	0	3	.....	2,805	1610
3	1	28	15	0	0	94	99	....	....	....	....	0	0	0	0	3	300	6,000	1611
2	0	14	16	0	0	31	39	....	....	....	....	0	0	0	0	....	.....	.....	1612
1	2	46	54	0	0	24	26	15	15	14	16	1	0	0	0	....	50	3,500	1613
2	1	35	21	0	0	20	25	15	11	0	0	0	0	0	0	....	113	500	1614
2	1	25	22	0	0	90	87	7	8	14	10	7	5	7	5	....	340	2,500	1615
1	0	20	16	0	0	25	24	....	....	....	....	0	0	0	0	....	0	2,000	1616
0	2	40	20	....	....	40	30	10	3	18	10	30	15	....	....	....	2,000	25,000	1617
1	1	20	21	0	0	48	37	0	0	0	0	0	0	0	0	....	50	1,000	1618
2	1	8	10	0	0	19	24	....	....	....	....	0	1	....	....	....	150	2,500	1619
0	1	5	11	0	0	0	2	0	3	0	0	0	0	0	0	....	375	.....	1620
5	0	73	0	0	0	15	0	0	0	0	0	2	0	2	0	4	.....	25,000	1621

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	TENNESSEE—cont'd.			
1622	Lascassas	Lascassas High School	L. V. Ellington	Nonsect.
1623	Lawson	Holston Institute	G. Clinton Hanna	Nonsect.
1624	Leipers Fork	Hillsboro High School	Z. A. McConico	Christian.
1625	Lewisburg	Haynes-McLean School	W. W. McLean	Nonsect.
1626	Lexington	Lexington Baptist College	E. W. Essory, B. A	Bapt
1627	McKenzie	McTyeire Institute	Rev. Joshua H. Harrison	Meth
1628	McLemoresville	McLemoresville Collegiate Institute.	L. S. Mitchell	M. E
1629	Manchester	Manchester College	A. R. Steele	Nonsect.
1630	Martin	McFerrin College	T. E. Peters, A. M	M. E. So.
1631	Maryville	Maryville Friends' School	Edgar Stinson	Friends
1632	Memphis	Higbee School	Miss Jenny M. Higbee	Nonsect.
1633	Memphis (501 Vance st.).	Memphis Institute	Wharton Stewart Jones	
1634	Memphis (366 Poplar st.).	St. Mary's School	Sister Superior	Epis
1635	Mont Eagle	Fairmount College	Wm. H. Du Bose, A. M	P. E
1636	Morelock	Ottway College	J. K. P. Sayler	Nonsect.
1637	Munford	Dyersburg District High School.	J. R. Johnson	Meth
1638	Murfreesboro	Murfreesboro Academy	Walter W. Brown	Nonsect.
1639	Nashville	Boscobel College	J. G. Paty	Bapt
1640	do	East Side Academy	R. D. S. Robertson	Nonsect.
1641	do	Garrett Military Academy	W. R. Garrett, A. M., Ph. D	Nonsect.
1642	do	Montgomery Bell Academy	S. M. D. Clark	Nonsect.
1643	do	The St. Cecilia Academy	Sister Ursula Wildman	R. C
1644	do	St. Joseph's School	Sister Xavier	R. C
1645	do	Wharton Academic School	A. D. Wharton	
1646	Nettle Carrier	Alpine Institute	A. H. Roberts	Nonsect.
1647	New Market	New Market Academy	Chas. Marston	
1648	Orlinda	Orlinda Normal Academy	Wm. McNeeley	
1649	Parrottsville	Parrottsville Academy	H. F. Ketron, A. M	Meth
1650	Pleasant View	Pleasant View Academy	W. I. Harper	Nonsect.
1651	Prospect Station	Prospect Academy	D. J. Moore	Nonsect.
1652	Readyville	Readyville High School	Frank Hudson	Nonsect.
1653	Rogersville	McMinn Academy	J. W. Lucas	Nonsect.
1654	St. Clair	St. Clair Academy	W. J. Stewart	Nonsect.
1655	Sneedville	McKinney High School	H. J. Bostic	Nonsect.
1656	Sweetwater	Sweetwater Seminary for Young Ladies.	William Shelton, A. M., LL. D.	Bapt
1657	Tampico	Tampico Academy	J. E. Wickham	Nonsect.
1658	Tazewell	Tazewell College	W. C. Lawson	Nonsect.
1659	Temperance Hall	Earl College	J. E. Drake	
1660	Tiptonville	Tiptonville Male and Female Academy.	D. L. Van Amburgh	Nonsect.
1661	Troy	Obion College	A. B. Collom	Nonsect.
1662	Union City	Union City Training School	D. A. Williams	
1663	Wheat	Roane College	Geo. W. Butler, D. D	Nonsect.
1664	White Pine	Edwards Academy	Ross Masters, Ph. B	Un. Breth.
1665	Williston	Williston Academy	J. T. Nolan, A. B., B. D	Nonsect.
1666	Woodbury	Woodbury Academy	Kellogg and Lehmann	Nonsect.
	TEXAS.			
1667	Abilene	Simmons College	Rev. W. C. Friley	Bapt
1668	Austin	Tillotson Collegiate and Normal Institute.	Wm. M. Brown	Nonsect.
1669	Beckville	Hewitt Institute	A. W. Stewart	
1670	Belton	Belton Male Academy	C. H. Wedemeyer	Nonsect.
1671	Ben Wheeler	Alamo Institute	J. F. Davidson	Nonsect.
1672	Bonham	Carlton College	Charles Carlton	Nonsect.
1673	do	Masonic Female Institute	J. B. Lyle	Nonsect.
1674	Brenham	Blinn Memorial College	C. Urbantke	M. E
1675	Brownsville	Incarnate Word Academy	Rev. Mother Stanislaus	R. C

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	1	18	32	0	0	35	30	....	....	....	....	0	0	0	0	....	0	$1,500	1622
1	2	27	11	0	0	39	23	0	0	0	0	0	0	0	0	....	300	4,500	1623
3	0	40	8	0	0	6	6	4	0	....	....	0	0	0	0	....	300	5,000	1624
2	3	20	20	....	....	10	5	4	6	....	....	5	12	4	2	4	250	12,000	1625
2	2	55	35	0	0	35	35	10	6	19	6	0	0	0	0	....	300	4,000	1626
2	0	37	37	0	0	15	13	....	....	....	....	3	5	....	....	....	600	9,000	1627
2	1	65	53	0	0	27	25	7	9	14	13	2	2	0	0	....	100	5,000	1628
2	0	54	26	0	0	28	22	0	0	0	0	0	0	0	0	3	0	2,000	1629
3	0	45	64	0	0	23	21	....	....	....	....	5	1	....	....	4	.....	15,500	1630
1	2	30	30	0	0	....	....	0	0	0	0	0	0	0	0	....	0	5,000	1631
2	6	0	103	0	0	6	121	0	10	....	....	0	16	....	....	4	2,300	75,000	1632
5	1	100	0	0	0	87	0	....	....	....	....	....	....	....	....	....	.....	15,000	1633
1	4	0	50	0	0	0	70	0	10	....	....	....	....	....	....	4	.....	.....	1634
1	5	0	19	0	0	6	6	3	1	3	0	0	1	0	0	3	1,000	10,000	1635
2	0	17	19	0	0	85	46	7	6	0	0	0	0	0	0	....	0	5,000	1636
3	3	40	53	0	0	25	32	5	10	4	6	4	7	4	7	....	450	6,600	1637
2	1	12	10	0	0	6	1	....	....	....	....	0	0	0	0	....	500	50,000	1638
0	3	0	80	0	0	0	0	0	10	....	....	....	....	....	....	....	.....	80,000	1639
3	0	35	0	0	0	18	0	4	0	0	0	5	0	3	0	....	0	.....	1640
3	0	25	0	0	0	20	0	5	0	7	0	0	0	0	0	4	2,100	25,000	1641
4	1	69	0	0	0	37	0	6	0	12	0	9	0	8	0	4	520	.....	1642
0	8	0	55	0	0	0	35	....	....	....	....	0	8	....	....	....	4,000	180,000	1643
0	7	104	112	0	0	50	50	0	0	0	0	0	6	0	0	....	150	25,000	1644
3	0	41	0	0	0	8	0	10	0	2	0	0	0	0	0	4	150	0	1645
3	1	60	40	0	0	15	10	25	10	5	4	7	2	4	2	....	60	2,500	1646
1	1	7	19	0	0	79	47	7	1	0	18	4	7	4	7	3	550	4,500	1647
1	0	38	20	0	0	18	24	1	1	0	0	0	0	....	....	2	100	2,000	1648
2	0	10	5	....	....	45	20	....	....	2	0	....	....	....	....	....	.....	3,000	1649
1	1	32	18	0	0	30	40	0	0	0	0	0	0	0	0	....	0	3,000	1650
1	1	40	45	0	0	25	30	25	30	12	15	0	0	0	0	7	0	3,500	1651
2	0	15	20	0	0	20	25	0	0	0	0	0	0	0	0	....	0	5,000	1652
1	0	24	0	0	0	53	0	2	0	22	0	0	0	0	0	3	.....	5,000	1653
2	0	17	12	0	0	116	58	....	....	....	....	0	0	0	0	....	0	3,000	1654
3	1	35	25	0	0	25	25	25	20	....	....	0	0	0	0	3	900	4,000	1655
1	5	0	45	0	0	0	30	0	0	0	0	0	4	0	0	4	500	20,000	1656
2	0	30	16	0	0	11	12	8	2	3	1	3	0	....	....	....	836	500	1657
1	1	15	10	....	....	47	90	....	....	....	....	1	1	0	0	....	0	2,000	1658
2	0	28	42	....	....	12	14	....	....	8	3	....	....	....	....	....	.....	600	1659
1	1	7	7	0	0	43	43	0	0	0	0	5	2	3	1	....	0	1,000	1660
2	0	10	14	0	0	70	100	....	....	....	....	0	0	0	0	4	350	8,600	1661
1	2	51	53	....	....	0	0	4	3	....	....	1	0	1	0	....	50	8,000	1662
1	2	25	21	0	0	22	24	6	5	10	6	1	2	0	1	....	300	5,000	1663
1	0	3	22	0	0	23	27	1	2	0	0	0	0	0	0	....	200	3,000	1664
0	1	0	33	....	....	8	4	2	0	....	....	....	....	....	....	4	.....	15,000	1665
1	1	28	30	0	0	14	18	2	4	3	0	....	....	....	....	....	.....	5,000	1666
3	0	20	32	0	0	21	20	....	....	....	....	0	0	....	....	4	1,100	25,000	1667
1	4	58	91	0	0	26	11	4	0	....	....	5	1	1	0	4	450	60,000	1668
2	0	30	20	....	....	10	10	....	....	....	....	0	0	0	0	....	100	.....	1669
3	1	96	5	....	....	19	0	5	0	....	....	4	0	3	0	4	200	12,000	1670
3	0	31	9	0	0	58	59	....	....	....	....	0	0	....	....	4	100	3,500	1671
0	2	0	25	....	....	16	18	....	....	....	....	0	4	....	....	5	400	8,000	1672
1	3	0	50	0	0	0	0	....	....	....	....	0	2	0	2	4	400	25,000	1673
5	0	25	6	0	0	34	7	....	....	....	....	8	7	....	....	4	1,260	15,000	1674
0	4	0	60	....	....	0	140	....	....	....	....	0	3	....	....	....	3,000	20,000	1675

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	TEXAS—continued.			
1676	Buffalo Gap	Buffalo Gap College	Edwin W. Doran, Ph. D	Cum. Pres.
1677	Burleson	Red Oak Academy	L. C. Collier, A. M	Cum. Pres.
1678	Carthage	Panola Male and Female College.	L. C. Libby	Nonsect.
1679	Chico	Male and Female Institute	W. J. Haggard	Nonsect.
1680	Cleburne	Irving Select School	Peyton Irving, president	Nonsect.
1681	Comanche	Comanche College	W. F. Rogers, Ph. D	Nonsect.
1682	Cooper	East Texas Normal College	W. L. Mayo	Nonsect.
1683	Corpus Christi	Corpus Christi Female College.	J. D. Meridith	Nonsect.
1684	Crockett	Mary Allen Seminary	Rev. John B. Smith, D. D	Presb.
1685	Decatur	Northwest Texas Baptist College.	A. J. Emerson, president	Bapt.
1686	Detroit	Detroit Normal College	Andrew Rose	Nonsect.
1687	Eddy	The Eddy Literary and Scientific Institute.	J. M. Bedichek	Nonsect.
1688	Forney	The Forney Academy	E. C. Lewis	Nonsect.
1689	Galveston	St. Joseph's Parochial School	Sister Mary	R. C.
1690	do	Ursuline Convent	Mother M. Joseph, superioress.	R. C.
1691	Grapevine	Grapevine Seminary	J. S. Brown	Nonsect.
1692	Greenville	Greenville College	W. H. Long, A. M	Nonsect.
1693	Greenwood	Greenwood Male and Female College.	C. S. Garrison	Nonsect.
1694	Hearne	Hearne Academy, Normal and Industrial Institute.	M. H. Broyles	Bapt.
1695	Hillsboro	Patterson Institute	W. A. Patterson	Nonsect.
1696	Independence	Independent Institute	W. E. Clark	Nonsect.
1697	Jasper	Southeast Texas Male and Female College.	E. E. Barker	
1698	Lampasas	Centenary College	Henry A. Hayes	M. E. So.
1699	Laredo	Laredo Seminary	Miss N. E. Holding	M. E. So.
1700	Livingston	Livingston Institute	E. Davis	Nonsect.
1701	Lufkin	East Texas College	A. C. Foster, president	Nonsect.
1702	McKinney	McKinney Collegiate Institute.	R. K. Moseley	Nonsect.
1703	Marshall	Bishop College	N. Wolverton, B. A., president.	Bapt.
1704	Minden	Rock Hill Institute	G. I. Watkins, A. M	Nonsect.
1705	Moulton	Moulton Male and Female Institute.	J. W. Crouch	Nonsect.
1706	Mount Sylvan	Rosedale Academy	J. S. Magee	Nonsect.
1707	Oak Cliff (P.O. box 37)	Central Academy	Waldemar Malcolmson	Nonsect.
1708	Omen	Summer Hill Academy	A. W. Orrand C.O. Lanier.	Nonsect.
1709	Overton	Hubbard College	C. G. Cate	Nonsect.
1710	Peaster	Peaster College	T. W. Stanley	Nonsect.
1711	Pilot Point	Franklin College	Miss M. O'Niel	Nonsect.
1712	Quanah	Quanah College	Rev. J. L. Dickens, Ph.D., LL. D.	Nonsect.
1713	Salado	Thomas Arnold High School	Witt and James	Nonsect.
1714	San Antonio	Magruder's Collegiate Institute.	J. B. Magruder	Nonsect.
1715	do	St. Mary's College	Brother John Wolf	R. C.
1716	do	San Antonio College	W. B. Seeley, A. M., Ph.D.	
1717	do	Ursuline Academy	Mother M. Magdalen	R. C.
1718	San Marcos	Coronal Institute	A. A. Thomas	M. E. So.
1719	Sherman	North Texas Female College	Miss Lucy Kidd Key	Meth.
1720	do	Sherman Institute	I. J. Nash	Bapt.
1721	do	Sherman Private School	J. H. Le Tellier	Nonsect.
1722	Springtown	Springtown Male and Female Institute.	B. F. Fronabarger, A. B	Nonsect.
1723	Sulphur Springs	Central College	J. M. Dunn	M. E. So.
1724	Van Alstyne	Columbia College	H. L. Piner	Nonsect.
1725	Veals Station	Parson's College	W. A. Erwin	
1726	Victoria	St. Joseph's College	Very Rev. L. Wyer	R. C.
1727	Waco	Strother's Home School	J. T. Strother, A. M	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	1	10	14	0	0	10	12	....	....	....	....	1	0	.....	.....	....	50	$8,000	1676
1	1	19	34	.....	....	21	26	....	....	....	....	0	0	0	0	3	40	4,000	1677
2	2	40	50	0	0	83	97	....	....	....	....	7	8	.....	.....	2	530	7,000	1678
0	4	77	100	0	0	100	100	....	....	....	....	0	0	.....	.....	4	30	7,000	1679
1	2	0	31	0	0	0	2	0	0	0	0	0	3	0	0	3	51	5,000	1680
2	10	160	137	0	0	139	157	53	16	0	0	8	11	8	11	....	497	2,450	1681
5	0	172	124	0	0	98	109	47	35	54	40	5	1	5	1	4	1,600	12,000	1682
1	1	0	50	0	0	0	10	0	25	0	25	0	1	0	1	....	1,000	2,000	1683
0	3	0	129	0	129	0	91	....	....	....	....	0	11	.....	.....	....	500	50,000	1684
4	6	36	35	.....	....	10	8	....	....	....	....	0	0	.....	.....	4	.....	40,000	1685
2	1	31	39	0	0	23	29	13	17	2	2	2	7	.....	.....	....	75	4,000	1686
1	0	33	25	0	0	30	36	0	0	0	0	0	0	0	0	2	400	3,500	1687
1	1	12	18	0	0	0	0	2	3	5	2	7	5	7	5	....	50	1,450	1688
3	3	40	55	0	0	0	0	....	....	....	....	0	0	0	0	....	75	.....	1689
0	4	0	40	0	0	0	75	0	0	0	0	0	1	0	0	....	2,500	800,000	1690
1	1	12	11	....	....	27	31	....	....	....	....	....	....	.....	.....	....	.....	5,000	1691
2	2	27	33	0	0	38	25	15	16	12	17	0	0	.....	.....	4	.....	.....	1692
1	1	11	9	0	0	85	94	....	....	....	....	5	3	.....	.....	4	100	4,200	1693
2	2	34	38	34	38	....	....	8	30	....	....	0	0	.....	.....	4	.....	6,000	1694
3	5	74	143	0	0	60	40	45	120	....	....	0	1	.....	.....	....	275	20,000	1695
1	1	12	14	0	0	4	6	4	8	6	8	2	2	2	2	....	600	2,500	1696
1	0	8	13	0	0	44	48	....	....	3	2	....	....	.....	.....	....	.....	4,000	1697
4	4	70	64	0	0	32	43	10	12	18	32	4	5	.....	.....	....	769	8,000	1698
0	4	7	28	.....	....	6	151	....	....	....	....	2	4	.....	.....	3	400	5,500	1699
2	0	15	25	0	0	35	40	....	....	....	....	0	0	0	0	....	0	2,500	1700
2	1	70	80	0	0	22	28	....	....	....	....	0	0	0	0	....	15	3,500	1701
2	2	42	45	0	0	60	62	15	19	20	22	0	2	.....	.....	4	100	20,000	1702
7	7	105	66	105	66	38	71	39	7	....	....	9	2	5	1	....	852	.....	1703
2	2	45	33	0	0	50	50	2	1	1	0	1	1	.....	.....	2	200	3,000	1704
0	1	10	15	0	0	25	30	10	15	0	0	0	0	.....	.....	....	.....	6,000	1705
1	1	20	22	.....	....	52	78	....	....	....	....	1	1	1	1	....	200	2,500	1706
1	0	19	9	0	0	3	2	3	1	2	0	2	0	.....	.....	....	1,500	.....	1707
5	3	130	120	0	0	25	15	10	5	4	5	6	0	3	2	....	500	5,000	1708
1	2	21	32	.....	....	20	30	3	2	6	3	0	0	0	0	....	100	5,000	1709
2	0	65	60	.....	....	20	25	2	3	4	6	.....	.....	.....	.....	4	60	2,500	1710
1	3	24	28	0	0	8	7	0	0	0	0	0	0	0	0	....	200	8,000	1711
2	0	30	40	0	0	30	40	....	....	....	....	0	1	.....	.....	....	.....	8,000	1712
2	1	44	38	0	0	0	0	0	0	0	0	5	5	0	0	....	150	30,000	1713
0	1	39	6	0	0	14	6	21	3	....	....	2	0	2	0	4	.....	.....	1714
5	0	30	0	0	0	323	0	13	0	....	....	12	0	3	0	3	2,000	90,000	1715
2	0	28	8	.....	....	34	2	3	0	14	8	4	6	4	6	4	.....	14,000	1716
0	8	0	110	.....	....	0	90	....	....	....	....	0	6	.....	.....	....	800	.....	1717
3	2	101	140	0	0	40	60	10	12	20	13	1	3	0	1	4	100	30,000	1718
4	13	1	256	0	0	3	5	....	....	....	....	0	29	.....	.....	4	500	50,000	1719
1	2	0	50	0	0	0	20	....	....	....	....	0	20	.....	.....	4	2,000	30,000	1726
1	1	56	19	0	0	35	5	7	3	2	0	1	2	.....	.....	....	250	9,000	1721
2	0	25	14	0	0	41	34	0	0	....	....	5	1	0	0	2	400	8,000	1722
0	1	0	20	0	0	....	....	....	....	....	....	0	2	.....	.....	4	1,000	25,000	1723
4	2	100	84	0	0	50	60	....	....	....	....	5	4	5	4	....	600	12,000	1724
1	2	92	46	0	0	96	48	62	32	....	....	0	0	.....	.....	4	.....	.....	1725
2	0	19	0	0	0	23	0	3	0	0	0	0	0	0	0	2	700	25,000	1726
1	1	18	4	0	0	21	20	2	1	0	0	4	1	2	1	....	0	6,000	1727

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	TEXAS—continued.			
1728	Walnut Springs	Central College	John Collier	Nonsect
1729	Weatherford	Texas Female Seminary	J. S. Howard	Cum.Pres.
1730	do	Weatherford College	David S. Switzer	M. E. So
1731	Whitewright	Grayson College	Anderson and Butler	Nonsect
1732	Willis	Willis Male and Female College	C. M. Jansky, B. S., A. B	Nonsect
1733	Wills Point	Yantis Institute	R. E. Yantis	Nonsect
	UTAH.			
1734	Lehi	New West Academy	Jessamine A. Shepherd	Cong
1735	Logan (P. O. box 396)	Brigham Young College	Joshua Hughes Paul	L. D. S
1736	Logan	New Jersey Academy	C. C. Norwood	Presb
1737	Mill Creek	Central Seminary	Horace Cummings	L. D. S
1738	Mount Pleasant	Wasatch Academy	Geo. H. Marshall	Presb
1739	Nephi	Juab Stake Academy	Justin D. Call	L. D. S
1740	Ogden	Gordon Academy	David A. Curry	Cong
1741	do	Ogden Military Academy	C. L. Howard	Nonsect
1742	do	Weber Stake Academy	George F. Phillips, A. M., M. D.	L. D. S
1743	Payson	Iliff Academy	Rev. John Telfer	M. E
1744	Provo City	Brigham Young Academy	Benjamin Cluff, jr	L. D. S
1745	do	Proctor Academy	Isaac Huse	Cong
1746	Salt Lake City	All Hallows College	Rev. Thomas Henry	R. C
1747	Salt Lake City (P. O. box 1706).	Latter Day Saints' College	Williard Dove, D. B	L. D. S
1748	Salt Lake City	Rowland Hall	Miss Clara Colburne	Epis
1749	do	St. Mary's Academy	Sister Superior	R. C
1750	do	The Salt Lake Collegiate Institute.	Robert J. Caskey, superintendent.	Presb
1751	Springville	Hungerford Academy	Willis Marshall	Presb
	VERMONT.			
1752	Bakersfield	Brigham Academy	Charles H. Morrill, A. B	Nonsect
1753	Barre	Goddard Seminary	Arthur W. Peirce	Univ
1754	Brattleboro (4 North st.).	North Street School	Miss Florence A. Sawyer	Nonsect
1755	Burlington	The Bishop Hopkins Hall	Rev. Lucius M. Hardy, A. M	Epis
1756	do	St. Joseph's Academy	Brother Basilian	R. C
1757	do	St. Mary's Academy	Sister Mary Patrick	R. C
1758	do	Vermont Episcopal Institute	H. H. Ross	Epis
1759	Chelsea	Chelsea Academy	John M. Comstock, A. M	Nonsect
1760	Derby	Derby Academy	G. A. Andrews	Bapt
1761	Lyndon Center	Lyndon Institute	Walter E. Ranger, A. M	Nonsect
1762	McIndoe Falls	McIndoe Falls Academy	D. C. Towsend	Nonsect
1763	Manchester	Burr and Burton Seminary	Frank K. Graves	Cong
1764	Montpelier	Vermont Methodist Seminary	E. M. Smith	Meth
1765	New Haven	Beeman Academy	Charles E. Hesselgrave	Nonsect
1766	North Craftsbury	Craftsbury Academy	F. W. Hazen	Nonsect
1767	Peacham	Caledonia County Grammar School.	C. A. Bunker	
1768	Poultney	Troy Conference Academy	Charles H. Dunton, D. D	Meth
1769	Royalton	Royalton Academy	H. S. Martyn	
1770	Rutland	Rutland English and Classical Institute.	George W. Perry and O. H. Perry.	Nonsect
1771	St. Albans	Congregation de Notre Dame	Sister St. Clarissa, superioress.	R. C
1772	St. Johnsbury	St. Johnsbury Academy	Charles E. Putney	
1773	Saxtons River	Vermont Academy	George A. Williams, Ph. D.	Bapt
1774	Thetford	Thetford Academy	F. W. Newell	Nonsect
1775	Townshend	Leland and Gray Seminary	Aubrey B. Call, A. M	Bapt
1776	Waterbury Center	Green Mountain Seminary	Elizabeth Colley, A. M	Free Bapt.
	VIRGINIA.			
1777	Achilles	Severn Academy	R. A. Folkes	Bapt
1778	Alexandria	Potomac Academy	John S. Blackburn	

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
3	-	96	60	0	0	102	96	8	4	3	2	2	2	.....	.....	----	800	$5,000	1728
2	2	0	40	.....	.....	0	20	0	20	.....	.....	0	5	.....	.....	.....	.....	35,000	1729
5	3	140	126	0	0	15	17	.....	.....	.....	.....	6	2	.....	.....	4	1,500	25,000	1730
6	5	138	125	0	0	60	58	36	23	39	24	7	5	.....	.....	4	2,000	25,000	1731
1	1	10	12	0	0	.....	.....	2	2	1	0	0	0	.....	.....	3	.....	10,000	1732
0	2	0	10	0	0	0	30	0	3	0	0	0	0	0	0	4	0	.....	1733
0	1	20	15	0	0	20	25	0	0	1	2	0	0	0	0	....	200	5,000	1734
7	2	109	60	0	0	30	19	.....	.....	.....	.....	18	6	.....	.....	....	1,828	27,000	1735
1	2	20	20	0	0	60	60	3	1	1	0	.....	.....	.....	.....	....	50	15,000	1736
1	0	18	5	0	0	51	29	.....	.....	.....	.....	0	2	.....	.....	....	10	12,075	1737
1	1	18	22	.....	.....	30	50	2	3	4	8	.....	.....	.....	.....	3	1,200	15,000	1738
2	1	20	20	0	0	72	46	.....	.....	.....	.....	.....	.....	.....	.....	....	175	3,800	1739
1	1	11	19	0	0	55	45	3	4	2	3	0	1	0	1	....	300	40,000	1740
3	1	25	0	0	0	6	0	6	0	8	0	9	0	3	0	4	400	50,000	1741
7	5	74	100	0	0	120	67	0	0	0	0	7	4	0	0	....	563	40,000	1742
1	0	5	3	.....	.....	19	29	.....	.....	.....	.....	1	4	.....	.....	....	.....	2,500	1743
18	2	432	193	.....	.....	107	68	0	0	0	0	11	2	.....	.....	....	3,000	82,000	1744
1	1	6	34	0	0	77	100	1	0	0	1	0	5	0	1	....	100	9,000	1745
5	0	85	0	0	0	65	0	30	0	42	0	8	0	8	0	....	800	.....	1746
6	0	80	85	0	0	84	75	2	2	2	1	3	3	2	2	....	1,200	29,696	1747
1	5	0	50	0	0	20	32	0	0	0	16	0	2	0	1	4	500	20,000	1748
0	3	0	85	0	0	15	40	0	0	0	0	0	4	0	0	....	500	.....	1749
1	2	11	30	0	0	38	34	.....	.....	.....	.....	1	4	0	0	4	300	37,975	1750
1	0	11	9	0	0	50	30	1	0	10	9	0	0	0	0	....	200	10,000	1751
2	3	46	50	0	0	14	16	1	0	5	3	0	4	0	2	....	500	20,000	1752
4	5	57	60	0	0	6	4	10	6	5	1	6	5	3	2	4	2,000	85,000	1753
2	12	40	60	0	0	0	0	.....	.....	.....	.....	2	6	2	2	....	1,000	.....	1754
2	6	0	32	0	0	.....	.....	0	3	0	6	0	7	0	2	4	.....	80,000	1755
4	0	19	0	.....	.....	85	0	11	0	7	0	5	0	0	0	3	.....	.....	1756
0	6	0	22	0	1	0	30	0	0	0	0	0	2	0	0	....	2,000	70,000	1757
4	1	35	0	.....	.....	0	0	7	0	8	0	7	0	4	0	6	600	70,000	1758
1	1	27	35	0	0	0	0	2	0	0	0	1	0	1	0	4	166	.....	1759
2	3	30	39	0	0	27	15	2	3	0	0	1	2	.....	.....	4	300	15,000	1760
5	5	215	0	0	0	0	0	.....	.....	.....	.....	20	9	4	1	3	900	35,000	1761
2	0	19	32	0	0	0	0	0	0	0	0	0	0	0	0	4	50	6,000	1762
3	2	30	30	0	0	0	0	3	0	.....	.....	4	3	4	3	4	1,000	10,000	1763
6	6	114	116	0	0	0	0	16	3	13	11	9	4	5	0	4	1,000	105,000	1764
1	1	21	24	0	0	0	0	2	2	1	0	3	1	3	0	3	180	7,000	1765
1	1	12	7	0	0	25	24	3	0	2	0	4	0	4	0	4	900	5,000	1766
1	1	51	48	.....	.....	4	2	10	6	7	8	2	0	0	0	....	1,500	8,000	1767
5	3	84	33	0	0	19	17	55	1	7	0	13	5	13	0	4	.....	75,000	1768
1	0	20	10	0	0	5	5	1	1	3	4	0	0	.....	.....	.....	500	.....	1769
3	4	67	57	0	0	2	3	9	4	4	3	8	9	2	0	....	1,000	2,400	1770
0	6	0	30	.....	.....	.....	.....	.....	.....	.....	.....	0	4	.....	.....	.....	.....	.....	1771
4	7	156	140	0	0	0	0	30	7	10	0	31	23	18	3	4	.....	100,000	1772
6	7	107	75	0	0	12	5	33	17	18	3	9	16	7	6	4	3,200	110,000	1773
2	4	40	36	0	0	0	0	3	5	6	4	3	4	1	2	....	3,000	10,000	1774
1	1	33	39	0	0	.....	.....	6	1	1	0	4	1	3	1	3	350	5,000	1775
1	3	50	54	0	0	0	0	1	2	1	0	0	4	0	0	....	.....	25,000	1776
0	2	8	7	0	0	8	10	0	2	0	0	0	0	.....	.....	4	.....	.....	1777
3	0	36	0	0	0	0	0	12	0	2	0	8	0	6	0	....	.....	.....	1778

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	VIRGINIA—continued.			
1779	Alexandria	St. John's Academy	W. H. Sweeney	Nonsect.
1780	Arvonia	Seven Islands School	Philip B. Ambler	Nonsect.
1781	Bellevue	Bellevue High School	William R. Abbott	Nonsect.
1782	Berkley	Berkley Collegiate and Military Institute.	Prof. John W. Roberts, jr., Ph. B.	Nonsect.
1783	do	Ryland Institute	Lula M. Butt	
1784	Berryville	Berryville Female Institute	Miss Mary B. Baskerville	Bapt.
1785	do	Shenandoah University School	W. N. McDonald	Nonsect.
1786	do	Miss Steuart's School	Miss A. K. Steuart	Nonsect.
1787	Bethel Academy	Bethel Military Academy	R. A. McIntyre	Nonsect.
1788	Blackstone	Hoge Academy	S. J. Coffman, A. M	Presb.
1789	Black Walnut	Cluster Springs High School	T. S. Wilson	Presb.
1790	Bonair	Bonair School	W. D. Smith	Nonsect.
1791	Burkeville	Ingleside Seminary	Rev. Graham C. Campbell	Presb.
1792	do	South Side Female Institute	Rev. R. W. Cridlin	Bapt.
1793	Charlottesville	Charlottesville Female Institute.	C. E. Young	Presb.
1794	do	University School	Horace W. Jones	
1795	Chase City	Southside Male Academy	Prof. M. M. Hargrove	Bapt.
1796	Chester	Chester Collegiate Institute	Rev. F. M. Edwards	Nonsect.
1797	Churchland	Churchland Academy	C. C. Crittenden	Bapt.
1798	Columbia	Rivanna Home School	James McC. Miller	Nonsect.
1799	Covesville	Cove Academy	Rev. Daniel Blain	Nonsect.
1800	Culpeper	Culpeper Female Seminary	Mrs. S. C. Biggers	Nonsect.
1801	Danville	Danville Military Institute	I. H. Saunders	Nonsect.
1802	Dayton	Shenandoah Institute	Rev. George T. Holt	U. Breth.
1803	Elk Creek	Elk Creek Academy	Rev. J. R. Pugh	M. E. So.
1804	Farnham	Farnham Male Academy	R. Williamson	Nonsect.
1805	Floyd	Oxford Academy	Rev. and Mrs. J. K. Harris	Presb.
1806	Fort Defiance	Augusta Military Academy	Charles S. Roller	Nonsect.
1807	Franklin	Franklin Female Seminary	Rev. J. L. McCutcheon	Nonsect.
1808	Front Royal	Misses Holcombe's School	Miss A. W. Holcombe	Nonsect.
1809	Graham	Wartburg Seminary	J. B. Greever and J. T. Crabtree.	Luth.
1810	Greenwood Depot	Greenwood School	William Dinwiddee, M. A.	Nonsect.
1811	Hampton	Hampton Female College	E. E. Parham	Nonsect.
1812	Ingram	Ingram Institute	Samuel Lee Davis	Nonsect.
1813	Longfield	Curry College	R. E. Kennedy	Bapt.
1814	Luray	Luray Military Academy	James H. Morrison	
1815	do	Von Bora College	Rev. J. I. Miller, D. D	Luth.
1816	Manassas	Manassas Institute	Miss Fannie B. Osbourn	Nonsect.
1817	Markham	Cleveland High School	William C. Marshall	
1818	Mendota	Hamilton Institute	W. I. Benham	
1819	Millwood	Clay Hill Academy	William H. Whitney, jr	Nonsect.
1820	Mount Clinton	West Central Academy	I. S. Wampler	
1821	Norfolk	Leache Wood Seminary	Miss Agnes D. West	
1822	do	Norfolk Academy	Robert W. Tunstall, B. A.	Nonsect.
1823	do	Norfolk Mission College	J. B. Work	U. Breth.
1824	do	Phillips and West's School for Girls.	Miss E. Florence Phillips	Nonsect.
1825	Onancock	Margaret Academy	Frank P. Brent	Nonsect.
1826	Petersburg	Bishop Payne Divinity and Industrial School.	Rev. E. L. Goodwin	P. E.
1827	do	St. Paul's Female School	Miss L. M. Russell	Nonsect.
1828	do	University School	W. Gordon McCabe, A. M	
1829	Portsmouth (401 Crawford st.).	Portsmouth Academy	W. H. Stokes	Nonsect.
1830	Portsmouth (208-214 Middle st.).	Portsmouth Seminary	Mrs. M. H. Bain	Nonsect.
1831	Richmond (107 North Pine st.).	Franklin Street School for Boys	George M. Nolley	Nonsect.
1832	Richmond	Hartshorn Memorial College	Lyman B. Tefft	Bapt.
1833	Richmond (5 and 7 North Belvidere st.).	McGuire's School	John T. McGuire	Nonsect.

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	0	30	0	0	0	27	0	0	0	0	0	12	0	.....	.....	.....	800	$10,000	1779
2	0	9	0	0	0	0	0	3	0	.....	.....	.....	.....	.....	.....	.....	1,000	5,000	1780
3	0	40	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	5	2,500	20,000	1781
1	0	12	4	0	0	10	8	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	1782
1	7	1	86	.....	.....	10	30	0	5	0	6	0	5	0	3	3	400	15,000	1783
0	3	2	17	0	0	6	3	0	0	0	0	0	0	0	0	.....	0	1,500	1784
1	0	33	0	0	0	0	0	.....	.....	.....	.....	10	0	10	0	.....	100	4,000	1785
0	1	5	11	.....	.....	3	1	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	1786
6	0	60	0	.....	.....	0	0	10	0	5	0	1	0	1	0	.....	500	25,000	1787
1	0	19	0	0	0	0	0	6	0	0	0	0	0	0	0	.....	0	18,000	1788
3	0	37	0	0	0	0	0	20	0	.....	.....	.....	.....	.....	.....	.....	500	5,000	1789
2	1	15	5	0	0	5	2	3	0	1	0	0	0	0	0	.....	.....	3,000	1790
1	7	0	109	0	109	0	0	.....	.....	.....	.....	0	0	.....	.....	5	300	20,000	1791
0	2	0	65	.....	.....	3	12	0	65	.....	.....	0	5	.....	.....	4	500	14,000	1792
0	2	0	32	.....	.....	0	20	.....	.....	.....	.....	0	0	.....	.....	3	0	12,000	1793
3	0	45	0	0	0	.....	.....	40	0	5	0	7	0	.....	.....	.....	0	.....	1794
1	1	11	11	0	0	4	4	6	0	8	0	0	0	0	0	.....	200	5,000	1795
1	3	8	25	0	0	7	9	.....	.....	.....	.....	0	2	0	0	3	0	3,500	1796
2	0	28	2	0	0	5	5	3	1	1	0	0	0	0	0	4	400	4,000	1797
1	0	11	0	0	0	6	0	6	0	3	0	3	0	3	0	.....	.....	.....	1798
2	0	15	0	0	0	6	0	14	0	1	0	2	0	2	0	4	0	0	1799
1	5	0	33	0	0	0	4	0	0	0	0	0	1	0	0	4	300	10,000	1800
2	0	48	0	.....	.....	.....	.....	25	0	23	0	7	0	7	0	.....	.....	40,000	1801
2	1	53	39	0	0	0	0	.....	.....	.....	.....	5	2	.....	.....	4	1,000	6,000	1802
1	1	35	35	.....	.....	40	35	.....	.....	4	6	0	1	0	0	.....	0	1,200	1803
1	0	12	0	0	0	6	0	6	0	4	0	0	0	0	0	.....	0	400	1804
1	3	28	28	0	0	14	14	2	0	0	0	0	0	0	0	.....	.....	2,000	1805
4	0	79	0	.....	.....	6	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1806
1	1	0	14	0	0	0	16	0	7	0	0	0	0	0	0	.....	0	3,000	1807
0	1	3	12	0	0	7	14	3	0	0	0	0	0	0	0	.....	0	.....	1808
1	1	27	10	0	0	45	30	6	4	5	5	0	0	0	0	3	225	20,000	1809
2	0	17	0	0	0	0	0	5	0	3	0	0	0	0	0	.....	.....	.....	1810
0	4	0	54	.....	.....	0	16	.....	.....	.....	.....	0	3	.....	.....	.....	.....	18,000	1811
0	1	8	7	.....	.....	3	4	.....	.....	.....	.....	2	2	0	1	4	.....	8,000	1812
2	2	37	25	0	0	15	15	17	20	10	15	0	0	0	0	.....	.....	1,800	1813
2	0	15	0	0	0	0	0	12	0	1	0	4	0	.....	.....	.....	0	1,000	1814
2	2	0	34	0	0	13	13	0	0	0	0	0	0	0	0	.....	.....	6,200	1815
0	3	3	15	.....	.....	27	31	2	3	.....	.....	0	1	0	1	3	400	.....	1816
2	0	47	0	0	0	0	0	15	0	.....	.....	9	0	6	0	.....	200	4,000	1817
1	1	16	17	0	0	88	79	0	0	0	0	0	0	0	0	.....	250	5,000	1818
1	0	11	0	0	0	3	0	6	0	0	0	2	0	2	0	.....	400	.....	1819
4	1	47	51	0	0	20	22	5	2	0	1	0	1	.....	.....	3	.....	2,500	1820
0	3	0	50	.....	.....	0	70	.....	.....	.....	.....	0	6	.....	.....	2	.....	.....	1821
5	0	68	0	0	0	62	0	.....	.....	.....	.....	5	0	5	0	4	0	75,000	1822
2	0	23	38	23	38	177	203	.....	.....	.....	.....	6	8	.....	.....	3	1,000	10,000	1823
1	3	0	44	0	0	0	50	0	0	0	0	0	4	0	0	.....	800	8,000	1824
4	2	38	60	0	0	25	26	.....	.....	.....	.....	5	2	4	0	4	570	25,000	1825
2	0	8	0	8	0	0	0	.....	.....	.....	.....	0	0	0	0	.....	1,000	4,000	1826
0	1	0	17	0	0	0	15	.....	.....	.....	.....	0	4	.....	.....	.....	.....	.....	1827
4	0	71	0	.....	.....	10	0	40	0	11	0	0	0	.....	.....	.....	5,000	12,000	1828
1	0	10	3	0	0	30	20	0	0	0	0	0	0	0	0	.....	100	.....	1829
0	2	0	25	.....	.....	0	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1830
3	0	40	0	0	0	20	0	20	0	.....	.....	10	0	.....	.....	.....	.....	4,000	1831
1	7	1	91	1	91	0	17	.....	.....	.....	.....	0	6	.....	.....	5	.....	45,000	1832
5	0	107	0	0	0	51	0	70	0	15	0	8	0	.....	.....	.....	50	9,500	1833

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	VIRGINIA—continued.			
1834	Roanoke	Mrs. Gilmer's School for Young Ladies.	Mrs. P. L. Gilmer	Nonsect
1835	do	Hillside School	Mrs. M. C. Massie	Nonsect
1836	Rockfish Depot	Kleinberg School	Misses Wailes	Presb
1837	Rocky Mount	Columbia Institute	Miss Hattie Doniphan	Presb
1838	Rose Hill	Cumberland College	Prof. Wm. M. Davidson	
1839	Rural Retreat	Hawkins Chapel Institute	Rev. J. F. Kiser	Nonsect
1840	Salem	Salem Female Academy	Mrs. J. E. Guy	Nonsect
1841	South Boston	South Boston Female Institute.	J. P. Snead	Nonsect
1842	Spottswood	Valley High School	James A. McClure	
1843	Spring Garden	Spring Garden High School	R. R. Jones	Presb
1844	Staunton	Staunton Military Academy	Wm. H. Kable	
1845	Suffolk	Collegiate Institute	P. J. Kernodle	Christian
1846	Suffolk (lock box 125)	Nansemond Seminary	Mrs. Lucy H. Quinby	Epis
1847	Suffolk	Suffolk College	Miss Sally A. Finney	Meth
1848	do	Suffolk Military Academy	Joseph Ring	Nonsect
1849	Tazewell	Tazewell College	A. A. Ferguson	Bapt
1850	do	Tazewell Female Seminary	C. Shelburne	
1851	Warrenton	Fauquier Female Institute	Geo. G. Butler, A. M	Nonsect
1852	do	South Warrenton Academy	E. A. Smith	
1853	Warsaw	Warsaw Female Institute	Mrs. E. B. Breckenburgh	
1854	Waynesboro	Fishburne School	Jas. A. Fishburne	Nonsect
1855	West Point	West Point Academy	J. A. Jones	Nonsect
1856	Winchester	Fairfax Hall	Miss Mary E. Billings	Presb
1857	do	Shenandoah Valley Academy	J. B. Lovett, M. A	Nonsect
1858	Wood Lawn	Wood Lawn Normal Institute	Everett E. Worrell	Nonsect
	WASHINGTON.			
1859	Ahtanum	Ahtanum Academy	Nathan P. Hull, M. S	Cong
1860	Centralia	Grace Seminary	John L. Tait	Bapt
1861	Coupeville	Puget Sound Academy	Charles E. Newberry	Cong
1862	Olympia	Providence Academy	Sisters of Charity	R. C
1863	Seattle	Academy of the Holy Names	Sister M. Perpetua	R. C
1864	Snohomish	Dorrance Academy	J. W. Dorrance	Nonsect
1865	South Park	College of Our Lady of Lourdes	Brother Philip, superior	R. C
1866	Spokane	Academy of the Holy Names	Sister M. Geraldine	R. C
1867	do	Gonzaga College	Rev. L. Van Gorp	R. C
1868	do	St. Mary's Hall	James Lyon	P. E
1869	Tacoma	Annie Wright Seminary	Mrs. Sarah K. White	P. E
1870	do	Tacoma Academy	Alfred P. Powelson	Nonsect
	WEST VIRGINIA.			
1871	Alderson	Allegheny Collegiate Institute.	C. A. Brown	Meth
1872	Buckhannon	West Virginia Conference Seminary.	Rev. B. W. Hutchinson, A. M.	M. E
1873	do	West Virginia Normal and Classical Academy.	W. O. Mills	U. Breth
1874	Charleston	Charleston Academy	R. K. Meade	Nonsect
1875	do	Stephenson's Seminary for Young Ladies.	Rev. C. N. Campbell, D. D	Presb
1876	Lewisburg	Lewisburg Female Institute	R. L. Telford	Presb
1877	Parkersburg	Academy of Visitation	Sister M. Xavier	R. C
1878	Salem	Salem College	Rev. Theodore L. Gardiner	7-day Bapt
1879	Wheeling	Mrs. Hart's School for Young Ladies.	Mrs. M. Stevens Hart	Nonsect
	WISCONSIN.			
1880	Antigo	St. John's School	Sister M. Gencrose, O. S. F.	R. C
1881	Ashland	North Wisconsin Academy	John McCarthy	Cong
1882	Delafield	St. John's Military Academy	Sidney T. Smythe, Ph. D	Epis
1883	Eau Claire	Stoll's College	R. O. Stoll	
1884	Evansville	Evansville Seminary	J. C. Coleman	Free Meth

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	2	3	12	0	0	10	18	1	3	0	0	0	0	.....	.....	5	.....	.....	1834
0	1	0	13	0	0	16	4	0	9	....	....	.....	.....	.....	.....	....	.....	$4, 000	1835
1	3	0	26	0	0	0	2	.....	.....	....	....	0	1	0	1	3	.....	.....	1836
1	1	9	12	0	0	5	6	.....	.....	.....	....	0	0	0	0	....	.....	.....	1837
2	1	39	21	.....	....	21	15	39	21	....	....	0	0	0	0	3	50	.....	1838
2	1	17	19	0	0	12	13	0	0	0	0	0	0	0	0	2	0	7, 000	1839
1	2	0	30	.....	....	0	10	.....	.....	.....	....	0	2	0	2	4	.....	9, 000	1840
1	2	0	26	0	0	6	10	.....	.....	.....	....	0	5	0	3	3	50	5, 000	1841
1	0	9	5	0	0	0	0	5	1	2	0	5	2	2	0	....	0	800	1842
1	0	20	6	0	0	0	11	7	0	7	0	0	0	0	0	....	.....	4, 000	1843
4	0	41	0	0	0	0	0	15	0	0	0	8	0	8	0	....	500	12, 000	1844
4	0	31	0	.....	.....	.....	.....	18	0	13	0	.....	.....	.....	.....	2	500	8, 000	1845
0	5	2	38	.....	....	6	8	0	1	0	0	0	5	0	1	5	.....	.....	1846
1	5	0	87	0	0	4	29	.....	.....	.....	....	0	9	.....	.....	3	500	25, 000	1847
3	2	56	0	0	0	0	0	10	0	12	0	0	0	.....	.....	....	0	12, 000	1848
1	0	20	0	.....	....	30	0	.....	.....	.....	....	0	0	0	0	3	.....	10, 000	1849
0	3	0	45	0	0	0	30	0	10	0	5	0	1	.....	.....	3	300	3, 000	1850
0	3	0	40	.....	....	3	18	.....	.....	.....	....	0	4	.....	.....	4	300	10, 000	1851
1	0	25	0	.....	....	0	0	6	0	.....	....	0	0	0	0	....	.....	3, 000	1852
0	3	0	28	0	0	0	0	0	2	0	2	.....	.....	.....	.....	....	.....	.....	1853
4	0	50	0	.....	....	0	0	.....	.....	.....	....	0	0	0	0	....	.....	.....	1854
2	0	23	0	.....	....	10	0	8	0	4	0	0	0	0	0	4	.....	3, 000	1855
0	2	0	21	0	0	1	11	0	0	0	0	0	5	0	0	....	.....	.....	1856
1	0	50	0	0	0	0	0	.....	.....	.....	....	0	0	.....	.....	....	.....	20, 000	1857
2	0	40	15	0	0	20	12	0	0	4	2	4	4	0	0	....	.....	.....	1858
2	1	12	10	0	0	9	7	4	8	3	5	3	4	0	2	....	0	14, 000	1859
1	1	35	31	0	0	6	0	0	0	0	0	2	1	1	0	....	0	.....	1860
1	2	16	18	.....	....	5	5	1	0	2	0	2	0	.....	.....	....	1, 000	10, 000	1861
0	2	0	45	1	1	20	20	.....	.....	.....	....	.....	.....	.....	.....	....	.....	.....	1862
0	12	0	190	0	0	0	84	0	8	0	12	0	2	0	2	....	1, 000	100, 000	1863
1	1	15	10	.....	....	10	15	1	0	.....	....	1	0	1	0	....	.....	4, 000	1864
2	0	25	0	.....	....	15	0	25	0	.....	....	15	0	15	0	....	.....	.....	1865
0	5	0	190	0	0	0	72	0	10	0	21	0	2	0	2	....	2, 000	.....	1866
6	0	60	0	0	0	12	0	12	0	.....	....	2	0	.....	.....	3	4, 000	10, 000	1867
0	2	0	12	0	0	0	10	0	0	0	0	0	6	.....	.....	4	175	10, 000	1868
0	2	0	60	.....	....	0	40	.....	.....	.....	....	0	2	.....	.....	4	900	45, 000	1869
1	1	8	19	0	0	0	0	1	1	4	5	1	0	1	0	4	200	6, 000	1870
1	2	14	20	0	0	6	10	1	0	0	0	0	0	0	0	....	75	5, 000	1871
4	2	138	101	0	0	8	6	12	1	15	5	8	2	4	1	4	1, 900	60, 000	1872
2	2	41	44	0	0	29	37	4	2	0	0	.....	.....	.....	.....	4	850	5, 000	1873
2	0	35	0	0	0	0	0	15	0	5	0	5	0	5	0	....	0	5, 000	1874
1	3	0	38	.....	.....	.....	.....	7	13	.....	....	0	0	.....	.....	4	.....	10, 000	1875
0	2	0	66	.....	....	4	15	.....	.....	.....	....	0	2	.....	.....	4	700	20, 800	1876
0	5	0	40	0	0	0	30	0	0	0	0	0	0	0	0	....	500	.....	1877
1	1	13	11	0	0	140	142	10	10	.....	....	3	2	.....	.....	....	1, 000	10, 000	1878
0	2	0	20	0	0	0	55	0	0	0	0	0	0	0	0	5	0	0	1879
1	1	11	26	0	0	0	0	0	0	0	0	0	1	0	0	....	207	22, 000	1880
1	1	11	10	.....	....	5	5	1	3	4	0	.....	.....	.....	.....	3	200	30, 000	1881
8	0	112	0	0	0	40	0	21	0	.....	....	20	0	11	0	....	2, 000	71, 000	1882
3	0	77	27	0	0	35	15	12	0	8	0	0	0	0	0	....	250	15, 500	1883
2	6	106	93	0	0	34	20	3	1	3	1	9	5	6	4	3	410	17, 600	1884

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	WISCONSIN—continued.			
1885	Hillside	The Hillside Home School	Miss Ellen C. Lloyd Jones.	Nonsect
1886	Kenosha	Kemper Hall	Sister Margaret Clare	Epis
1887	do	University School	Nicholas A. Rowe	Nonsect
1888	Madison	Wisconsin Academy	C. L. E. Richmond	Nonsect
1889	Milwaukee (18 Mack Block).	All Saints' Cathedral Institute.	E. F. Priest	Epis
1890	Milwaukee	Concordia College	M. J. F. Albrecht	Ev. Luth.
1891	do	German English Academy	Emil Dapprich	Nonsect
1892	Milwaukee (471 Van Buren st.).	Milwaukee Academy	Julius Howard Pratt, Ph.D	Nonsect
1893	Mount Calvary	St. Lawrence College	Rev. Alphonsus Bæumle	R. C
1894	Poynette	Poynette Academy	W. L. Green	Presb
1895	Prairie du Chien	St. Mary's Institute	Sister M. Seraphia	R. C
1896	Racine	Home School	Mrs. J. G. McMurphy	
1897	do	Racine Academy	W. W. Rowlands, A. M.	Nonsect
1898	do	Racine College	Rev. Arthur Piper, S. T. D.	P. E
1899	do	St. Catherine's Academy	Mother M. Hyacintha	R. C
1900	St. Francis	Catholic Normal School and Pio Nono College.	Rev. M. M. Gerard	R. C
1901	Sinsinawa	St. Clara Academy	Mother Emily	R. C
1902	Stoughton	Stoughton Academy and Business Institute.	K. A. Kasberg	Luth
1903	Sturgeon Bay	Holy Guardian Angel's High School.	Sister M. Romana, O. S. D.	R. C
1904	Watertown	University of Our Lady of the Sacred Heart.	Rev. J. O. Keeffe, C. S. C.	R. C
1905	Waukesha	Carroll College	Walter L. Rankin	Presb
1906	Wausau	Wausau Business and Normal Institute.	C. M. Boyles	
	WYOMING.			
1907	Cheyenne	School of the Holy Child Jesus.	Mother Mary Stanislaus	R. C

STATISTICS OF 1892-93 OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER REPORT

	ALABAMA.			
1908	Pineapple	Moore Academy	G. R. Ellis	Nonsect
	ARKANSAS.			
1909	Barrenfork	Mount Pleasant Academy	Randle and Campbell	Nonsect
1910	Clinton	Clinton Male and Female Academy.	J. S. Williams	Nonsect
1911	Huntsville	Huntsville High School	Jesse Bird	Nonsect
1912	Quitman	Quitman Male and Female College.	Rev. Owen H. Tucker, A. B	M. E. So
	CALIFORNIA.			
1913	Bishop	Inyo Academy	C. L. Logan	M. E. So
	FLORIDA.			
1914	Jasper	Jasper Normal Institute	J. M. Guilliams	Nonsect
	GEORGIA.			
1915	Byron	Byron High School	E. H. Ezell	Nonsect
1916	Savannah	Beach Institute	Miss Julia B. Ford	Cong
	ILLINOIS.			
1917	Mendota	Mendota College	G. V. Clum, A. B., acting president.	2-Day Adv

other private secondary schools for 1893–94—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
2	8	13	18	0	1	21	15	0	3	5	2	....	....	.....	.....	4	1,610	$20,000	1885
0	8	0	70	0	0	0	30	0	15	0	1	0	18	0	7	4	.....	150,000	1886
3	0	18	0	.....	.....	12	0	8	0	4	0	1	0	.....	.....	4	.....	15,000	1887
5	5	65	50	0	0	2	8	.....	.....	.....	.....	10	8	10	8	....	200	1,000	1888
2	1	21	6	0	0	30	22	3	0	2	0	5	6	3	0	4	.....	20,000	1889
7	0	226	0	0	0	0	0	0	0	2	0	31	0	0	0	6	.....	150,000	1890
3	2	35	25	0	0	.....	.....	20	12	.....	.....	1	1	1	1	....	1,000	80,000	1891
3	0	32	0	0	0	37	0	14	0	9	0	3	0	2	0	5	600	30,000	1892
2	0	109	0	0	0	0	0	0	0	0	0	10	0	0	0	5	1,200	50,000	1893
0	1	14	8	0	0	16	18	12	3	0	0	5	2	0	0	....	300	20,000	1894
0	3	0	40	.....	.....	0	45	.....	.....	.....	.....	0	8	.....	.....	.....	.....	.....	1895
0	2	0	20	0	0	20	28	0	1	.....	.....	0	5	0	3	....	3.000	8,000	1896
1	2	17	3	0	0	3	2	1	1	3	1	2	0	2	0	....	0	.....	1897
5	0	37	0	0	0	0	0	.....	.....	.....	.....	1	0	.....	.....	6	10,000	150,000	1898
0	3	0	20	0	0	0	70	.....	.....	.....	.....	0	4	.....	.....	4	2,550	100,000	1899
8	0	67	0	0	0	8	0	0	0	0	0	3	0	.....	.....	.....	.....	.....	1900
0	10	0	76	0	0	0	70	0	0	0	0	0	6	0	0	4	3,000	200,000	1901
2	1	50	20	.....	.....	94	58	.....	.....	2	3	13	6	0	0	....	500	10,000	1902
1	1	4	15	.....	.....	97	109	.....	.....	.....	.....	1	4	1	2	....	.....	5,000	1903
5	0	75	0	.....	.....	50	0	25	0	.....	.....	12	0	.....	.....	6	2,500	.....	1904
2	1	46	25	0	0	37	34	21	6	.....	.....	8	2	3	2	4	500	42,000	1905
3	0	150	75	0	0	0	0	0	0	0	0	8	3	.....	.....	....	.....	300	1906
0	4	0	21	.....	.....	20	45	.....	.....	.....	.....	0	5	.....	.....	....	800	40,000	1907

PRIVATE SECONDARY SCHOOLS STILL IN EXISTENCE, BUT WHICH FAILED TO FOR 1893–94.

2	2	20	26	0	0	31	29	15	10	10	10	0	0	0	0	....	100	$25,000	1908
3	0	24	18	.....	.....	66	68	.....	.....	.....	.....	0	0	0	0	3	50	800	1909
2	2	40	20	.....	.....	20	30	.....	.....	10	12	0	0	0	0	3	260	800	1910
1	2	11	27	0	0	19	19	1	3	2	5	0	0	.....	.....	.....	200	2,500	1911
4	2	40	32	0	0	25	25	.....	.....	.....	.....	1	2	1	1	4	785	40,700	1912
1	2	0	15	0	0	0	30	.....	.....	.....	.....	0	1	.....	.....	4	300	15,000	1913
3	2	79	65	0	0	30	35	5	2	0	0	14	6	.....	.....	....	500	3,000	1914
1	2	6	12	.....	.....	25	26	3	7	.....	.....	6	12	.....	.....	....	0	1,000	1915
0	3	5	38	5	38	113	135	0	0	0	0	1	7	0	0	....	230	1,738	1916
4	1	11	17	0	0	0	0	1	5	4	4	2	1	2	1	4	.....	3,500	1917

STATISTICS OF 1892-93 OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	INDIANA.			
1918	Notre Dame	St. Mary's Academy		R. C
	IOWA.			
1919	Grand Junction	St. Mary's Academy	Sister Mary Berchmans	R. C
	KENTUCKY.			
1920	Taylorsville	Spencer Institute	Rev. Geo. C. Overstreet	Presb
	LOUISIANA.			
1921	New Iberia	Mount Carmel Convent	Sister Incarnation	R. C
1922	New Orleans	Mrs. Blake's and Mrs. Chapman's Boarding and Day School.	Mrs. Francis D. Blake	Epis
	MAINE.			
1923	Litchfield Corners	Litchfield Academy	W. F. Sims	Nonsect
	MICHIGAN.			
1924	Marshall	St. Mary's Academy	Rev. P. A. Baart, S.T. L	R. C
	MINNESOTA.			
1925	Graceville	Convent of Our Lady	Sister St. Joseph	R. C
1926	Minneapolis	Wraaman's Academy	Wilhelm W. Wraaman	Nonsect
	MISSISSIPPI.			
1927	Hamlet	Jasper Normal High School	—— Watson	Nonsect
1928	Heidelberg	Heidelberg Institute	W. L. Murray	Nonsect
1929	Kossuth	Kossuth High School	J. E. Austin	Nonsect
1930	Vaiden	Vaiden Male and Female Institute.	J. S. Hudson, M. S	
	MISSOURI.			
1931	Macon	St. James Military Academy	F. W. Blees	Nonsect
1932	Marionville	Marionville Collegiate Institute	John Turrentine, president	M. E
1933	Paynesville	Paynesville Institute	J. P. Boyd	Nonsect
1934	Plattsburg	Plattsburg College	J. W. Ellis	Nonsect
1935	St. Louis	Smith Academy	Joseph W. Fairbanks	Nonsect
1936	Sparta	Sparta Private Normal	J. A. Presson	Nonsect
1937	Weaubleau	Weaubleau Christian Institute.	J. Whitaker, A. M	Christian.
	NEBRASKA.			
1938	Hastings	Hastings College	Rev. W. T. Ringland, D.D.	Presb
	NEW YORK.			
1939	Brooklyn	The Brooklyn Heights Seminary.	Clara R. Colton, Katharine S. Woodward.	Nonsect
1940	do	St. James School	Brother Joseph	R. C
1941	Claverack	Claverack College and Hudson River Institute.	Arthur H. Flack	M. E
1942	Glens Falls	Glens Falls Academy	Daniel C. Farr	Nonsect
1943	Hogansburg	Hogansburg Academy	M. Stanislaus McGarr, A. M.	Nonsect
1944	Ithaca	Cascadilla School	Charles V. Parsell	Nonsect
1945	Lansingburg	Lansingburg Academy	Charles T. R. Smith	Nonsect
1946	New York City (270 West 72d st.).	Columbia Institute	Edwin Fowler	Nonsect
1947	New York City (34 West 40th st.).	Halsey Collegiate School	W. W. D. Halsey, Ph. D	Nonsect

PRIVATE SECONDARY SCHOOLS STILL IN EXISTENCE, ETC.—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	10	0	205	....	....	0	0	....	....	....	....	0	7	.....	.....	....	5,781	.....	1918
0	2	0	23	....	....	12	15	0	0	0	0	1	1	1	1	....	40	.....	1919
2	2	20	20	0	0	5	5	5	0	0	0	0	1	0	0	....	0	$7,500	1920
0	6	0	70	25	35	0	0	0	7	0	5	0	1	.....	.....	....	300	.....	1921
0	5	0	50	0	0	0	60	0	0	0	0	0	2	0	0	....	1,100	12,000	1922
1	1	16	18	0	0	8	4	5	4	....	....	0	0	0	0	....	.....	2,000	1923
0	3	5	34	0	1	40	45	0	0	0	0	0	0	0	0	....	550	10,000	1924
0	2	0	48	....	....	0	34	....	....	0	0	0	3	0	3	....	300	12,000	1925
1	1	15	12	0	0	25	8	15	4	6	2	3	2	2	1	....	.....	50	1926
2	0	40	36	....	....	0	0	....	....	....	....	0	0	.....	.....	....	60	1,500	1927
1	1	4	5	0	0	41	30	....	....	....	....	0	0	.....	.....	....	0	2,000	1928
1	0	20	12	0	0	8	9	4	5	0	0	0	1	0	1	....	0	700	1929
1	1	28	24	....	....	15	16	6	7	....	....	2	3	2	3	....	0	6,500	1930
4	1	49	12	0	0	9	3	2	0	7	0	1	1	1	1	3	800	30,000	1931
2	2	88	63	0	0	0	0	8	0	18	7	8	4	8	4	3	750	8,000	1932
1	1	18	40	....	....	5	2	4	2	1	0	2	3	1	0	....	.....	6,000	1933
1	1	12	5	....	....	0	0	5	2	....	....	3	1	1	0	4	.....	10,000	1934
13	1	265	0	0	0	64	0	175	0	30	0	19	0	19	0	....	100	110,000	1935
2	1	75	70	0	0	60	45	0	0	20	5	2	3	2	1	....	.....	1,200	1936
2	2	40	44	0	0	30	29	....	....	27	28	5	2	.....	.....	4	.....	8,000	1937
6	2	34	40	0	0	0	0	25	30	6	7	3	4	2	2	....	1,800	100,000	1938
1	14	0	119	....	....	3	35	....	....	0	2	0	6	0	2	4	.....	.....	1939
3	0	80	0	0	0	470	0	10	0	0	0	11	0	10	0	....	700	15,000	1940
4	8	57	58	0	0	16	3	10	4	9	3	10	15	7	2	6	1,444	59,448	1941
3	5	75	70	....	....	25	20	25	20	20	20	4	2	0	1	....	2,000	15,000	1942
1	5	15	25	0	0	103	108	3	2	5	8	2	4	2	3	....	1,983	8,900	1943
3	1	40	1	0	0	0	0	1	0	39	0	13	0	13	0	....	.....	40,221	1944
3	3	45	62	1	1	6	2	9	8	8	0	4	5	2	0	....	.....	10,695	1945
9	1	110	0	0	0	38	0	36	0	65	0	10	0	9	0	....	1,400	15,000	1946
11	2	110	0	0	0	0	0	75	0	20	0	12	0	9	0	....	.....	.....	1947

STATISTICS OF 1892-93 OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1948	Redcreek	Redcreek Union Seminary	Albert D. Whitney, A. B.	Nonsect.
1949	Rochester (9 Gibbs st.).	The Crittendon School for Young Ladies.	Miss M. Crittenden	Nonsect.
	NORTH CAROLINA.			
1950	Burlington	Burlington Academy	Wilbur E. Ormond	M. E. So.
1951	Farmington	Farmington Academy	Leon Cash	Nonsect.
1952	Greensboro	Bennett College	Rev. J. D. Chavis	M. E.
1953	Mooresville	Mooresville Academy	J. A. Matheson	Presb.
1954	Rubicon	Ingram Branch High School	Prof. S. D. Cole	Nonsect.
1955	Selma	Selma Academy	W. H. Pope	
1956	Summerfield	Summerfield School	John W. Wilborn	Nonsect.
	NORTH DAKOTA.			
1957	Portland	Bruflat Academy	Rev. J. Tingelstad, A. M.	Ev. Luth.
	PENNSYLVANIA.			
1958	Erie	Erie Academy	George A. Willey, A. M.	Nonsect.
1959	Lansdowne	Darby Friends' School	Anna M. Ambler	Friends.
1960	McDonald	Ingleside Academy	Rev. W. D. Irons	
1961	Westchester	Darlington Seminary for Young Ladies.	Richard Darlington	Friends.
	RHODE ISLAND.			
1962	East Greenwich	East Greenwich Academy	Rev. F. D. Blakeslee, D. D.	M. E.
1963	Providence	Friends' School	Augustine Jones	Friends.
	SOUTH CAROLINA.			
1964	Cokesbury	Cokesbury Conference School	C. C. Reed	Meth.
1965	Jordan	Jordan Academy	John M. Knight	Nonsect.
1966	Reidville	Reidville Female College	A. Spencer	Presb.
	SOUTH DAKOTA.			
1967	Sioux Falls	All Saints School	Miss Helen S. Peabody	P. E.
	TENNESSEE.			
1968	Bloomington	Bloomington College	Ed. R. Ling	M. E.
1969	Culleoka	Culleoka Academy	R. William Lambuth	Meth.
1970	Foutch	New Helton School	T. J. Washer	Bapt.
1971	Loudon	Loudon High School	J. P. Stephenson	Nonsect.
1972	Memphis	Clara Conway Institute	Miss Clara Conway	
1973	do	St. Agnes Academy	Sister Vincentia	R. C.
1974	Overall	Salem Academy	Prof. L. V. Ellington	Nonsect.
	TEXAS.			
1975	Victoria	Nazareth Academy	Sister Mary St. Claire	R. C.
	UTAH.			
1976	Salt Lake City	Salt Lake City Academy	Oscar F. Davis	Cong.
	VERMONT.			
1977	Essex	Essex Classical Institute	Chauncey H. Hayden	Nonsect.
1978	South Woodstock	Green Mountain Perkins Academy.	Carnet W. Jaquith	Univer.

PRIVATE SECONDARY SCHOOLS STILL IN EXISTENCE, ETC.—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	2	30	50	0	0	20	18	....	....	2	3	2	0	1	0	....	.....	$4,500	1948
0	5	0	60	0	0	0	6	0	3	0	11	0	7	0	3	....	1,500	30,000	1949
2	1	42	42	0	0	42	47	....	....	....	....	3	1	3	1	3	.....	5,000	1950
1	0	13	7	0	0	31	17	3	2	3	2	2	4	2	4	....	150	1,500	1951
5	5	92	106	92	106	....	....	....	....	....	....	3	7	....	....	....	.....	35,000	1952
1	0	42	0	....	....	8	12	5	6	....	....	4	2	4	2	....	0	1,500	1953
1	1	31	14	0	0	20	15	3	5	6	2	....	....	....	....	....	.....	.....	1954
1	1	25	18	0	0	4	8	4	3	....	....	1	1	1	1	....	.....	.....	1955
1	2	5	18	0	0	25	27	5	12	....	....	3	2	3	2	....	0	300	1956
3	0	70	29	0	0	37	43	9	0	....	....	7	0	3	0	....	250	1,000	1957
1	0	7	4	0	0	25	25	4	2	1	0	1	0	1	0	....	210	90,000	1958
0	5	19	34	....	....	5	11	....	....	....	....	....	....	....	....	....	.....	.....	1959
2	2	33	31	....	....	31	27	22	11	8	23	4	2	4	2	....	.....	.....	1960
0	2	0	70	0	0	0	0	0	6	0	5	0	6	0	2	....	800	25,000	1961
4	8	119	92	0	0	38	27	24	2	20	15	13	12	11	2	3	.....	52,000	1962
7	3	56	94	0	0	35	55	11	9	....	....	2	19	2	3	4	7,000	200,000	1963
1	1	13	10	0	0	21	19	6	5	3	0	0	0	0	0	....	0	1,000	1964
1	1	5	10	0	0	25	30	4	6	0	0	0	2	0	2	....	0	2,000	1965
0	3	0	20	0	0	0	30	0	9	0	0	0	0	.....	.....	....	600	15,000	1966
0	5	0	60	....	....	0	31	0	3	....	....	0	9	0	3	....	300	50,000	1967
2	2	34	28	0	0	30	18	0	0	24	11	0	0	0	0	....	0	5,000	1968
1	2	35	15	0	0	15	10	20	10	0	0	0	0	0	0	....	895	5,000	1969
1	1	25	15	0	0	50	40	10	5	....	....	5	1	5	1	....	0	700	1970
1	1	12	7	....	....	6	5	....	....	....	....	....	....	....	....	....	.....	2,000	1971
0	10	0	150	....	....	6	24	0	6	....	....	0	27	0	6	....	500	75,000	1972
0	8	0	80	....	....	....	....	....	....	....	....	0	12	0	12	....	300	.....	1973
1	1	17	21	....	....	25	30	3	4	....	....	0	1	.....	.....	....	.....	1,500	1974
0	6	0	60	....	....	0	150	....	....	....	....	....	....	....	....	....	1,000	.....	1975
2	1	13	27	0	0	15	35	2	1	2	0	4	7	2	1	....	3,000	75,000	1976
2	2	60	55	0	0	0	0	....	....	....	....	1	0	....	....	....	300	10,000	1977
0	2	13	12	0	0	0	0	0	0	....	....	0	0	0	0	....	400	1,500	1978

STATISTICS OF 1892-93 OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER

	State and post-office.	Name of institution.	Name of principal.	Religious denomination.
	1	2	3	4
	VIRGINIA.			
1979	Abingdon	Abingdon Male Academy	J. W. Cole	Nonsect
1980	Alexandria	St. Mary's Academy	Sister Mary Assumption	R. C
1981	Delaplane	Cleaveland High School	Wm. C. Marshall	Epis
1982	Irvington	Chesapeake Male and Female Academy.	S. P. Latané, W. C. Vaden	Meth

PRIVATE SECONDARY SCHOOLS STILL IN EXISTENCE, ETC.—Continued.

Secondary instructors.		Students.										Graduates in 1894.		College preparatory students in the class of 1894.		Number of years in course.	Number of volumes in library.	Value of grounds, buildings, etc.	
		White secondary.		Colored secondary.		Elementary.		Preparing for college.											
								Classical.		Scientific.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	0	20	0	....	....	10	0	6	0	....	....	....	....	.....	.....	....	.....	$20,000	1979
0	1	0	18	....	....	0	60	....	....	....	....	0	1	.....	.....	....	.....	.....	1980
2	0	43	0	....	....	0	0	32	0	....	....	9	0	5	0	....	150	5,000	1981
2	2	19	29	0	0	4	8	5	8	2	0	4	6	2	3	....	.....	5,500	1982

IV.—UNIVERSITIES AND COLLEGES.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893–94.*

NOTE.—The statistics of colleges for women only, and of the agricultural and mechanical colleges, are given in subsequent tables. See Index.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	ALABAMA.																								
1	Blountsville	Blount College	1	1	3	3	0	0	4	4	72	53	168	132	----	----	----	----	----	----	240	185	250	300	Nonsect.
2	Cullman	St. Bernard College	4	0	7	0	5	0	14	0	20	0	46	0	----	----	----	----	7	0	73	0	1,000	200	R. C.
3	East Lake	Howard College	1	0	7	0	0	0	8	0	8	0	143	0	----	----	----	----	----	----	151	0	1,000	100	Bapt.
4	Greensboro	Southern University	4	0	9	0	0	0	10	0	36	0	104	0	----	----	----	----	----	----	140	0	12,000	1,000	M. E. So.
5	La Fayette	La Fayette College	0	3	2	0	----	----	5	5	45	53	25	38	----	----	----	----	----	----	73	114	400	200	Nonsect.
6	Lineville	Lineville College	1	1	2	0	0	0	3	1	*49	*47	*52	*26	----	----	----	----	----	----	*101	*73	0	0	Nonsect.
7	Selma	Selma University	2	2	2	1	1	0	4	2	89	70	2	3	----	----	----	----	3	0	91	73	200	250	Bapt.
8	Spring Hill	Spring Hill College	----	----	17	0	----	----	17	0	----	----	160	0	12	0	----	----	----	----	172	0	12,000	----	R. C.
9	University	University of Alabama	0	0	16	0	3	0	19	0	0	0	146	2	3	0	----	----	18	0	164	2	10,000	2,000	Nonsect.
	ARIZONA.																								
10	Tucson	University of Arizona	6	2	10	2	----	----	10	2	21	10	19	8	----	----	----	----	----	----	40	18	872	2,087	Nonsect.
	ARKANSAS.																								
11	Arkadelphia	Arkadelphia Methodist College.	----	1	4	6	----	----	4	7	10	15	70	110	----	----	----	----	----	----	80	125	500	----	M. E. So.
12	---- do	Ouachita Baptist College	----	3	5	1	----	----	5	4	50	78	75	75	----	----	----	----	----	----	125	153	2,000	500	Bapt.
13	Batesville	Arkansas College	----	----	5	0	----	----	5	0	----	----	66	34	----	----	----	----	----	----	66	34	2,800	500	Presb.
14	Clarksville	Arkansas Cumberland College.	4	1	4	0	----	----	4	2	57	62	4	8	----	----	----	----	----	----	62	80	1,000	100	C. Presb.
15	Conway	Hendrix College	2	0	5	0	----	----	7	0	96	9	35	5	----	----	----	----	----	----	131	14	3,200	1,200	M. E. So.
16	Little Rock	Arkansas Baptist College	2	2	2	2	----	----	2	2	13	5	3	2	----	----	----	----	----	----	88	65	100	50	Bapt.

* Statistics of 1892–93.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893-94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department. Resident.		Graduate department. Nonresident.		Professional departments.		Total number.		Bound volumes.	Pamphlets.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	ARKANSAS—cont'd.																								
17	Little Rock	Little Rock University	1	2	2	0	....	....	4	3	26	31	4	2	....	....	....	....	....	....	30	33	1,500	1,000	M. E.
18	....do	Philander Smith College	2	2	3	1	....	....	5	3	36	13	9	0	....	....	1	1	18	0	55	14	700	200	M. E.
19	Mountain Home	Mountain Home Baptist College.	1	1	8	4	....	....	9	5	43	40	60	50	....	....	....	....	....	....	103	90	1,000	500	Bapt.
	CALIFORNIA.																								
20	Berkeley	University of California	0	0	95	2	126	1	189	3	0	0	498	255	37	16	6	5	453	22	1,017	368	55,780	.....	Nonsect.
21	Claremont	Pomona College	5	2	10	2	0	0	12	4	65	37	26	21	....	....	....	....	....	....	102	98	.....	.....	Cong.
22	College City	Pierce Christian College	....	1	3	1	....	....	3	2	8	12	30	20	....	....	....	....	....	....	38	32	50	20	Christian.
23	College Park	University of the Pacific	5	5	6	3	....	....	13	12	69	51	20	8	....	....	....	....	....	....	100	140	4,100	.....	M. E.
24	Los Angeles	Occidental College	4	3	3	1	....	....	4	4	27	10	14	4	....	....	....	....	....	....	43	17	500	100	Presb.
25	....do	St. Vincent's College	3	0	5	0	....	....	8	0	96	0	4	0	....	....	....	....	....	....	100	0	4,000	550	R. C.
26	Napa	Napa College	3	5	5	1	....	....	8	6	82	78	20	22	....	....	....	....	....	....	102	100	4,000	2,000	M. E.
27	Oakland	California College	4	3	3	1	....	....	5	6	30	20	12	10	....	....	....	....	....	....	42	30	2,200	1,000	Bapt.
28	....do	St. Mary's College	6	0	10	0	....	....	22	0	30	0	70	0	....	....	....	....	....	....	150	0	10,000	.....	R. C.
29	Pasadena	Throop Polytechnic Institute.	1	4	13	3	....	....	13	7	108	56	44	32	....	....	....	....	....	....	152	88	800	300	Nonsect.
30	San Francisco	St. Ignatius College	12	0	8	0	....	....	20	0	400	0	300	0	....	....	....	....	....	....	700	0	30,000	300	R. C.
31	Santa Clara	Santa Clara College	1	0	24	0	0	0	25	0	18	0	166	0	0	0	0	0	0	0	184	0	19,000	3,150	R. C.
32	Santa Rosa	Pacific Methodist College	0	2	5	1	....	....	5	4	16	7	23	16	0	1	2	0	....	....	41	24	1,000	500	M. E. So.
33	Stanford University.	Leland Stanford Junior University.	0	0	69	9	2	0	69	9	0	0	619	272	59	25	....	....	44	2	678	297	19,000	5,000	Nonsect.
34	University	University of Southern California.	9	5	8	2	26	1	42	11	130	131	22	10	....	....	....	....	33	6	220	153	3,000	1,000	M. E.
35	Woodbridge	San Joaquin Valley College.	5	1	5	1	....	....	5	1	12	10	6	7	....	....	....	....	....	....	18	17	800	200	U. Breth.
	COLORADO.																								
36	Boulder	University of Colorado	4	3	16	3	50	0	63	3	68	78	55	31	4	1	....	....	61	9	187	119	9,000	.....	Nonsect.

37	Colorado Springs..	Colorado College*	...	...	14	2	0	0	14	2	....	....	35	25	....	....	....	....	.....	....	35	25	8,000	2,000	Nonsect.
38	Del Norte	Presbyterian College of the Southwest.	5	2	3	0	....	....	5	2	17	10	7	4	....	....	....	....	.....	....	24	14	1,000	500	Presb.
39	University Park ..	University of Denver.....	6	2	7	2	45	0	52	2	49	44	47	25	1	0	8	0	124	12	228	81	4,000	.....	M. E.
	CONNECTICUT.																								
40	Hartford	Trinity College	0	0	19	0	0	0	19	0	0	0	121	0	....	....	....	....	.....	....	121	0	39,000	29,000	P. E.
41	Middletown.....	Wesleyan University.....	0	0	31	0	0	0	31	0	0	0	211	47	14	1	....	....	.....	....	225	48	41,000	.....	M. E.
42	New Haven.....	Yale University	0	0	113	0	75	0	195	0	0	0	1,687	0	110	33	0	0	387	0	2,150	52	200,000	.....	Cong.
	DELAWARE.																								
43	Newark	Delaware College	0	0	13	0	....	....	13	0	0	0	80	0	0	0	0	0	0	0	80	0	6,267	5,674	Nonsect.
	DISTRICT OF COLUMBIA.																								
44	Washington	Columbian University....	9	0	45	0	39	0	80	0	85	0	214	84	18	6	....	....	512	10	829	100	9,000	.....	Nonsect.
45	.....do.....	Gallaudet College.....	0	0	10	2	....	....	10	2	0	0	44	17	4	1	....	....	.....	....	48	18	4,000	.....	Nonsect.
46	.....do.....	Georgetown University ..	18	0	30	0	48	0	84	0	177	0	110	0	....	....	....	....	402	0	689	0	69,531	.....	R. C.
47	.....do.....	Howard University.....	3	0	7	1	43	0	61	7	76	14	24	6	0	0	0	0	245	10	444	202	13,000	.....	Nonsect.
	FLORIDA.																								
48	De Land	John B. Stetson University.	8	11	6	0	....	....	8	11	116	112	4	1	....	....	....	....	.....	....	120	113	5,000	.....	Bapt.
49	Leesburg	Florida Conference College.	0	1	4	0	....	....	4	4	5	5	45	45	....	....	....	....	.....	....	50	50	600	600	M. E. So.
50	St. Leo.....	St. Leo Military College ..	1	1	2	0	2	0	6	1	11	0	17	0	....	....	....	....	12	0	40	0	1,000	300	R. C.
51	Tallahassee	Seminary West of the Suwannee River.	1	1	5	1	....	....	5	1	37	45	8	14	....	....	....	....	.....	....	45	59	300	100	Nonsect.
52	Winter Park.....	Rollins College	2	7	3	1	....	....	5	8	60	60	1	1	....	....	....	....	.....	....	61	61	3,000	.....	Cong.
	GEORGIA.																								
53	Athens.....	University of Georgia....	0	0	18	0	17	0	35	0	0	0	182	0	9	0	....	....	70	0	261	0	26,414	6,250	Nonsect.
54	Atlanta	Atlanta University.....	3	2	5	0	0	0	5	2	49	3	18	5	0	0	0	0	0	0	67	8	8,000	1,500	Nonsect.
55	.....do.....	Morris Brown College	0	7	2	1	1	0	3	7	176	193	10	25	....	....	....	....	24	0	210	218	1,200	.....	A. M. E.
56	Birmingham	Methodist Episcopal College.	0	1	3	1	....	....	3	2	65	84	8	6	....	....	....	....	.....	....	73	90	265	400	M. E.
57	Bowdon.....	Bowdon College	1	2	2	2	....	....	3	2	64	71	23	12	....	....	....	....	.....	....	87	83	300	200	Nonsect.
58	Dahlonega	North Georgia Agricultural College.	5	1	5	1	0	0	6	3	68	25	68	12	0	0	0	0	0	0	146	50	5,000	.....	Nonsect.
59	Macon	Mercer University	1	0	9	0	4	0	14	0	37	0	151	0	....	....	....	....	8	0	188	0	8,000	2,000	Bapt.
60	Oxford	Emory College.....	2	0	12	0	1	0	15	0	47	0	210	0	....	....	....	....	.....	....	257	0	10,000	.....	M. E. So.
61	South Atlanta	Clark University.....	5	1	5	1	....	....	12	4	42	44	14	0	....	....	....	....	.....	....	56	44	1,500	.....	M. E.
62	Young Harris.....	Young L. G. Harris College.	2	2	2	1	....	....	5	5	231	121	46	16	....	....	....	....	.....	....	277	137	525	200	M. E.
	IDAHO.																								
63	Moscow	University of Idaho.....	10	3	9	2	....	....	10	3	133	83	12	4	....	....	....	....	.....	....	145	87	2,000	1,000	Nonsect.
	ILLINOIS.																								
64	Abingdon	Hedding College.....	6	3	5	2	....	....	14	10	68	45	34	34	1	0	....	....	.....	....	152	163	1,500	500	M. E.

* Statistics of 1892–93.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893–94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	ILLINOIS—cont'd.																								
65	Bloomington	Illinois Wesleyan University	6	3	7	1	8	0	25	12	128	78	78	40	1	0	....	....	72	0	(647) a678	118	5,000	.....	M. E.
66	Bourbonnais	St. Viateur's College	4	0	15	0	2	0	26	0	50	0	150	0	....	....	....	....	20	0	220	0	5,500	2,500	R. C.
67	Carlinville	Blackburn University	2	2	5	2	....	....	7	4	37	22	23	10	1	0	....	....	.....	....	62	41	1,000	500	Presb.
68	Carthage	Carthage College	8	3	6	....	....	....	8	3	39	20	30	27	....	....	2	....	.....	....	(53) 71	47	5,000	200	Luth.
69	Champaign	University of Illinois	4	2	55	6	0	0	57	6	145	21	456	86	8	2	....	....	.....	....	609	109	26,238	5,775	Nonsect.
70	Chicago	St. Ignatius College	16	0	8	0	....	....	27	0	301	0	68	0	....	....	....	....	.....	....	446	0	19,500	300	R. C.
71	.....do	University of Chicago	14	3	115	5	15	0	144	8	108	68	262	222	188	76	27	6	172	7	754	377	290,000	.....	Bapt.
72	Effingham	Austin College	6	2	4	3	2	0	7	3	50	40	25	25	....	....	....	....	6	0	95	85	2,000	.....	Nonsect.
73	Elmhurst	Evangelical Proseminary	3	0	8	0	....	....	8	0	20	0	70	0	....	....	....	....	.....	....	133	0	1,620	180	Evang.
74	Enfield	Southern Illinois College *b*	1	0	1	2	....	....	3	4	58	24	6	5	....	....	....	....	.....	....	74	40	200	.....	C. Presb.
75	Eureka	Eureka College	7	0	13	5	2	0	13	5	92	44	80	53	1	....	....	....	71	0	213	96	5,000	1,000	Christian.
76	Evanston	Northwestern University	13	4	37	1	139	17	152	25	337	160	309	181	10	4	2	4	1,108	131	1,694	548	35,167	19,000	M. E.
77	Ewing	Ewing College	4	2	4	2	....	....	4	2	65	31	21	2	....	....	....	....	.....	....	86	33	1,500	.....	Bapt.
78	Fulton	Northern Illinois College	2	1	3	0	....	....	5	1	48	35	22	15	....	....	....	....	.....	....	70	50	1,000	50	Nonsect.
79	Galesburg	Knox College	4	4	20	5	0	0	26	12	72	55	135	141	1	5	0	1	.....	....	234	390	6,100	.....	Nonsect.
80	.....do	Lombard University	4	2	6	5	4	1	10	8	11	5	24	27	....	....	6	0	17	7	(24) 58	39	7,000	2,000	Univ.
81	Hoopeston	Greer College	3	0	2	0	....	....	8	3	70	65	15	12	....	....	....	....	.....	....	104	158	150	.....	Nonsect.
82	Jacksonville	Illinois College	8	0	13	0	0	0	13	0	106	0	61	0	1	0	....	....	.....	....	168	0	10,500	.....	Nonsect.
83	Lake Forest	Lake Forest University	9	13	18	0	93	0	120	13	101	75	80	63	....	....	....	....	1,516	0	1,697	138	12,000	.....	Presb.
84	Lebanon	McKendree College	5	1	6	0	1	0	9	4	51	34	31	23	....	....	10	0	27	0	119	57	6,000	3,000	M. E.
85	Lincoln	Lincoln University	2	2	3	1	....	....	7	3	42	26	26	26	....	1	1	1	.....	....	69	54	2,000	1,000	C. Presb.
86	Monmouth	Monmouth College	4	3	9	3	....	....	10	3	44	47	71	40	....	....	....	....	.....	....	118	98	18,000	.....	U. Presb.
87	Naperville	Northwestern College	5	1	7	1	2	0	12	4	30	10	55	5	3	0	....	....	24	0	250	75	3,000	500	Ev. Assn.
88	Quincy	Chaddock College	6	6	6	6	1	0	7	8	24	22	19	6	....	....	....	....	8	0	75	57	500	1,000	M. E.
89	.....do	St. Francis Solanus College.	2	0	10	0	....	....	14	0	18	0	92	0	....	....	....	....	.....	....	186	0	3,965	358	R. C.

90	Rock Island	Augustana College	10	1	11	0	4	0	27	2	94	33	103	11	5	0	14	1	66	0	381	128	12,000	3,000	Luth.
91	Teutopolis	St. Joseph's Diocesan College.	3	0	8	0	...	...	11	0	17	0	161	0	...	...	...	...	...	...	178	0	3,000	...	R. C.
92	Upper Alton	Shurtleff College	5	5	7	0	3	0	12	5	82	52	30	20	2	1	16	0	11	0	126	73	10,000	...	Bapt.
93	Westfield	Westfield College	4	1	4	1	...	...	4	3	55	23	29	14	...	...	...	...	...	...	(60) 84	37	2,500	300	U. Breth.
94	Wheaton	Wheaton College	3	2	7	2	...	...	12	5	70	73	43	30	...	...	...	...	...	...	123	130	3,000	...	Cong.
	INDIAN TERRITORY.																								
95	Bacone	Indian University	0	4	3	1	2	0	3	4	23	23	13	7	...	...	...	...	8	0	39	31	800	200	Bapt.
	INDIANA.																								
96	Bloomington	Indiana University	0	0	46	0	2	0	48	0	0	0	341	191	30	9	...	...	43	2	414	202	19,422	...	Nonsect.
97	Crawfordsville	Wabash College	6	0	19	0	0	0	25	0	94	0	145	0	7	0	...	...	...	...	246	0	33,000	...	Nonsect.
98	Fort Wayne	Concordia College	8	0	8	0	...	...	8	0	64	0	124	0	...	...	...	...	...	...	188	0	3,500	...	Luth.
99	Franklin	Franklin College	6	2	6	2	...	...	7	3	40	20	58	45	4	1	1	...	...	...	119	97	8,000	500	Bapt.
100	Greencastle	De Pauw University	9	5	19	1	8	0	43	13	236	73	281	134	1	5	5	2	111	5	553	250	20,000	3,000	M. E.
101	Hanover	Hanover College	1	...	11	2	...	...	11	2	28	22	73	29	...	...	...	...	...	...	101	51	10,000	2,000	Presb.
102	Hartsville	Hartsville College	1	1	3	1	...	...	4	2	33	23	9	6	...	...	...	...	...	...	42	29	1,254	300	U. Breth.
103	Irvington	Butler College	2	2	15	5	...	...	17	7	41	32	91	54	9	1	...	...	...	...	141	87	6,000	2,500	Christian.
104	Merom	Union Christian College	4	2	5	1	...	...	7	6	83	42	30	12	6	2	2	3	17	10	113	58	2,000	193	Christian.
105	Moores Hill	Moores Hill College	7	1	5	1	...	...	8	2	29	16	45	21	...	...	...	...	...	...	136	91	4,000	1,000	M. E.
106	Notre Dame	University of Notre Dame.	16	0	30	0	24	0	70	0	250	0	270	0	10	0	...	...	125	0	540	0	50,000	4,000	R. C.
107	Richmond	Earlham College	3	1	10	3	...	...	11	4	17	14	83	85	...	...	...	...	...	...	111	166	5,500	1,000	Friends.
108	Ridgeville	Ridgeville College	4	2	4	2	...	...	4	2	26	18	4	2	...	...	...	...	...	...	30	20	3,000	1,000	Cong.
109	St. Meinrad	St. Meinrad's College	...	...	8	0	5	0	13	0	...	...	57	0	...	...	...	...	50	0	107	0	15,000	...	R. C.
110	Upland	Taylor University	2	1	4	4	...	...	6	5	72	18	25	5	...	...	...	...	8	0	105	23	1,200	200	M. E.
	IOWA.																								
111	Cedar Rapids	Coe College	5	2	5	2	...	...	6	3	19	33	34	38	...	...	...	...	...	...	53	71	3,000	1,000	Presb.
112	Charles City	German-English College	1	0	3	0	1	0	7	0	46	27	2	0	...	...	...	...	8	0	84	59	1,000	...	M. E.
113	College Springs	Amity College	1	2	4	2	...	...	5	10	49	64	22	17	...	1	...	...	...	...	100	141	2,500	1,000	Nonsect.
114	Decorah	Luther College	3	0	5	0	...	...	8	0	97	0	86	0	...	...	...	...	...	...	183	0	6,850	...	Luth.
115	Des Moines	Des Moines College	...	3	8	1	...	...	8	4	123	47	46	28	...	...	...	...	...	...	100	88	3,500	300	Bapt.
116	....do	Drake University	6	1	12	1	28	0	42	2	98	80	80	27	4	0	...	...	212	14	393	192	6,000	...	Christian.
117	Fairfield	Parsons College	4	0	9	0	...	...	10	0	25	16	55	38	...	...	...	...	...	...	81	74	2,500	...	Presb.
118	Fayette	Upper Iowa University	8	6	5	1	...	...	13	7	84	60	93	47	1	4	3	0	...	...	224	170	4,000	1,000	M. E.
119	Grinnell	Iowa College	2	1	15	2	...	...	19	5	79	75	146	82	...	...	...	...	...	...	260	234	18,000	...	Cong.
120	Hopkinton	Lenox College	4	4	4	4	...	...	4	4	25	17	24	26	...	...	...	...	...	...	49	46	1,800	...	Presb.
121	Indianola	Simpson College	7	6	6	2	...	...	8	6	117	102	44	39	...	...	...	...	...	...	212	235	2,600	1,600	M. E.
122	Iowa City	State University of Iowa	0	0	29	3	82	0	76	3	0	0	265	115	22	10	9	7	599	34	855	164	30,000	1,500	Nonsect.
123	Mount Pleasant	German College	1	1	1	1	2	0	3	1	30	10	16	0	...	...	...	...	11	0	46	10	900	...	M. E.
124	....do	Iowa Wesleyan University	5	2	6	2	...	...	11	4	109	110	81	57	...	...	...	...	...	...	190	167	4,000	2,000	M. E.
125	Mount Vernon	Cornell College	3	7	14	4	...	...	17	11	114	111	143	101	1	3	...	...	...	...	263	287	12,537	1,000	M. E.
126	Oskaloosa	Oskaloosa College	5	4	4	2	...	...	6	4	25	17	18	8	...	...	...	...	9	0	53	41	5,000	...	Christian.
127	Oskaloosa	Penn College	1	2	6	1	...	...	8	5	53	65	53	38	1	1	1	1	...	...	113	137	3,000	...	Friends.

a Includes 399 nonresident students.

b Suspended in 1895.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893-94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	IOWA—continued.																								
128	Pella	Central University of Iowa	6	5	6	5	....	....	6	5	....	....	....	....	....	....	....	....	....	....	97	78	4,000	.....	Bapt.
129	Sioux City	University of the Northwest.*	4	1	4	1	20	0	28	6	86	70	11	6	....	....	....	....	63	1	262	161	600	100	M. E.
130	Storm Lake	Buena Vista College	3	1	5	1	....	....	5	4	18	5	2	2	0	0	0	0	0	0	76	63	310	300	Presb.
131	Tabor	Tabor College	....	5	7	5	....	....	7	9	66	62	38	51	....	1	....	....	....	....	104	114	6,000	.....	Cong.
132	Toledo	Western College	2	0	4	2	1	0	10	6	46	21	26	8	....	....	....	....	3	0	141	119	4,000	3,000	U. Breth.
133	Waverly	Wartburg College *a*	7	0	7	0	....	....	7	0	30	0	45	0	....	....	....	....	....	....	75	0	1,900	.....	Luth.
		KANSAS.																							
134	Atchison	Midland College	0	2	6	1	2	0	6	5	35	18	40	14	....	....	....	....	7	0	82	35	1,500	500	Luth.
135	....do	St. Benedict's College	14	0	14	0	5	0	25	0	62	0	54	0	6	0	....	....	8	0	130	0	2,100	500	R. C.
136	Baldwin	Baker University	16	5	16	5	....	....	16	5	143	94	78	52	....	....	....	....	....	....	335	223	4,650	.....	M. E.
137	Emporia	College of Emporia	....	....	6	4	....	....	7	4	....	....	60	40	....	....	....	....	....	....	60	40	5,000	500	Presb.
138	Enterprise	Central College	2	1	3	1	....	....	5	7	67	56	24	20	....	....	....	....	....	....	102	80	2,000	500	U. Breth.
139	Highland	Highland University	....	1	4	5	....	....	4	6	25	30	8	6	....	....	....	....	....	....	33	36	5,000	1,000	Presb.
140	Holton	Campbell University	2	2	8	3	....	....	10	5	53	47	145	180	....	....	....	....	....	....	198	227	2,300	.....	Nonsect.
141	Lawrence	University of Kansas	0	0	32	3	21	0	47	4	0	0	285	120	15	5	8	1	126	7	427	274	20,105	450	Nonsect.
142	Lecompton	Lane University	5	0	5	0	....	....	7	1	53	38	13	4	....	....	....	....	24	1	88	61	500	.....	U. Breth.
143	Lindsborg	Bethany College	10	0	10	0	....	....	21	5	46	9	33	5	1	0	....	....	....	....	(346) / 80	14	4,000	.....	Luth.
144	Ottawa	Ottawa University	2	2	8	2	....	....	10	4	123	71	51	39	....	....	1	....	....	....	179	177	2,000	1,000	Bapt.
145	St. Marys	St. Marys College	17	0	10	0	....	....	27	0	156	0	52	0	....	....	....	....	....	....	208	0	7,000	.....	R. C.
146	Salina	Kansas Wesleyan University.	4	1	7	1	....	....	10	2	72	48	26	12	....	....	....	....	....	....	98	60	2,000	3,000	M. E.
147	Sterling	Cooper Memorial College	4	3	4	2	....	....	9	4	46	40	7	7	....	....	....	....	....	....	53	47	800	500	U. Presb.
148	Topeka	Washburn College	10	5	10	4	....	....	10	5	80	59	68	32	....	....	....	....	....	....	149	115	6,000	2,000	Cong.
149	Wichita	Wichita University* *b*	3	6	3	0	....	....	6	6	38	30	4	2	....	....	....	....	....	....	42	32	1,000	200	Reformed.
150	Winfield	St. John's Lutheran College.	2	0	2	0	....	....	2	0	8	4	2	1	....	....	....	....	....	....	10	5	300	150	Luth.

151	.....do.....	Southwest Kansas College	9	3	8	2	....	....	9	3	169*	100*	*61	*46	*1	*2	....	....	.....	....	*361	252*	2,000	.....	M. E.
	KENTUCKY.																								
152	Barbourville.....	Union College	...	1	3	1	....	....	4	2	45	26	15	7	....	....	....	....	.....	....	60	36	.....	.....	M. E.
153	Berea	Berea College.....	4	8	6	2	....	....	10	10	216	227	35	8	....	....	....	....	.....	....	251	235	6,000	.....	Nonsect.
154	Bowling Green....	Ogden College	4	0	4	0	0	0	4	0	32	0	36	0	0	0	0	0	0	0	68	0	2,500	700	Nonsect.
155	Columbia	Columbia Christian College.	1	2	1	0	....	....	1	2	35	38	10	12	....	....	....	....	.....	....	45	50	.....	.....	Christian.
156	Danville	Centre College.....	3	0	10	0	....	....	13	0	65	0	200	0	....	....	....	....	.....	....	269	0	6,000	1,500	Presb.
157	Eminence	Eminence College.....	...	1	2	4	....	....	2	5	....	....	....	....	....	....	....	....	.....	....	22	57	3,000	500	Christian.
158	Georgetown.....	Georgetown College	2	3	7	1	....	....	9	4	66	88	115	63	....	....	....	....	.....	....	181	151	8,000	.....	Bapt.
159	Glasgow	Liberty College.....	0	2	2	1	....	....	2	6	....	....	....	....	....	....	....	....	.....	....	32	76	.....	.....	Bapt.
160	Hopkinsville.....	South Kentucky College..	2	1	6	4	....	....	6	5	12	10	62	60	....	....	....	....	.....	....	74	70	600	100	Christian.
161	Lancaster.....	Garrard College.....	1	1	3	0	....	....	4	1	*12	*18	*30	*50	....	....	....	....	.....	....	*42	*68	200	50	Nonsect.
162	Lexington	Kentucky University.....	3	0	8	0	7	0	26	0	18	0	211	45	1	0	3	0	149	0	{ (464) / 379	45	13,788	1,321	Christian.
163	Richmond.....	Central University	4	0	12	0	21	0	41	0	70	5	130	5	1	0	1	0	217	0	417	10	5,500	.....	Presb.
164	Russellville.....	Bethel College	...	...	7	0	....	....	7	0	....	....	200	0	....	....	....	....	.....	....	200	0	3,000	1,000	Bapt.
165	St. Marys	St. Marys College.....	4	0	6	0	....	....	10	0	72	0	45	0	....	....	....	....	.....	....	117	0	3,000	1,000	R. C.
166	Winchester.....	Kentucky Wesleyan College.	...	...	6	0	....	....	6	0	....	....	115	20	....	....	....	....	.....	....	115	20	2,000	.....	M. E. So.
	LOUISIANA.																								
167	Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.	4	0	15	0	0	0	19	0	108	0	85	0	0	0	0	0	0	0	193	0	20,000	.....	Nonsect.
168	Convent.....	Jefferson College	4	0	10	0	....	....	14	0	32	0	62	0	....	....	....	....	.....	....	94	0	10,000	700	R. C.
169	Jackson.....	Centenary College	1	0	4	0	....	....	5	0	39	0	40	0	....	....	....	....	.....	....	79	0	4,000	300	M. E. So.
170	Keatchie.....	Keatchie Male and Female College.	1	3	4	2	....	....	5	4	35	44	65	41	....	....	....	....	.....	....	100	85	600	.....	Bapt.
171	New Orleans.....	College of the Immaculate Conception.	6	0	11	0	....	....	17	0	168	0	229	0	....	....	....	....	.....	....	397	0	14,000	2,000	R. C.
172	.....do.....	Leland University.....	4	3	3	3	....	....	7	6	107	127	43	19	....	....	....	....	.....	....	150	146	1,000	300	Nonsect.
173	.....do.....	New Orleans University..	4	3	4	1	11	0	18	6	23	10	7	1	....	....	....	....	39	3	{ (437) / 72	24	5,000	.....	M. E.
174	.....do.....	Straight University	7	2	2	2	1	0	7	2	98	119	2	0	....	....	....	....	7	3	107	122	1,500	1,000	Cong.
175	.....do.....	Tulane University of Louisiana.	10	7	17	10	28	0	55	17	90	67	136	129	21	2	....	....	453	0	760	198	20,000	15,000	Nonsect.
	MAINE.																								
176	Brunswick.....	Bowdoin College.....	0	0	16	0	13	0	28	0	0	0	219	0	....	....	....	....	97	0	316	0	53,130	.....	Cong.
177	Lewiston	Bates College	0	0	9	0	3	0	12	0	0	0	100	67	....	....	....	....	14	0	114	67	16,000	.....	Free Bapt.
178	Waterville.....	Colby University.....	0	0	16	0	0	0	16	0	0	0	139	79	0	0	0	0	0	0	139	79	29,500	10,000	Bapt.
	MARYLAND.																								
179	Annapolis.....	St. John's College	3	0	11	0	0	0	14	0	73	0	98	0	....	....	....	....	.....	....	171	0	7,000	1,000	Nonsect.
180	Baltimore	Johns Hopkins University	0	0	66	0	22	0	83	0	0	0	178	0	344	0	....	....	83	0	522	0	65,000	40,000	Nonsect.
181	.....do.....	Loyola College.....	9	0	9	0	....	....	9	0	140	0	60	0	....	....	....	....	.....	....	200	0	40,000	.....	R. C.
182	.....do.....	Morgan College.....	1	4	2	1	2	0	4	4	113	61	16	4	....	....	....	....	6	0	129	65	2,000	300	M. E.
183	Chestertown	Washington College	6	1	6	1	....	....	6	1	33	14	46	6	....	....	....	....	.....	....	79	20	2,500	.....	Nonsect.
184	Ellicott City	Rock Hill College.....	6	0	8	0	....	....	14	0	106	0	34	0	....	....	....	....	.....	....	140	0	4,600	370	R. C.

* Statistics of 1892–93.

a Removed to Clinton, Iowa.

b Suspended.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893-94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department. Resident.		Graduate department. Nonresident.		Professional departments.		Total number.		Bound volumes.	Pamphlets.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	MARYLAND—continued.																								
185	Ellicott City	St. Charles' College	9	0	15	0	...	...	17	0	73	0	139	0	...	...	...	...	...	...	212	0	10,920	...	R. C.
186	Mount St. Marys	Mount St. Mary's College	20	0	12	0	5	0	32	0	80	0	83	0	...	...	...	...	25	0	188	0	15,000	1,000	R. C.
187	New Windsor	New Windsor College	2	3	4	4	...	...	4	7	25	14	27	20	...	...	...	...	...	...	52	32	2,000	1,000	Presb.
188	Westminster	Western Maryland College	2	2	10	6	2	0	14	8	59	51	62	66	...	...	...	...	16	0	137	117	1,500	300	M. P.
	MASSACHUSETTS.																								
189	Amherst	Amherst College	0	0	32	0	0	0	32	0	0	0	427	0	8	0	...	...	0	0	435	0	61,000	...	Cong.
190	Boston	Boston College	11	0	7	0	...	...	18	0	254	0	139	0	...	...	...	...	...	...	393	0	28,913	...	R. C.
191	.....do	Boston University	0	0	25	1	82	1	111	3	0	0	122	197	85	38	...	...	480	58	825	287	40,000	...	M. E.
192	Cambridge	Harvard University	0	0	167	0	160	0	322	0	0	0	1,949	0	241	0	11	0	959	0	3,156	0	332,000	200,000	Nonsect.
193	Springfield	French Protestant College	3	1	4	1	...	...	7	2	59	22	3	0	...	...	...	...	...	...	62	22	650	250	Nonsect.
194	Tufts College	Tufts College	6	0	25	0	34	0	55	0	14	0	193	15	4	1	4	1	95	25	310	42	30,000	9,000	Univ.
195	Williamstown	Williams College	0	0	28	0	...	...	28	0	0	0	374	0	5	0	...	...	...	...	379	0	35,000	5,000	Nonsect.
196	Worcester	Clark University	0	0	0	0	0	0	13	0	0	0	0	0	42	0	0	0	0	0	42	0	10,000	2,500	Nonsect.
197	.....do	College of the Holy Cross	11	0	17	0	...	...	23	0	105	0	186	0	...	...	...	...	...	...	291	0	21,000	6,000	R. C.
	MICHIGAN.																								
198	Adrian	Adrian College	6	2	6	1	3	0	9	5	55	30	33	23	0	0	...	...	32	0	93	93	6,000	...	M. P.
199	Albion	Albion College	14	5	14	5	...	...	20	12	121	61	140	81	3	0	7	5	...	...	310	319	9,520	3,500	M. E.
200	Alma	Alma College	6	6	6	6	4	0	7	6	45	73	17	8	...	...	3	5	4	0	69	86	13,128	10,484	Presb.
201	Ann Arbor	University of Michigan	0	0	84	0	55	0	118	0	0	0	872	436	60	18	26	6	1,150	91	2,108	551	92,052	16,000	Nonsect.
202	Battle Creek	Battle Creek College	2	9	10	3	...	...	12	12	245	211	142	118	...	...	...	...	...	...	387	329	3,000	...	7-Day Ad.
203	Benzonia	Benzonia College	6	4	6	4	...	...	6	4	55	60	3	3	...	...	...	...	...	...	58	63	5,000	1,000	Cong.
204	Detroit	Detroit College	9	0	9	0	0	0	18	0	166	0	88	0	0	0	0	0	0	0	254	0	6,000	...	R. C.
205	Hillsdale	Hillsdale College	8	3	7	2	4	0	19	8	72	48	62	41	...	...	...	...	61	8	217	263	8,000	...	Free Bapt.
206	Holland	Hope College	9	1	12	0	2	0	13	1	164	40	68	1	...	...	...	...	18	0	250	41	10,000	...	Ref.

207	Kalamazoo	Kalamazoo College	4	4	6	4	....	....	6	5	74	34	43	22	....	....	....	....	....	....	118	66	5,876	3,001	Bapt.
208	Olivet	Olivet College	3	2	11	4	....	....	13	6	88	60	67	50	....	....	....	....	....	....	164	140	23,000	25,000	Cong.
	MINNESOTA.																								
209	Collegeville	St. John's University	3	0	18	0	4	0	29	0	30	0	180	0	....	....	....	....	20	0	230	0	6,000	.....	R. C.
210	Excelsior	Northwestern Christian College.	3	3	3	3	1	0	5	5	29	25	23	16	....	....	....	....	4	0	53	44	200	75	Christian
211	Hamline	Hamline University	10	1	13	1	....	....	13	1	76	50	69	55	....	....	....	....	....	....	145	105	5,000	500	M. E.
212	Minneapolis	Augsburg Seminary	5	0	5	0	2	0	7	0	44	0	41	0	....	....	....	....	28	0	113	0	1,500	.....	Luth.
213	.....do	University of Minnesota	0	0	86	10	74	0	129	10	0	0	898	380	74	17	....	....	569	25	1,327	501	35,000	.....	Nonsect.
214	Northfield	Carleton College	7	11	11	12	....	....	13	11	71	80	47	66	3	1	....	....	....	....	130	172	12,000	.....	Cong.
215	.....do	St. Olaf College	9	2	9	2	....	....	9	2	57	35	33	4	....	....	....	....	....	....	90	39	1,483	400	Luth.
216	St. Paul	Macalester College	6	1	8	1	....	....	8	1	52	5	39	3	0	0	0	0	0	0	91	8	5,000	200	Presb.
217	St. Paul Park	St. Paul's College	6	0	4	0	1	0	6	3	23	9	15	7	....	....	....	....	8	0	66	36	800	.....	M. E.
218	St. Peter	Gustavus Adolphus College.	8	1	8	1	....	....	12	1	96	21	51	6	....	....	....	....	....	....	200	75	6,500	1,800	Lutl
219	Winnebago City	Parker College	2	1	3	2	....	....	4	3	34	39	17	10	....	....	....	....	....	....	51	49	400	50	Free Bapt.
	MISSISSIPPI.																								
220	Clinton	Mississippi College	1	0	6	0	....	....	7	0	74	0	152	0	....	....	....	....	....	....	226	0	3,000	.....	Bapt.
221	Daleville	Cooper-Huddleston College.	1	1	5	0	....	....	6	3	22	17	67	54	....	....	....	....	....	....	93	74	3,500	5,000	Nonsect.
222	Holly Springs	Rust University	6	4	3	2	....	....	6	4	20	10	7	2	....	....	....	....	....	....	120	147	2,000	.....	M. E.
223	Jackson	Millsaps College	2	0	7	0	....	....	9	0	70	0	90	0	....	....	....	....	....	....	160	0	2,500	1,000	M. E.
224	University	University of Mississippi.	0	0	11	1	1	0	12	1	0	0	144	12	3	0	15	6	20	0	182	18	13,000	3,000	Nonsect.
	MISSOURI.																								
225	Albany	Central Christian College.	1	1	3	0	....	....	7	3	12	17	101	81	....	....	....	....	....	....	113	102	600	200	Christian.
226	.....do	Northwest Missouri College.	1	1	5	2	....	....	6	3	10	10	70	90	....	....	....	....	....	....	80	100	900	200	M. E. So.
227	Bolivar	Southwest Baptist College	....	1	3	2	....	....	3	3	20	15	30	18	....	....	....	....	....	....	50	33	1,000	300	Bapt.
228	Bowling Green	Pike College *	1	1	3	2	....	....	4	3	18	20	70	89	....	....	....	....	....	....	88	109	200	200	Nonsect.
229	Cameron	Missouri Wesleyan College	4	4	3	2	....	....	6	6	90	78	14	10	....	....	....	....	....	....	104	88	1,150	200	M. E.
230	Canton	Christian University	2	1	6	1	....	....	11	3	20	16	48	40	....	....	....	....	28	0	86	72	800	300	Christian.
231	Cape Girardeau	St. Vincent's College	....	....	5	0	....	....	5	0	....	....	40	0	....	....	....	....	....	....	40	0	12,000	.....	R. C.
232	Carthage	Carthage Collegiate Institute.	1	1	3	2	....	....	5	3	16	14	20	21	....	....	....	....	....	....	60	66	500	300	Presb.
233	Columbia	University of the State of Missouri.	0	0	40	2	18	0	55	2	0	0	411	75	6	4	....	....	121	0	622	114	14,551	24,456	Nonsect.
234	Edinburg	Grand River Christian Union College.	....	2	3	1	....	....	5	5	....	....	....	....	....	....	....	....	....	....	28	36	400	100	Christ. U.
235	Fayette	Central College	6	0	6	0	....	....	9	0	83	0	55	0	1	1	3	1	....	....	144	3	5,500	.....	M. E. So.
236	Fulton	Westminster College	6	0	8	0	....	....	9	0	49	0	70	0	....	....	4	0	....	....	123	0	6,000	.....	Presb.
237	Glasgow	Pritchett School Institute.	0	4	5	0	....	....	5	4	23	25	18	16	0	2	....	....	....	....	41	47	350	.....	Nonsect.
238	Greenfield	Ozark College	3	2	2	0	....	....	5	2	39	40	0	4	....	....	....	....	4	0	43	44	600	100	C. Presb.
239	La Belle	Western College *	1	1	1	1	....	....	2	2	30	30	8	12	....	....	....	....	....	....	38	42	200	100	Nonsect.
240	La Grange	La Grange College	....	....	8	5	....	....	8	5	....	....	45	32	....	....	....	....	....	....	45	32	2,400	.....	Bapt.
241	Lawson	Presbyterian College of Upper Missouri.	0	2	2	1	....	....	2	3	10	10	21	20	....	....	....	....	....	....	31	30	.....	.....	Presb.

* Statistics of 1892-93.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893–94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	MISSOURI—cont'd.																								
242	Liberty	William Jewell College	7	0	10	0	....	....	12	0	115	0	131	0	1	0	8	0	....	....	248	0	7,500	2,000	Bapt.
243	Marshall	Missouri Valley College	8	4	8	4	....	....	8	4	67	57	34	19	....	....	....	....	....	....	97	79	2,000	1,200	C. Presb.
244	Morrisville	Morrisville College	3	1	4	0	....	....	4	1	45	31	22	4	....	....	....	....	....	....	67	40	1,000	.....	M. E. So.
245	Neosho	Scarritt Collegiate Institute.	....	....	4	5	....	....	4	5	....	....	90	75	....	....	....	....	....	....	90	75	2,500	500	M. E. So.
246	Parkville	Park College	1	5	8	2	....	....	9	7	115	95	50	55	....	....	....	....	....	....	165	150	3,500	500	Presb.
247	St. Charles	St. Charles College	3	4	3	4	....	....	3	4	26	8	14	13	....	....	....	....	....	....	58	24	300	.....	M. E. So.
248	St. Louis	Christian Brothers' College.	9	0	9	0	....	....	24	0	230	0	80	0	....	....	....	....	....	....	425	0	11,600	1,315	R. C.
249	.....do	St. Louis University	4	0	7	0	....	....	21	0	131	0	81	0	....	....	....	....	....	....	286	0	30,000	.....	R. C.
250	.....do	Washington University	29	38	34	0	62	0	138	38	621	358	106	40	....	....	....	....	295	0	1,159	519	5,000	.....	Nonsect.
251	Springfield	Drury College	2	2	8	4	....	....	8	6	149	110	46	25	....	....	....	....	....	....	(42) 195	(42) 135	22,000	20,000	Cong.
252	Tarkio	Tarkio College	2	1	5	3	....	....	9	7	40	61	43	29	....	....	....	....	....	....	116	110	1,000	.....	U. Presb.
253	Trenton	Avalon College	7	5	7	5	....	....	7	5	103	109	15	17	....	....	....	....	....	....	118	126	10,000	.....	U. Breth.
254	Warrenton	Central Wesleyan College.	2	0	4	0	1	0	10	0	84	39	31	16	....	....	....	....	26	0	166	75	4,000	100	M. E.
	MONTANA.																								
255	Deer Lodge	College of Montana	3	2	9	2	....	....	11	5	26	15	22	3	....	....	....	....	....	....	50	47	1,500	300	Presb.
	NEBRASKA.																								
256	Bellevue	University of Omaha	3	2	2	3	24	0	28	5	35	30	14	6	....	....	2	....	70	6	121	42	1,800	200	Presb.
257	Bethany	Cotner University	8	4	8	4	18	0	24	4	46	32	26	19	....	....	....	....	67	10	139	61	400	1,000	Christian.
258	College View	Union College	3	8	12	4	....	....	15	12	207	174	63	59	....	....	....	....	49	0	319	233	1,300	125	7-Day Ad.
259	Crete	Doane College	5	3	5	3	....	....	8	4	37	37	50	35	....	....	....	....	....	....	87	72	6,659	4,000	Cong.
260	Fairfield	Fairfield College	3	1	3	1	1	0	6	1	33	28	16	6	....	....	....	....	4	0	53	34	.....	.....	Christian.
261	Lincoln	University of Nebraska	47	10	53	24	12	0	87	26	243	127	489	336	21	10	....	....	59	2	810	522	25,000	.....	Nonsect.
262	Neligh	Gates College	7	4	7	4	....	....	7	4	139	136	13	7	....	....	....	....	....	....	152	143	5,000	1,000	Cong.

263	Omaha	Creighton University	4	0	11	0	26	0	34	0	121	0	39	0	6	0	....	....	40	2	206	2	7,500	1,700	R. C.
264	University Place	Nebraska Wesleyan University.	1	1	7	1	....	....	12	6	70	28	42	22	....	....	2	0	.....	....	(174) 114	50	1,465	.....	M. E.
265	York	York College	7	4	7	4	....	....	7	6	76	34	5	6	....	....	....	....	.....	....	81	40	350	50	U. Breth.
	NEVADA.																								
266	Reno	State University of Nevada.	4	3	11	0	....	....	14	3	58	60	35	37	2	0	....	....	.....	....	95	97	4,920	2,534	Nonsect.
	NEW HAMPSHIRE.																								
267	Hanover	Dartmouth College	0	0	30	0	16	0	48	0	0	0	355	0	6	0	0	0	132	0	494	0	75,000	20,000	Nonsect.
	NEW JERSEY.																								
268	Newark	St. Benedict's College	1	0	5	0	....	....	6	0	33	0	25	0	....	....	....	....	.....	....	58	0	2,500	15	R. C.
269	New Brunswick	Rutgers College	7	4	30	0	....	....	34	4	136	25	235	0	2	0	....	....	.....	....	373	25	30,369	5,000	Ref.
270	Princeton	College of New Jersey	0	0	70	0	0	0	70	0	0	0	994	0	90	0	8	0	0	0	1,092	0	91,000	.....	Nonsect.
271	South Orange	Seton Hall College	12	0	16	0	3	0	21	0	50	0	140	0	....	....	....	....	32	0	190	0	10,000	.....	R. C.
	NEW MEXICO.																								
272	Albuquerque	University of New Mexico	3	4	3	1	....	....	3	4	62	80	2	0	....	....	....	....	.....	....	64	80	200	100	Nonsect.
	NEW YORK.																								
273	Alfred	Alfred University	10	3	11	1	3	0	12	6	60	50	30	20	....	....	....	....	2	0	90	70	9,294	2,977	7-DayBapt
274	Allegany	St. Bonaventure's College	14	0	7	0	6	0	18	0	71	0	75	0	....	....	....	....	39	0	185	0	6,255	500	R. C.
275	Annandale	St. Stephen's College	3	0	7	0	0	0	7	0	27	0	55	0	0	0	0	0	0	0	82	0	9,000	.....	P. E.
276	Brooklyn	Polytechnic Institute of Brooklyn.	36	3	15	0	0	0	51	3	583	0	102	0	1	0	0	0½	0	0	686	0	10,000	.....	Nonsect.
277	.....do	St. Francis College	13	0	12	0	0	0	24	0	228	0	30	0	0	0	0	0	0	0	258	0	4,060	1,050	R. C.
278	.....do	St. John's College	10	0	10	0	5	0	12	0	103	0	102	0	....	....	....	....	39	0	244	0	5,500	2,200	R. C.
279	Buffalo	Canisius College	6	0	8	0	0	0	30	0	135	0	56	0	....	....	....	....	.....	....	299	0	18,500	1,000	R. C.
280	Canton	St. Lawrence University	0	0	8	0	4	0	12	0	0	0	51	45	2	0	8	7	26	2	87	54	10,000	.....	Univ.
281	Clinton	Hamilton College	0	0	15	0	0	0	15	0	0	0	127	0	1	0	0	0	0	0	128	0	32,000	12,000	Nonsect.
282	Geneva	Hobart College	0	0	16	0	0	0	16	0	0	0	88	0	0	0	0	0	0	0	88	0	30,342	4,673	P. E.
283	Hamilton	Colgate University	0	0	21	0	0	0	21	0	0	0	141	0	0	0	0	0	0	0	141	0	22,825	.....	Bapt.
284	Ithaca	Cornell University	0	0	140	0	14	0	151	0	0	0	1,189	184	174	39	18	0	227	2	1,576	225	160,913	28,100	Nonsect.
285	Keuka College	Keuka College	5	6	0	0	0	0	5	6	67	68	0	0	0	0	0	0	0	0	67	68	1,257	0	Free Bapt.
286	New York	College of St. Francis Xavier.	8	0	22	0	0	0	30	0	606	0	110	0	0	0	136	0	0	0	852	0	25,000	.....	R. C.
287	.....do	College of the City of New York.	16	0	33	0	0	0	49	0	605	0	643	0	0	0	0	0	0	0	1,248	0	28,725	300	Nonsect.
288	.....do	Columbia College *a*	0	0	116	0	143	0	251	0	0	0	736	1	231	1	0	0	1,052	0	1,803	2	175,000	50,000	Nonsect.
289	.....do	Manhattan College	6	0	18	0	0	0	26	0	440	0	236	0	1	0	0	0	0	0	722	0	8,055	1,834	R. C.
290	.....do	St. John's College	22	0	18	0	0	0	31	0	199	0	81	0	0	0	0	0	0	0	280	0	34,400	.....	R. C.
291	.....do	University of the City of New York.	0	0	32	0	70	0	102	0	0	0	194	0	68	8	0	0	565	14	845	58	24,000	2,000	Nonsect.
292	Niagara University.	Niagara University	9	0	10	0	34	0	45	0	60	0	97	0	10	0	0	0	95	0	262	0	6,000	400	R. C.

a Name changed to Columbia University in 1896.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893-94*—Continued.

	Location.	Name.	Professors and instructors.							Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.	Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
														Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Male.	Female.	Male.	Female.	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	22	23	24	25
	NEW YORK—cont'd.																								
293	Rochester	University of Rochester	0	0	16	0	0	0	16	0	0	0	180	0	8	0	0	0	0	0	188	0	28,485	.....	Bapt.
294	Schenectady	Union College	0	0	17	0	.....	.....	17	0	0	0	230	0	.....	.....	.....	.....	.....	.....	230	0	30,304	.....	Nonsect.
295	Syracuse	Syracuse University	0	0	24	5	28	0	52	5	0	0	232	354	4	6	116	9	49	7	401	376	43,000	9,000	M. E.
	NORTH CAROLINA.																								
296	Chapel Hill	University of North Carolina.	0	0	21	0	8	0	25	0	0	0	297	0	7	0	.....	.....	85	0	388	0	32,000	7,000	Nonsect.
297	Charlotte	Biddle University	3	0	6	0	5	0	12	0	203	0	57	0	.....	.....	.....	.....	18	0	278	0	6,000	500	Presb.
298	Davidson	Davidson College	0	0	9	0	0	0	9	0	0	0	162	0	3	0	10	0	0	0	172	0	11,000	2,000	Presb.
299	Durham	Trinity College	4	2	10	0	.....	.....	16	2	80	32	179	3	.....	1	.....	.....	.....	.....	259	36	6,000	1,500	M. E.
300	Guilford College	Guilford College	6	6	6	6	.....	.....	6	6	53	64	50	21	2	1	.....	.....	.....	.....	105	86	2,000	.....	Friends.
301	Hickory	Lenoir College	1	1	5	0	.....	.....	7	1	75	60	24	6	1	0	8	2	14	0	122	68	150	40	Luth.
302	Mount Pleasant	North Carolina College	2	0	3	0	.....	.....	5	0	33	0	39	0	.....	.....	.....	.....	.....	.....	72	0	1,200	500	Luth.
303	Newton	Catawba College	6	3	4	0	.....	.....	6	3	100	49	14	2	.....	.....	.....	.....	.....	.....	114	51	2,000	.....	Ref.
304	Raleigh	Shaw University	1	0	7	2	13	0	21	5	22	11	13	7	.....	.....	.....	.....	111	0	227	153	1,500	.....	Bapt.
305	Rutherford College	Rutherford College	1	1	4	2	.....	.....	6	2	15	10	69	33	.....	.....	.....	.....	16	0	100	43	5,000	2,000	Nonsect.
306	Salisbury	Livingstone College	4	4	5	0	3	0	10	7	64	63	10	4	.....	.....	3	0	7	0	86	67	2,000	.....	M. E.
307	Wake Forest	Wake Forest College	.....	.....	11	0	1	0	12	0	.....	.....	198	0	.....	.....	.....	.....	20	0	198	0	11,500	3,000	Bapt.
308	Weaverville	Weaverville College	3	1	3	1	.....	.....	3	1	112	80	32	11	.....	.....	.....	.....	.....	.....	144	91	250	100	M. E. So.
	NORTH DAKOTA.																								
309	Fargo	Fargo College	6	6	6	6	.....	.....	6	6	70	86	3	1	.....	.....	.....	.....	.....	.....	73	87	1,168	500	Cong.
310	University	University of North Dakota.	11	2	16	1	0	0	17	2	49	44	38	16	0	0	0	0	0	0	95	63	5,400	2,000	Nonsect.
311	Wahpeton	Red River Valley University.	3	3	2	2	.....	.....	3	3	54	52	2	3	.....	.....	.....	.....	.....	.....	56	55	500	500	M. E.

	OHIO.																							
312	Akron	Buchtel College	2	4	10	1	...	...	12	5	68	77	53	57	3	2	...	...	...	...	124	136	7,000	.....	Univ.
313	Alliance	Mount Union College	6	2	10	3	...	...	11	3	113	63	120	44	...	...	...	...	...	...	233	107	4,000	4,000	M. E.
314	Athens	Ohio University	4	3	14	4	...	...	16	5	133	87	67	21	2	1	...	...	...	...	202	109	13,000	500	Nonsect.
315	Berea	Baldwin University*	5	4	8	0	...	...	14	6	77	56	44	31	...	...	...	...	...	...	142	103	5,000	2,000	M. E.
316	....do	German Wallace College	7	0	7	0	...	...	7	0	50	16	23	6	...	...	...	...	25	0	88	22	2,325	.....	M. E.
317	Cincinnati	St. Joseph's College	6	0	5	0	0	0	11	0	159	0	38	0	...	...	...	...	...	...	197	0	1,300	1,000	R. C.
318	....do	St. Xavier College	9	0	10	0	0	0	19	0	219	0	74	0	0	0	0	0	0	0	293	0	16,000	4,000	R. C.
319	....do	University of Cincinnati	0	0	22	1	88	0	109	1	0	0	158	85	18	5	4	0	824	0	844	90	3,000	.....	Nonsect.
320	Cleveland	Calvin College	1	0	3	0	0	0	4	0	21	0	11	0	...	...	...	...	...	...	32	0	2,000	.....	Ref.
321	....do	St. Ignatius College	2	0	14	0	...	...	16	0	12	0	172	0	...	...	...	...	...	...	184	0	3,000	.....	R. C.
322	....do	Western Reserve University.	9	3	20	5	41	0	77	15	80	52	124	101	10	0	...	...	160	0	472	367	27,000	12,000	Nonsect.
323	Columbus	Capital University	3	0	7	0	3	0	8	0	23	0	66	0	...	...	...	...	34	0	123	0	5,000	2,000	Luth.
324	....do	Ohio State University	11	0	53	0	11	0	65	0	74	25	519	102	7	8	8	0	72	0	669	131	13,473	7,000	Nonsect.
325	Defiance	Defiance College	1	1	6	1	...	...	7	2	14	0	36	28	...	...	...	...	...	...	50	28	1,200	700	Nonsect.
326	Delaware	Ohio Wesleyan University	9	6	18	1	...	...	30	13	337	182	275	196	4	3	29	3	...	...	649	490	17,000	.....	M. E.
327	Findlay	Findlay College	4	1	5	1	...	...	11	6	31	5	32	15	1	2	3	1	...	...	64	20	1,500	500	Ch. of God.
328	Gambier	Kenyon College	7	0	10	0	5	0	22	0	92	0	91	0	...	...	...	...	21	0	204	0	30,000	.....	P. E.
329	Germantown	Twin Valley College	...	...	3	1	...	...	3	1	...	...	13	5	...	...	...	...	...	...	13	5	1,000	.....	Nonsect.
330	Granville	Denison University	8	0	11	0	...	...	19	0	182	33	149	63	9	...	...	...	...	...	302	93	17,000	12,000	Bapt.
331	Hillsboro	Hillsboro College	2	2	3	3	...	...	5	5	35	40	10	15	...	...	...	...	...	...	47	55	1,000	.....	M. E.
332	Hiram	Hiram College	9	3	8	1	0	0	12	5	59	19	61	24	0	0	0	0	0	0	249	156	5,890	.....	Christian.
333	Hopedale	Hopedale Normal College *a*	3	2	3	2	...	...	3	2	60	65	4	3	...	...	...	...	...	...	64	68	1,500	600	Nonsect.
334	Lima	Lima College	5	1	9	3	...	...	9	5	21	6	2	6	...	...	...	...	...	...	39	103	.....	.....	Luth.
335	Marietta	Marietta College	4	5	13	2	...	...	17	8	97	65	82	17	2	0	...	...	...	...	181	82	50,000	6,000	Nonsect.
336	New Athens	Franklin College	3	1	4	2	...	...	7	3	57	18	45	25	...	...	...	...	...	...	102	43	3,000	.....	Nonsect.
337	New Concord	Muskingum College	...	...	6	0	...	...	7	2	...	...	69	32	...	...	...	...	...	...	71	59	1,700	500	U. Presb.
338	Oberlin	Oberlin College	11	9	27	6	11	0	56	26	299	225	210	176	6	4	...	...	69	2	651	746	39,440	27,500	Nonsect.
339	Oxford	Miami University	2	0	9	0	0	0	11	0	41	0	69	0	4	1	1	0	...	...	108	1	12,000	.....	Nonsect.
340	Richmond	Richmond College	4	3	4	3	...	...	4	3	37	33	7	3	...	...	...	...	...	...	44	36	3,000	500	Nonsect.
341	Rio Grande	Rio Grande College	3	2	3	2	...	...	3	2	18	17	10	8	...	...	...	...	...	...	28	25	500	.....	Free Bapt.
342	Scio	Scio College	3	0	10	0	5	0	14	3	68	50	55	18	...	...	...	...	38	2	276	155	1,500	500	M. E.
343	Springfield	Wittenberg College	7	1	8	0	4	0	16	4	79	27	109	32	2	5	7	0	39	0	256	64	10,000	.....	Luth.
344	Tiffin	Heidelberg University	7	1	10	2	4	0	16	3	40	32	59	43	1	0	14	1	26	0	144	92	10,000	4,000	Ref.
345	Urbana	Urbana University	3	2	3	2	...	...	3	3	6	9	2	2	...	...	...	...	...	...	8	11	6,275	1,950	N.Church.
346	West Farmington	Farmington College	2	1	4	2	1	0	8	3	22	30	18	15	...	...	...	...	3	0	47	68	90	.....	M. E.
347	Westerville	Otterbein University	2	1	10	2	...	...	12	4	72	70	73	31	...	...	...	...	...	...	170	105	6,000	.....	U. Breth.
348	Wilberforce	Wilberforce University	4	6	9	6	3	0	12	6	64	49	20	2	...	...	...	...	7	0	94	62	10,000	3,000	A. M. E.
349	Wilmington	Wilmington College	4	2	3	2	...	...	5	2	43	39	23	23	...	...	...	...	...	...	68	67	2,000	200	Friends.
350	Wooster	University of Wooster	9	2	13	4	34	1	53	8	83	30	130	69	2	1	170	9	58	5	493	183	17,000	.....	Presb.
351	Yellow Springs	Antioch College*	7	1	9	1	...	...	13	4	42	47	22	10	4	3	...	...	...	...	91	88	7,000	.....	Nonsect.
	OKLAHOMA.																							
352	Norman	University of Oklahoma	2	1	4	0	...	...	5	1	69	55	1	0	...	...	...	...	...	...	91	72	200	130	Nonsect.
	OREGON.																							
353	Eugene	University of Oregon	10	2	10	2	25	0	35	3	50	40	42	43	...	...	...	...	98	4	190	153	5,000	.....	Nonsect.

* Statistics of 1892–93.

a Closed, 1894.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893-94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	OREGON—cont'd.																								
354	Forest Grove	Pacific University	3	2	6	1	....	....	9	4	83	49	20	7	....	....	....	....	.....	....	109	75	7,000	.....	Cong.
355	La Fayette	La Fayette Seminary	0	1	4	4	....	....	4	4	3	4	30	32	....	....	....	....	.....	....	36	38	200	.....	Evang.
356	McMinnville	McMinnville College	...	...	3	2	....	....	3	2	....	....	44	43	....	....	....	....	.....	....	44	43	1,890	300	Bapt.
357	Newberg	Pacific College	4	3	3	1	....	....	4	3	40	31	17	8	1	0	....	....	.....	....	58	39	200	50	Friends.
358	Philomath	Philomath College	2	2	....	....	....	....	2	2	20	23	....	....	....	....	....	....	.....	....	20	23	.....	.....	U. Breth.
359	Salem	Willamette University	5	5	4	2	39	0	45	12	80	58	5	7	....	....	....	....	32	7	142	188	4,135	2,400	M. E.
360	University Park	Portland University	14	9	3	0	3	0	17	9	140	160	28	2	....	....	....	....	7	1	168	160	.....	.....	M. E.
	PENNSYLVANIA.																								
361	Allegheny	Western University of Pennsylvania.	0	0	26	0	59	0	80	0	0	0	160	0	1	0	1	0	261	0	423	0	13,000	2,500	Nonsect.
362	Allentown	Muhlenberg College	3	0	9	0	0	0	11	0	49	0	98	0	0	0	0	0	0	0	147	0	9,500	2,000	Luth.
363	Annville	Lebanon Valley College	1	1	5	3	0	0	6	4	36	14	18	16	1	0	5	0	0	0	70	46	4,600	600	U. Breth.
364	Beatty	St. Vincent College	1	0	20	0	4	0	25	0	22	0	244	0	....	....	....	....	38	0	304	0	40,000	5,000	R. C.
365	Beaver Falls	Geneva College	1	1	8	3	....	....	9	4	26	5	37	28	....	....	....	....	.....	....	{ (149)	}	4,000	.....	Ref. Presb.
																					{ 63	33 }			
366	Bethlehem	Moravian College	0	0	5	0	4	0	6	0	0	0	29	0	....	....	2	0	9	0	40	0	5,700	.....	U. Breth.
367	Carlisle	Dickinson College	5	0	13	0	7	0	23	0	88	0	170	16	3	0	8	0	56	0	307	16	31,000	.....	M. E.
368	Chester	Pennsylvania Military College.	...	...	11	0	....	....	11	0	27	0	87	0	....	....	....	....	.....	....	114	0	1,500	.....	Nonsect.
369	Collegeville	Ursinus College	7	3	12	0	5	0	16	3	59	15	48	6	....	....	....	....	18	0	128	26	5,000	200	Ref.
370	Easton	Lafayette College	0	0	28	0	0	0	28	0	0	0	287	0	9	0	15	0	0	0	311	0	24,900	2,000	Presb.
371	Gettysburg	Pennsylvania College	4	0	12	0	0	0	16	0	52	6	145	6	16	0	....	....	.....	....	213	12	23,000	.....	Luth.
372	Greenville	Thiel College	1	0	8	0	....	....	10	0	28	7	46	17	1	0	2	0	.....	....	94	30	6,000	500	Luth.
373	Grove City	Grove City College	10	7	10	7	....	....	10	7	105	49	180	75	2	3	....	....	.....	....	338	222	3,000	.....	Nonsect.
374	Haverford	Haverford College	0	0	18	0	0	0	18	0	0	0	88	0	7	0	....	....	.....	....	95	0	30,000	6,000	Friends.
375	Jefferson	Monongahela College	3	2	4	1	0	0	6	2	82	77	11	5	0	0	0	0	0	0	93	82	.....	.....	Bapt.
376	Lancaster	Franklin and Marshall College.	4	1	10	1	5	1	19	2	78	11	142	0	....	....	....	....	62	0	266	11	29,121	.....	Ref.

377	Lewisburg	Bucknell University	5	8	13	0	...	...	18	8	75	95	138	10	...	...	...	...	...	...	213	105	12,500	...	Bapt.
378	Lincoln University	Lincoln University	0	0	10	0	7	0	12	0	0	0	170	0	0	0	0	0	29	0	199	0	14,000	4,000	Presb.
379	Meadville	Allegheny College	6	1	10	0	...	...	15	1	86	33	82	36	...	...	...	...	...	...	168	69	14,000	...	M. E.
380	New Berlin	Central Pennsylvania College.	2	0	3	1	...	...	7	1	24	5	40	14	...	...	...	...	...	...	71	25	4,217	300	Ev. Assn.
381	New Wilmington	Westminster College	4	3	7	4	...	...	7	6	47	36	76	40	...	...	...	...	...	...	125	95	5,000	...	U. Presb.
382	Philadelphia	Central High School	...	...	25	0	...	...	25	0	...	...	680	0	...	...	...	...	...	...	680	0	5,000	10,000	Nonsect.
383	.....do	La Salle College	8	0	9	0	...	...	16	0	131	0	60	0	...	...	...	...	...	...	191	0	8,000	800	R. C.
384	.....do	University of Pennsylvania.	0	0	95	0	181	0	262	0	0	0	634	49	124	30	...	...	1,380	0	2,101	79	120,000	200,000	Nonsect.
385	Pittsburg	Duquesne College	6	3	6	3	...	...	12	6	113	118	50	25	...	...	...	...	...	...	173	170	400	50	Nonsect.
386	.....do	Holy Ghost College	6	0	8	0	...	...	16	0	49	0	80	0	...	...	...	...	...	...	204	0	2,000	...	R. C.
387	Swarthmore	Swarthmore College	...	...	16	6	...	...	16	6	...	...	98	96	...	...	...	...	...	...	98	96	15,500	...	Friends.
388	Villanova	Villanova College	2	0	11	0	...	...	13	0	15	0	90	0	...	...	...	...	20	0	125	0	7,500	1,000	R. C.
389	Volant	Volant College	2	2	3	0	...	...	4	3	75	50	25	23	...	...	8	0	...	...	108	73	500	...	Nonsect.
390	Washington	Washington and Jefferson College.	8	0	12	0	...	...	13	0	71	0	174	0	2	0	...	...	...	...	247	0	12,000	...	Presb.
	RHODE ISLAND.																								
391	Providence	Brown University	0	0	64	0	0	0	64	0	0	0	490	73	56	7	37	1	0	0	583	81	80,000	20,000	Bapt.
	SOUTH CAROLINA.																								
392	Charleston	College of Charleston	0	0	6	0	0	0	6	0	0	0	30	0	...	...	...	...	...	...	30	0	12,000	...	Nonsect.
393	Clinton	Presbyterian College of South Carolina.	4	1	7	0	...	...	7	1	63	29	57	20	...	...	...	...	...	...	120	49	350	...	Presb.
394	Columbia	Allen University	4	0	4	0	6	0	8	4	16	17	4	0	...	...	...	...	13	0	172	149	500	100	A. M. E.
395	.....do	South Carolina College	0	0	12	0	1	0	12	0	0	0	67	0	1	0	...	...	6	0	68	0	30,000	...	Nonsect.
396	Due West	Erskine College	1	0	6	0	...	...	7	0	24	0	56	0	...	...	...	...	...	...	80	0	500	...	As. Ref. Presb.
397	Greenville	Furman University	2	0	8	0	...	...	10	0	53	0	105	3	...	...	...	...	...	...	158	3	5,000	...	Bapt.
398	Newberry	Newberry College	2	0	7	0	1	0	8	0	50	0	71	0	2	0	3	0	6	0	132	0	6,000	2,000	Luth.
399	Orangeburg	Claflin University	7	6	7	6	2	0	10	9	209	173	28	3	...	...	...	...	30	0	260	194	1,600	...	Nonsect.
400	Spartanburg	Wofford College	...	...	7	0	...	...	7	0	...	...	156	0	...	...	...	...	...	...	156	0	8,000	...	M. E. So.
	SOUTH DAKOTA.																								
401	East Pierre	Pierre University	3	4	2	2	...	...	5	6	30	52	10	6	...	...	...	...	...	...	40	58	...	...	Presb.
402	Hot Springs	Black Hills College	3	3	4	3	...	...	4	3	37	48	14	4	...	...	...	...	...	...	51	52	265	60	M. E.
403	Mitchell	Dakota University	5	2	5	1	...	...	6	6	57	46	16	9	...	...	...	...	...	...	102	108	1,302	500	M. E.
404	Redfield	Redfield College	4	3	4	3	...	...	4	3	58	81	18	1	...	...	...	...	...	...	76	82	1,000	...	Cong.
405	Vermilion	University of South Dakota.	13	3	13	3	...	...	13	3	99	85	33	15	...	...	...	...	...	...	132	100	710	850	Nonsect.
406	Yankton	Yankton College	3	2	6	1	...	...	10	7	86	91	33	21	...	...	...	...	...	...	119	112	6,000	1,000	Cong.
	TENNESSEE.																								
407	Athens and Chattanooga.	U. S. Grant University	8	2	7	2	4	0	13	2	159	109	31	10	...	...	...	...	30	0	233	132	2,000	300	M. E.
408	Clarksville	Southwestern Presbyterian University.	...	...	9	0	6	0	10	0	...	...	149	0	...	...	...	...	34	0	149	0	10,000	5,000	Presb.
409	Harriman	American Temperance University.	4	3	15	4	4	0	15	4	126	113	9	2	...	...	...	...	1	0	135	115	...	...	Nonsect.
410	Hiwassee College	Hiwassee College	1	0	4	0	...	...	5	0	25	0	35	0	...	...	...	...	...	...	60	0	1,800	500	M. E.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893–94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	TENNESSEE—cont'd.																								
411	Huntingdon	Southern Normal University.	4	3	6	2	3	0	10	7	150	130	200	100	....	....	....	....	6	0	350	230	1,200	200	Nonsect.
412	Jackson	Southwestern Baptist University.	5	0	7	0	....	....	10	0	50	2	100	14	....	....	....	....	38	0	191	49	3,500	450	Bapt.
413	Knoxville	Knoxville College	3	5	4	5	1	0	6	10	39	41	9	1	....	....	....	....	6	1	48	41	1,800	500	U. Presb.
414	.....do	University of Tennessee	0	0	22	0	24	0	45	0	0	0	273	55	6	0	....	....	251	0	524	55	11,115	2,500	Nonsect.
415	Lebanon	Cumberland University	2	0	7	0	15	0	19	0	74	0	79	0	....	....	11	0	114	0	274	0	6,000	.....	C. Presb.
416	McKenzie	Bethel College	0	1	3	2	....	....	3	3	35	30	15	20	....	....	....	....	.....	....	50	50	400	200	C. Presb.
417	Maryville	Maryville College	2	2	8	2	....	....	10	3	160	105	79	30	....	....	....	....	.....	....	239	135	12,000	2,000	Presb.
418	Memphis	Christian Brothers' College.	6	0	12	0	....	....	18	0	121	0	48	0	4	0	2	0	.....	....	175	0	6,225	6,925	R. C.
419	Milligan	Milligan College	2	2	4	2	....	....	6	4	82	37	55	23	....	....	....	....	.....	....	137	60	1,300	700	Christian.
420	Mossy Creek	Carson and Newman College.	6	4	6	4	....	....	6	4	96	55	62	27	....	....	....	....	.....	....	158	82	4,000	2,800	Bapt.
421	Nashville	Central Tennessee College	3	9	3	1	20	1	24	10	93	107	11	2	....	....	....	....	161	5	265	114	3,225	425	M. E.
422	.....do	Fisk University	2	6	6	3	....	....	9	20	64	8	37	8	....	....	....	....	6	0	203	275	5,128	.....	Cong.
423	.....do	Roger Williams University.	5	6	5	6	....	....	5	6	26	28	19	1	....	....	....	....	.....	....	91	112	4,500	.....	Bapt.
424	.....do	Vanderbilt University	0	0	30	0	46	0	66	0	0	0	195	30	24	0	....	....	482	4	678	33	15,000	.....	M. E. So.
425	Sewanee	University of the South	4	0	13	0	25	0	37	0	75	0	140	0	1	0	0	0	54	0	270	0	33,201	3,000	P. E.
426	Spencer	Burritt College	1	1	3	1	....	....	5	2	18	16	79	23	....	....	....	....	.....	....	97	39	3,264	1,200	Christian.
427	Sweetwater	Sweetwater College	4	0	4	0	....	....	4	0	27	0	55	0	0	0	0	0	0	0	82	0	.....	25	.....
428	Tusculum	Greeneville and Tusculum College.	5	2	4	1	....	....	6	2	79	49	33	10	....	....	....	....	.....	....	112	59	7,700	.....	Presb.
429	Washington College.	Washington College	1	1	4	3	....	....	5	4	57	37	12	18	1	0	....	....	.....	....	70	55	1,500	.....	Presb.
	TEXAS.																								
430	Austin	St. Edward's College	7	0	7	0	....	....	14	0	151	0	25	0	....	....	....	....	.....	....	176	0	1,700	2,000	R. C.

431	.....do.....	University of Texas.....	0	0	25	1	23	0	48	1	0	0	172	76	10	0	....	....	236	0	518	76	13,000	.....	Nonsect.
432	Brenham.....	Evangelical Lutheran College.	3	0	3	0	....	....	3	0	36	16	11	15	....	....	....	....	....	....	47	31	45	20	Luth.
433	Brownwood.....	Howard Payne College...	1	2	3	2	1	0	7	5	60	60	50	50	....	....	....	....	9	2	119	112	1,000	100	Bapt.
434	Campbell.....	Henry College.....	....	....	3	0	....	....	3	2	....	....	56	69	....	....	....	....	....	....	56	69	300	0	Nonsect.
435	Fort Worth.....	Fort Worth University..	4	4	6	3	3	0	9	8	98	60	6	7	1	0	....	....	10	0	145	174	1,000	100	M. E.
436	Georgetown.....	Southwestern University.	5	1	8	5	....	....	13	6	138	45	192	66	....	....	....	....	....	....	340	150	2,000	.....	M. E. So.
437	Marshall.....	Wiley University.....	3	4	3	1	....	....	6	5	100	150	15	8	....	....	....	....	6	0	121	158	1,700	50	M. E.
438	Sherman.....	Austin College.....	7	0	8	0	....	....	8	0	70	0	76	0	....	....	....	....	....	....	146	0	5,000	4,000	Presb.
439	Tehuacana.....	Trinity University.....	3	4	6	0	2	0	7	71	22	72	62	24	....	....	....	....	29	0	184	96	2,000	1,000	C. Presb.
440	Thorp Spring.....	Add-Ran Christian University.	2	3	7	0	1	0	8	6	86	74	73	82	2	0	4	1	13	3	232	137	2,000	500	Christian.
441	Waco.....	Baylor University.....	7	3	10	2	....	....	13	8	180	75	168	88	....	....	....	....	....	....	380	228	6,000	300	Bapt.
442	.....do.....	Paul Quinn College.....	1	4	4	0	....	....	5	4	53	75	7	3	....	....	....	....	....	....	60	84	400	500	A. M. E.
	UTAH.																								
443	Salt Lake City....	University of Utah.....	13	2	14	0	....	....	16	2	39	7	47	35	1	0	....	....	....	....	184	201	15,000	3,000	Nonsect.
	VERMONT.																								
444	Burlington.....	University of Vermont and State Agricultural College.	0	0	25	0	20	0	45	0	0	0	180	54	....	....	....	....	163	0	397	54	46,735	.....	Nonsect.
445	Middlebury.....	Middlebury College.....	0	0	10	0	0	0	10	0	0	0	56	30	0	0	0	0	0	0	56	30	17,000	200	Nonsect.
	VIRGINIA.																								
446	Ashland.....	Randolph Macon College.	11	2	23	5	....	....	34	7	230	0	131	108	1	0	3	0	0	0	365	108	10,000	.....	M. E. So.
447	Bridgewater.....	Bridgewater College.....	5	1	5	1	0	0	5	2	42	35	34	19	....	....	....	....	....	....	76	54	500	50	Dunkard.
448	Charlottesville....	University of Virginia...	0	0	25	0	16	0	41	0	0	0	258	0	....	....	....	....	283	0	529	0	52,000	8,000	Nonsect.
449	Emory.....	Emory and Henry College	10	0	10	0	0	0	10	0	11	0	92	0	0	0	0	0	0	0	103	0	8,000	3,000	M. E.
450	Hampden-Sidney..	Hampden-Sidney College.	0	0	8	0	0	0	8	0	0	0	126	0	1	0	0	0	0	0	127	0	10,000	2,000	Nonsect.
451	Lexington.....	Washington and Lee University.	0	0	16	0	2	0	18	0	0	0	144	0	2	0	0	0	62	0	208	0	32,000	10,000	Nonsect.
452	New Market.....	New Market Polytechnic Institute.*a*	1	1	3	1	....	....	4	2	27	30	20	10	....	....	....	....	....	....	47	40	550	300	Nonsect.
453	Richmond.....	Richmond College.....	0	0	10	0	....	....	10	0	0	0	183	0	....	....	....	....	28	0	183	0	11,600	.....	Bapt.
454	Salem.....	Roanoke College.....	3	0	8	0	0	0	11	0	25	0	88	6	1	0	0	0	0	0	125	6	17,000	.....	Luth.
	WASHINGTON.																								
455	Burton.....	Vashon College.....	2	3	3	3	....	....	5	3	56	41	20	15	....	....	....	....	....	....	76	56	650	125	Nonsect.
456	Colfax.....	Colfax College.....	2	2	2	2	....	....	2	2	36	15	6	3	....	....	....	....	....	....	42	18	300	400	Bapt.
457	College Place.....	Walla Walla College.....	2	2	3	4	....	....	4	4	45	35	34	27	....	....	....	....	....	....	79	62	600	500	7-Day Ad.
458	Seattle.....	University of Washington	0	0	8	1	....	....	10	5	0	0	120	82	1	4	....	....	....	....	174	294	4,164	3,000	Nonsect.
459	Sumner.....	Whitworth College*.....	....	1	4	4	....	....	4	4	23	17	11	7	....	....	....	....	....	....	34	24	250	150	Presb.
460	Tacoma.....	Puget Sound University..	6	1	8	2	....	....	11	4	41	21	9	1	1	0	....	....	....	....	58	55	1,500	500	M. E.
461	Walla Walla.....	Whitman College.....	4	5	4	2	0	0	4	5	34	46	6	8	0	0	0	0	0	0	40	54	4,500	1,000	Cong.

* Statistics of 1892–93.

a Suspended, 1895.

TABLE 6.—*Statistics of universities and colleges for men only, and for both sexes, for 1893–94*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.		Religious denomination.
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.	
															Resident.		Nonresident.								
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	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	22	23	24	25
	WEST VIRGINIA.																								
462	Barboursville	Barboursville College	2	1	3	0	...	...	3	2	14	13	48	45	...	...	...	...	...	...	62	58	300	150	M. E. So.
463	Bethany	Bethany College	...	...	6	1	...	...	9	2	...	...	121	50	...	...	...	...	...	...	121	50	3,000	.....	Christian.
464	Flemington	West Virginia College	...	...	...	...	...	...	3	0	...	...	...	...	...	...	...	...	...	...	38	28	420	200	Bapt.
465	Morgantown	West Virginia University	1	0	14	0	2	0	16	0	74	0	104	20	...	...	...	...	47	0	224	20	7,047	.....	Nonsect.
	WISCONSIN.																								
466	Appleton	Lawrence University	6	5	7	4	...	...	10	5	43	37	51	31	5	1	...	...	...	...	138	143	14,000	.....	M. E.
467	Beloit	Beloit College	7	0	16	0	...	...	23	0	242	0	96	0	2	0	...	...	...	...	340	0	17,300	.....	Nonsect.
468	Franklin	Mission House	10	0	6	0	3	0	16	0	34	0	45	0	...	...	...	...	18	0	97	0	5,500	.....	Ref.
469	Galesville	Gale College	...	...	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	15	35	4,000	1,000	Presb.
470	Madison	University of Wisconsin	0	0	64	4	35	0	82	4	0	0	760	225	44	9	29	10	208	3	1,032	247	30,000	8,000	Nonsect.
471	Milton	Milton College	7	3	4	1	...	...	7	3	70	83	25	17	...	...	...	...	...	...	95	100	3,500	500	7-Day Bapt
472	Milwaukee	Marquette College	6	0	5	0	...	...	13	0	109	0	70	0	...	...	...	...	...	...	236	0	9,050	1,000	R. C.
473	Ripon	Ripon College	2	4	8	2	...	...	9	6	65	43	23	18	2	2	2	3	...	...	88	63	7,000	.....	Cong. and Presb.
474	St. Francis	Seminary of St. Francis of Sales.	...	...	8	0	5	0	13	0	...	...	100	0	...	...	...	...	125	0	225	0	12,500	300	R. C.
475	Watertown	Northwestern University	3	0	5	0	0	0	8	0	92	11	64	1	1	0	...	...	...	...	157	12	3,100	500	Luth.
	WYOMING.																								
476	Laramie	University of Wyoming	1	1	11	1	0	0	12	2	27	24	21	15	...	...	...	...	...	...	49	59	2,926	1,800	Nonsect.

TABLE 7.—*Statistics of colleges for women, Division A, for 1893–94.*

Location.	Name.	Professors and instructors.						Students.				Library.	
		Preparatory department.		Collegiate department.		Total number.							
		Male.	Female.	Male.	Female.	Male.	Female.	Preparatory.	Collegiate.	Graduate.	Total number.	Bound volumes.	Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mills College, Cal....	Mills College and Seminary.	0	3	1	5	5	22	3	15	....	161	4,500	100
Rockford, Ill.....	Rockford College.....	0	6	0	11	2	17	190	23	....	213	5,000	125
Baltimore, Md.....	Woman's College of Baltimore.	...	...	15	15	15	15	....	165	4	169	5,000	1,000
Cambridge, Mass.....	Radcliffe College.....	0	0	77	0	77	0	0	238	17	255	7,000	.....
Northampton, Mass..	Smith College.....	0	0	22	27	22	27	0	746	7	753	6,000	50
South Hadley, Mass..	Mount Holyoke College.	0	0	0	35	0	35	0	300	0	300	15,237	.....
Wellesley, Mass.....	Wellesley College....	0	0	7	71	7	71	0	754	14	768	44,800	.....
Princeton, N. J.....	Evelyn College.....	1	7	13	5	13	7	13	18	0	31	3,000	.....
Aurora, N. Y.....	Wells College.....	0	5	4	12	4	12	17	54	0	71	5,000	275
Elmira, N. Y.....	Elmira College.....	0	0	7	12	7	12	0	184	....	184	4,000	1,000
New York, N. Y.....	Barnard College.....	0	0	18	1	18	1	0	58	19	77	386	30
Do	Rutgers Female College.*a	0	2	3	6	4	11	12	34	0	46	1,000	.....
Poughkeepsie, N. Y..	Vassar College.....	0	0	12	32	12	32	0	472	3	475	20,500	500
Cleveland, Ohio.....	Cleveland College for Women.	0	0	19	4	19	4	0	101	3	104	.....	.....
Bryn Mawr, Pa.....	Bryn Mawr College...	0	0	20	9	20	9	0	223	48	271	22,000	8,000
Lynchburg, Va.....	Randolph-Macon Woman's College.	0	3	7	3	7	6	30	78	0	108	250	.....

* Statistics of 1892–93. *a* Suspended, 1895.

TABLE 8.—*Statistics of colleges for women, Division B, for 1893-94.*

Location.	Name.	Professors and instructors.		Students.						Volumes in library.	Religious denomination.
		Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total.	No. graduates in 1893-94.		
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
Athens	Athens Female College	1	9	5	3	52	4	64	26	1,000	Meth.
Bailey Springs	Bailey Springs University	3	6	....	8	28	....	36	1	300	Nonsect.
East Lake	East Lake Atheneum	2	13	....	70	83	....	153	14	200	Nonsect.
Eufaula	Union Female College	1	10	30	....	50	....	80	0	1,500	Nonsect.
Huntsville	Huntsville Female College.	4	15	8	48	187	3	246	37	6,832	M. E. So.
Marion	Judson Female Institute	2	7	0	15	64	5	103	12	1,400	Bapt.
Do	Marion Female Seminary	2	9	20	24	55	0	99	12	600	Nonsect.
Tuscaloosa	Central Female College	2	8	16	41	63	2	122	13	200	Bapt.
Tuskegee	Alabama Conference Female College.	8	16	....	....	....	....	177	39	2,000	M. E.
ARKANSAS.											
Conway	Central Baptist College	2	4	49	36	20	....	105	0	125	Bapt.
CALIFORNIA.											
San José	College of Notre Dame	0	20	28	51	17	1	97	11	5,000	R. C.
Santa Rosa	Santa Rosa Ladies' College.	3	3	8	20	....	....	28	....	500	Nonsect.
GEORGIA.											
Athens	Lucy Cobb Institute	....	15	18	25	106	6	155	27	4,000	Nonsect.
Cuthbert	Andrew Female College	3	5	....	30	80	2	112	13	200	M. E.
Dalton	Dalton Female College	1	9	50	10	100	0	160	13	.....	M. E.
Forsyth	Monroe Female College	2	4	20	30	40	0	90	8	200	B. pt.
Gainesville	Georgia Female Seminary	2	11	....	40	150	4	194	26	800	Nonsect.
La Grange	La Grange Female College.	6	10	23	25	119	0	191	29	1,150	M. E. So.
Do	Southern Female College	4	18	....	....	....	....	180	23	6,000	Bapt.
Macon	Wesleyan Female College	6	11	....	....	246	....	246	31	3,500	M. E.
Milledgeville	Georgia Normal and Industrial College.	3	16	80	48	312	....	440	17	2,000	Nonsect.
Rome	Shorter College	5	11	....	30	150	10	190	12	1,000	Bapt.
Thomasville	Young Female College	1	2	20	....	65	5	90	8	.....	Nonsect.
ILLINOIS.											
Chicago	Seminary of the Sacred Heart.	1	25	40	40	70	....	150	12	4,000	R. C.
Jacksonville	Illinois Female College	1	14	19	38	71	0	191	25	1,000	M. E.
Do	Jacksonville Female Academy.	3	8	....	17	50	2	145	9	2,000	Nonsect.
Knoxville	St. Mary's School	3	9	15	40	55	....	110	4	1,490	P. E.
INDIANA.											
Terre Haute	Coates College	2	16	....	95	25	....	120	1	2,000	Presb.
KANSAS.											
Oswego	College for Young Ladies	1	6	....	19	21	....	40	0	700	Presb.
Topeka	College of the Sisters of Bethany.	2	13	30	50	90	....	225	5	2,500	P. E.
KENTUCKY.											
Bowling Green	Potter College	2	18	0	0	225	....	225	17	5,000	Nonsect.
Clinton	Clinton College	1	6	40	60	50	....	150	5	1,200	Bapt.
Danville	Caldwell College	0	11	....	....	....	....	141	6	400	Presb.
Glendale	Lynnland Female College	3	5	....	20	26	....	46	3	500	Bapt.
Harrodsburg	Young Ladies' College	4	4	....	36	70	....	106	12	350	Nonsect.
Hopkinsville	Bethel Female College	1	8	....	12	68	0	80	9	.....	Bapt.
Lexington	Hamilton Female College	5	15	21	23	180	....	226	14	800	Christian.
Millersburg	Millersburg Female College	3	12	71	45	76	1	193	17	1,500	M. E. So.
Nicholasville	Jessamine Female Institute	2	9	26	30	79	3	138	1	250	Nonsect.
Owensboro	Owensboro Female College*	2	7	25	....	55	....	80	1	.....	Nonsect.

*Statistics 1892-93.

TABLE 8.—*Statistics of colleges for women, Division B, for 1893–94*—Continued.

Location.	Name.	Professors and instructors.		Students.						Volumes in library.	Religious denomination.
		Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total.	No. graduates in 1893–94.		
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—continued.											
Pewee Valley	Kentucky College for Young Ladies.	3	6	40	21	35	1	97	2	500	.....
Russellville	Logan Female College	2	10	30	40	77	1	148	5	2,000	M. E. So.
Stanford	Stanford Female College	1	6	30	40	30	....	100	3	200	Nonsect.
Winchester	Winchester Female College	1	5	20	30	75	1	126	2	500	Christian.
LOUISIANA.											
Clinton	Silliman Female Collegiate Institute.	3	7	26	38	63	....	127	6	1,500	Presb.
Mansfield	Mansfield Female College	2	6	25	15	40	1	81	3	3,000	M. E. So.
Minden	Jefferson Davis College	2	6	50	75	60	....	185	....	.....	Nonsect.
MAINE.											
Deering	Westbrook Seminary	3	4	9	90	....	1	100	16	3,000	Univ.
Kents Hill	Maine Wesleyan Female College.	8	9	....	....	17	....	17	....	7,000	M. E.
MARYLAND.											
Frederick	Woman's College of Frederick.	1	9	33	9	48	....	113	0	1,500	Ref.
Hagerstown	Kee Mar College	5	16	....	....	....	....	206	14	2,500	Nonsect.
Lutherville	Lutherville Seminary	4	7	....	5	111	2	118	23	1,555	Luth.
MASSACHUSETTS.											
Auburndale	Lasell Seminary for Young Women.	12	24	0	13	143	0	156	21	1,900	Nonsect.
MINNESOTA.											
Albert Lea	Albert Lea College	3	6	....	42	21	....	63	4	1,500	Presb.
MISSISSIPPI.											
Blue Mountain	Blue Mountain Female College.	4	10	0	15	150	....	165	19	1,500	Bapt.
Brookhaven	Whitworth Female College.	3	7	....	10	80	5	95	27	600	M. E. So.
Clinton	Hillman College	2	6	18	26	75	....	119	10	1,500	Bapt.
Columbus	Industrial Institute and College.	1	16	0	174	83	....	279	12	1,000	Nonsect.
Jackson	Belhaven College for Young Ladies.	2	7	6	28	56	10	100	0	100	Nonsect.
Meridian	East Mississippi Female College.	1	7	20	20	45	....	100	4	1,000	M. E.
Do	Stone College for Young Ladies.	1	5	....	8	54	....	62	8	300	Bapt.
Oxford	Union Female College	5	10	18	30	52	....	100	....	300	Cum. Pres.
Pontotoc	Chickasaw Female College.	1	4	12	20	48	....	80	....	300	Nonsect.
Port Gibson	Port Gibson Female College.	1	5	....	45	18	....	63	....	.....	M. E. So.
Summit	Lea Female College	1	4	....	10	23	....	33	2	400	Bapt.
MISSOURI.											
Columbia	Christian Female College	3	13	....	....	79	....	125	14	.....	Christian.
Do	Stephens College	5	8	....	....	....	....	129	15	.....	Bapt.
Fayette	Howard-Payne College	2	62	....	40	73	....	163	6	950	M. E. So.
Fulton	Synodical Female College	2	10	....	14	74	1	89	15	400	Presb.
Independence	Kansas City Ladies' College.	1	8	16	20	40	....	76	0	400	Presb.
Jennings	St. Louis Seminary	1	6	....	5	15	....	20	2	2,500	Nonsect.
Lexington	Baptist Female College	4	8	....	50	60	3	113	13	600	Bapt.
Do	Central Female College	4	13	18	60	71	2	151	10	2,000	M. E. So.
Do	Elizabeth Aull Female Seminary.	4	9	9	13	47	....	69	5	400	Presb.
Mexico	Hardin College	9	9	....	20	190	....	210	18	1,000	Bapt.
St. Charles	Lindenwood Female College	1	12	....	7	53	1	61	8	2,000	Presb.

TABLE 8.—*Statistics of colleges for women, Division B, for 1893-94*—Continued.

Location.	Name.	Professors and instructors.		Students.						Volumes in library.	Religious denomination.
		Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total.	No. graduates in 1893-94.		
1	2	3	4	5	6	7	8	9	10	11	12
NEW HAMPSHIRE.											
Tilton	New Hampshire Conference Seminary and Female College.	4	9	....	30	45	....	273	19	2,000	M. E.
NEW JERSEY.											
Bordentown	Bordentown Female College	3	9	9	13	....	....	22	0	1,000	M. E.
NEW YORK.											
Brooklyn	Packer Collegiate Institute.	6	49	40	588	130	4	762	37	5,800	Nonsect.
NORTH CAROLINA.											
Asheville	Asheville Female College	3	8	25	20	105	....	150	16	500	M. E. So.
Dallas	Gaston College	2	3	....	12	35	....	47	3	450	Luth.
Greensboro	Greensboro Female College.	4	14	....	....	....	....	150	20	500	M. E.
Hickory	Claremont Female College	2	6	....	50	30	....	80	....	.....	Nonsect.
Lenoir	Davenport Female College	1	4	37	33	19	....	89	2	320	M. E. So.
Louisburg	Louisburg Female College	1	9	....	27	56	....	83	6	250	M. E.
Murfreesboro	Chowan Baptist Female Institute.	2	6	....	....	....	....	80	11	1,000	Bapt.
Oxford	Oxford Female Seminary	1	5	15	20	40	....	75	5	700	Bapt.
Salem	Salem Female Academy	4	30	....	73	238	....	311	60	6,000	Moravian.
OHIO.											
Cincinnati	Bartholomew English and Classical School.	3	13	17	16	69	....	121	11	1,500	P. E.
Glendale	Glendale Female College	2	12	4	13	72	1	90	5	5,000	.....
Granville	Granville Female College	2	7	....	25	25	....	50	6	500	Presb.
Do	Shepardson College	3	10	....	115	51	....	240	5	.....	Bapt.
Oxford	Oxford College	4	21	....	21	190	....	211	26	2,200	Presb.
Painesville	Lake Erie Seminary	0	21	....	50	66	....	116	12	4,000	Nonsect.
PENNSYLVANIA.											
Allentown	Allentown College for Women.	3	8	18	22	47	....	122	7	.....	Ref.
Bethlehem	Moravian Seminary for Young Ladies.	2	12	....	....	....	5	85	10	5,000	Moravian.
Carlisle	Metzger College	0	9	....	25	43	....	68	2	100	Nonsect.
Chambersburg	Wilson College	2	11	....	25	81	3	214	16	3,400	Presb.
Lititz	Linden Hall Seminary	2	10	....	9	34	1	44	12	3,000	Moravian.
Mechanicsburg	Irving College for Young Women.	5	6	0	8	62	2	72	5	500	Luth.
Ogontz School	Ogontz School	8	20	15	....	130	....	145	23	8,200	Nonsect.
Pittsburg	Pennsylvania College for Women.	2	16	....	64	63	0	127	13	2,000	Presb.
Do	Pittsburg Female College	6	11	....	60	40	....	100	5	1,000	M. E.
SOUTH CAROLINA.											
Columbia	Columbia Female College	2	6	....	4	90	....	94	22	400	M. E. So.
Do	College for Women	6	9	9	17	80	....	118	2	200	Presb.
Due West	Due West Female College	1	11	71	....	75	....	146	9	400	As. Ref. Presb.
Gaffney City	Cooper-Limestone Institute	2	7	25	30	81	6	142	13	200	Bapt.
Greenville	Chicora College	....	7	....	30	40	....	70	....	.....	Presb.
Do	Greenville Female College	3	16	....	26	140	....	202	25	1,000	Bapt.
Spartanburg	Converse College	8	18	15	50	200	3	268	16	3,500	Nonsect.
Union	Clifford Seminary	1	6	17	8	41	....	66	2	200	Nonsect.
Williamston	Williamston Female College	2	6	....	42	58	5	117	2	3,000	Nonsect.
TENNESSEE.											
Bristol	Sullins College	3	7	20	40	80	....	140	9	500	M. E. So.
Brownsville	Brownsville Female College	3	6	25	35	40	10	110	12	1,000	Bapt.

TABLE 8.—*Statistics of colleges for women, Division B, for 1893–94*—Continued.

Location.	Name.	Professors and instructors.		Students.						Volumes in library.	Religious denomination.
		Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total.	No. graduates in 1893-94.		
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—continued.											
Columbia	Columbia Athenæum	5	13	42	58	67	5	172	8	5,850	Nonsect.
Franklin	Tennessee Female College	1	6	10	50	60	....	120	....	300	M. E. So.
Gallatin	Howard Female College	1	10	20	10	80	1	111	20	500	Nonsect.
Jackson	Memphis Conference Female Institute.	2	21	35	65	226	6	332	12	6,100	M. E.
Knoxville	East Tennessee Institute	4	10	25	40	40	....	105	0	.....	Nonsect.
McMinnville	Cumberland Female College	2	7	25	20	45	....	90	....	800	Cumberl'd Presb.
Murfreesboro	Soule Female College	1	10	25	20	45	....	93	1	400	M. E.
Nashville	Nashville College for Young Ladies.	7	25	23	....	....	....	300	12	1,000	.....
Do	Ward Seminary for Young Ladies.	6	23	50	75	150	....	302	10	800	Presb.
Pulaski	Martin Female College	0	15	5	10	67	4	86	14	100	M. E. So.
Rogersville	Synodical Female College	3	13	30	30	140	....	200	9	1,000	Presb.
Somerville	Somerville Female Institute	3	8	23	25	50	10	108	9	450	Nonsect.
Winchester	Mary Sharp College	3	5	15	20	56	....	91	6	1,500	Bapt.
TEXAS.											
Belton	Baylor Female College	4	10	0	50	169	2	221	14	2,500	Bapt.
Chapel Hill	Chapel Hill Female College.	1	6	12	20	50	1	85	7	400	M. E. So.
Waco	Waco Female College *a*	4	11	23	25	92	0	140	17	1,200	M. E. So.
VIRGINIA.											
Abingdon	Martha Washington College.	4	11	21	....	132	....	153	8	2,000	M. E. So.
Do	Stonewall Jackson Institute.	2	8	17	10	50	....	77	4	500	Presb.
Bristol	Southwest Virginia Institute.	6	10	....	....	....	....	122	5	712	Bapt.
Charlottesville	Albemarle Female Institute.*	3	5	12	....	50	....	62	4	.....	Nonsect.
Danville	Danville College for Young Ladies.	2	8	25	....	75	....	100	3	200	M. E. So.
Do	Roanoke Female College	2	5	....	13	45	....	70	1	600	Bapt.
Hollins	Hollins Institute	8	12	....	17	154	....	171	19	2,000	Bapt.
Marion	Marion Female College	1	6	28	30	39	....	97	8	200	Luth.
Norfolk	Norfolk College for Young Ladies.	3	20	30	45	225	1	301	30	500	.....
Petersburg	Southern Female College	3	9	10	15	75	....	100	18	2,000	.....
Richmond	Woman's College of Richmond.	7	11	....	75	100	3	178	20	1,000	Bapt.
Staunton	Staunton Female Seminary.	4	6	....	10	45	....	55	5	500	Luth.
Do	Virginia Female Institute	2	12	....	....	....	....	95	2	1,200	P. E.
Do	Wesleyan Female Institute	2	12	3	15	90	....	108	4	600	M. E.
Winchester	Episcopal Female Institute	2	6	10	14	37	....	61	4	1,100	P. E.
Do	Valley Female College	2	5	4	11	16	4	37	7	500	M. E. So.
Wytheville	Plomer Memorial Female College.	1	5	20	15	15	....	50	2	200	Presb.
WEST VIRGINIA.											
Parkersburg	Parkersburg Female Seminary.	0	3	....	....	....	....	35	2	300	Nonsect.
WISCONSIN.											
Fox Lake	Downer College	0	7	18	32	10	....	60	2	1,638	Cong. and Presb.
Milwaukee	Milwaukee College	3	8	....	....	....	....	70	....	3,000	Nonsect.

* Statistics of 1892–93.

a Suspended, June, 1895.

TABLE 9.—*Statistics of colleges of agriculture and the mechanic arts endowed by acts*

Institutions and post-offices.	Staff of experiment station.	Professors and instructors.				Students.						Property.		
		Preparatory department.		Collegiate department.		Preparatory.		Collegiate.		Graduate.		Library.		Acres under cultivation.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama Agricultural and Mechanical College, Auburn, Ala	12	1	0	27	0	20	0	218	4	14	0	8,898	16,090	144
State Normal and Industrial School, Normal, Ala	0	7	0	....	....	161	115	....	....	....	....	1,569	316	107
University of Arizona, Tucson, Ariz	8	5	1	10	1	....	....	9	....	....	....	872	2,087	79
Arkansas Industrial University, Fayetteville, Ark	7	5	4	7	0	110	0	41	0	0	0	6,134	7,800	80
Branch Normal College, Pine Bluff, Ark	....	....	....	3	....	42	....	....	....	....	....	3,000	500	....
University of California, Berkeley, Cal	13	0	0	71	0	0	0	213	16	19	1	55,780	.....	160
Colorado Agricultural College, Fort Collins, Colo	6	....	....	9	2	25	6	113	49	4	1	4,315	7,000	175
Sheffield Scientific School, New Haven, Conn	0	0	0	56	0	0	0	559	0	43	0	.....	.....	0
Delaware College, Newark, Del	6	0	0	11	0	0	0	35	0	0	0	6,267	5,674	4
State College for Colored Students, Dover, Del	0	....	....	3	0	14	2	10	4	0	0	281	115	90
Florida Agricultural College, Lake City, Fla	8	1	0	14	1	53	18	80	36	0	0	1,620	1,700	95
State Normal and Industrial College for Colored Students, Tallahassee, Fla	0	5	2	0	0	27	31	0	0	0	0	516	240	91
University of Georgia, Athens, Ga	0	0	0	21	0	0	0	95	0	6	0	26,414	6,250	50
Georgia Industrial College for Colored Youths, College, Ga	0	5	0	2	0	43	0	57	0	0	0	.....	.....	22
University of Idaho, Moscow, Idaho	7	10	3	9	2	133	83	12	4	0	0	2,000	1,000	240
University of Illinois, Champaign, Ill	10	4	2	19	1	94	0	334	2	9	0	26,238	5,775	600
Purdue University, Lafayette, Ind	10	6	3	43	6	45	11	532	69	19	7	5,918	.....	149
Iowa Agricultural College, Ames, Iowa	17	....	....	31	11	40	6	376	106	7	5	10,381	3,800	300
Kansas Agricultural College, Manhattan, Kans	15	0	0	25	7	0	0	333	198	14	11	14,862	3,610	250
Kentucky Agricultural and Mechanical College, Lexington, Ky	6	4	1	19	0	114	27	104	45	0	0	2,363	84	45
State Normal College, Frankfort, Ky	0	1	0	1	0	5	0	11	20	0	0	629	27	5
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La	21	4	0	13	0	90	0	61	0	0	0	18,500	.....	310
Southern University, New Orleans, La	0	0	4	6	3	32	22	68	71	0	1	404	332	35
Maine State College of Agriculture and the Mechanic Arts, Orono, Me	9	0	0	20	1	0	0	137	2	0	0	9,200	2,287	120
Maryland Agricultural College, College Park, Md	7	2	0	9	0	35	0	88	0	0	0	1,050	.....	140
Massachusetts Agricultural College, Amherst, Mass	11	0	0	18	0	0	0	201	0	13	0	15,440	0	244
Massachusetts Institute of Technology, Boston, Mass	0	0	0	116	1	0	0	1109	46	2	0	33,428	13,300	0
Michigan Agricultural College, Agricultural College, Mich	16	0	0	30	0	0	0	336	23	6	1	16,658	4,405	450
University of Minnesota, Minneapolis, Minn	10	5	1	30	2	198	0	125	42	5	0	39,540	8,195	140
Agricultural and Mechanical College of Mississippi, Agricultural College, Miss	5	3	0	20	0	68	0	180	0	8	0	3,777	4,357	400
Alcorn Agricultural and Mechanical College, Westside, Miss	0	5	0	5	0	254	6	33	0	0	0	2,744	3,059	80
University of the State of Missouri, Columbia, Mo	5	0	0	30	0	0	0	308	42	0	0	17,692	4,460	142
Lincoln Institute, Jefferson City, Mo	0	2	0	2	0	2	0	4	0	0	0	.....	.....	15
Montana Agricultural College, Bozeman, Mont	5	2	0	6	1	25	13	53	48	0	0	560	400	126

of Congress of July 2, 1862, and August 30, 1890, for the year ended June 30, 1894.

Property.		Receipts—					Expenditures—		
Value of farm lands.	Value of buildings and equipment.	From the State.	From United States land grant, act of 1862.	For experiment station, act of 1887.	From United States endowment, act of 1890.	From fees and other sources.	For agriculture and mechanic arts.	For experiment station.	For other departments.
16	17	18	19	20	21	22	23	24	25
$3,000	$194,760	$6,976.20	$20,280.00	$15,000.00	$10,677.99½	$5,708.27	$41,183.18	$23,933.26	.....
10,000	21,077	4,000.00	0	0	8,322.00½	13,856.94	2,694.54	.....	$10,329.74
4,000	121.500	7,705.99	0	15,000.00	19,000.00	585.50	9,421.81	14,994.08	15,128.61
9,600	257,180	15,800.00	10,400.00	15,000.00	13,818.18	3,697.00	15,435.59	16,444.33	36,940.81
.....	33,000	4,350.00	.....	.....	5,181.82	268.73	3,277.57	.....	4,949.22
12,322	956,000	120,137.15	43,624.63	15,000.00	19,000.00	74,250.23	95,689.70	14,579.97	192,544.37
15,000	122,000	47,000.00	4,437.97	15,000.00	19,000.00	5,792.35	68,611.95	19,212.48	.....
0	.....	0	10.00	0	0	110,580.24	112,991.69	.....	.....
3,000	119,727	3,000.00	4,980.00	15,000.00	15,200.00	1,271.00	16,331.40	15,000.00	10,781.46
5,000	15,700	0	0	0	3,800.00	974.90	4,505.18	.....	.....
3,635	46,460	0	9,107.00	15,000.00	9,500.00	1,827.28	23,200.58	15,044.48	0
7,105	19,500	3,500.00	0	0	9,500.00	.....	3,825.00	0	5,675.00
10,000	725,000	0	16,954.14	0	12,666.67	0	29,620.81	.....	.....
2,000	25,500	8,000.00	0	0	6,333.33	923.36	18,260.76	.....	.....
10,000	140,075	24,412.17	0	15,000.00	19,000.00	393.03	23,407.80	15,000.00	0
73,000	685,000	141,881.75	27,314.89	15,000.00	19,000.00	40,330.00	(a)	15,545.54	217,885.94
70,000	426,000	80,000.00	17,000.00	15,000.00	19,000.00	47,230.36	150,018.21	17,008.82	.....
27,000	428,489	22,341.34	48,395.09	15,000.00	19,000.00	44,000.00	134,830.65	15,000.00	.....
30,000	347,000	77,310.88	29,460.78	15,000.00	19,000.00	6,107.44	138,407.21	15,000.00	.....
25,000	139,966	0	9,900.00	15,000.00	16,245.00	44,647.34	56,782.50	18,435.46	6,943.44
1,000	16,030	5,000.00	0	0	2,755.00	1,440.31	3,157.43	.....	6,440.31
33,300	275,000	13,450.00	9,115.69	15,000.00	9,201.00	6,083.80	34,599.79	15,000.00	4,600.00
8,000	43,479	7,500.00	0	0	9,799.00	580.00	11,786.16	0	5,257.62
7,500	217,750	3,000.00	5,915.00	15,000,00	19,000.00	6,344.00	32,800.00	16,859.00	.....
28,600	57,000	9,381.37	6,141.30	15,000.00	19,000.00	23,135.83	57,060.82	15,199.71	.....
40,025	331,548	20,000.00	7,300.00	15,000.00	12,666.66	3,455.92	43,422.58	15,000.00	.....
0	950,454	0	4,977.97	0	6,333.34	314,514.66	318,639.74	.....	.....
47,320	353,430	16,862.50	44,527.26	15,000.00	19,000.00	12,501.55	88,589.08	15,142.07	.....
375,000	1,007,500	195,285.28	16,297.54	11,250.00	19,000.00	112,139.91	46,462.73	29,749.67	277,760.33
56,496	193,820	22,500.00	5,914.50	15,000.00	8,523.95	8,254.50	38,535.02	15,000.00	7,630.47
2,500	64,500	2,071.25	5,678.75	0	10,476.05	1,424.69	17,502.61	0	0
141,106	202,393	25,000.00	16,225.00	15,000.00	17,979.10	4,649.64	43,894.40	16,826.71	16,880.54
2,300	19,200	2,079.77	0	0	1,020.90	402.18	3,338.63	.....	.....
10,000	9,300	.....	0	15,000.00	19,000.00	1,289.00	20,032.48	15,000.00	.....

a Included under other departments.

TABLE 9.—*Statistics of colleges of agriculture and the mechanic arts endowed*

Institutions and post-offices.	Staff of experiment station.	Professors and instructors.				Students.						Property.		
		Preparatory department.		Collegiate department.		Preparatory.		Collegiate.		Graduate.		Library.		Acres under cultivation.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University of Nebraska, Lincoln, Nebr	14	----	----	----	----	----	----	----	----	----	----	----	----	----
University of Nevada, Reno, Nev	6	4	3	11	0	58	60	35	37	2	0	4,920	2,534	35
New Hampshire College of Agriculture and the Mechanic Arts, Durham, N. H	7	0	0	15	0	0	0	54	10	0	0	3,300	------	65
Rutger's Scientific School, New Brunswick, N. J	10	7	4	28	0	136	25	160	0	2	0	30,369	5,000	....
College of Agriculture and the Mechanic Arts, Las Cruces, N. Mex	7	1	1	10	1	30	15	25	14	0	0	2,039	300	75
Cornell University, Ithaca, N. Y	13	....	....	40	0	0	0	(6	28)	(6	0)	160,913	28,100	105
North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C	0	1	0	16	0	40	0	146	0	6	0	1,112	98	83
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C	0	2	0	3	0	30	19	7	0	0	0	200	25	16
North Dakota Agricultural College, Fargo, N. Dak	6	10	0	9	0	32	9	16	4	....	....	1,452	------	420
Ohio State University, Columbus, Ohio	0	11	0	53	0	63	2	411	12	10	4	13,473	7,000	195
Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	4	2	0	6	0	33	42	22	13	0	0	1,205	500	130
Oregon State Agricultural College, Corvallis, Oreg	6	1	1	15	1	24	12	124	80	....	....	1,703	600	150
Pennsylvania State College, State College, Pa	16	4	1	39	3	82	20	196	13	6	0	8,920	------	200
Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	8	0	0	10	4	0	0	69	13	0	0	2,530	9,000	40
Clemson Agricultural College, Clemson College, S. C	11	....	0	21	0	400	0	340	0	0	0	500	------	400
Claflin University, Orangeburg, S. C.	0	7	6	7	6	209	173	28	3	0	0	1,700	------	116
South Dakota Agricultural College, Brookings, S. Dak	14	....	....	18	4	52	28	94	62	4	3	3,448	8,000	150
University of Tennessee, Knoxville, Tenn	8	0	0	23	0	27	2	245	54	6	0	12,478	7,800	118
Agricultural and Mechanical College of Texas, College Station, Tex.	8	0	0	20	0	0	0	310	0	3	0	4,500	3,000	224
Prairie View State Normal School, Hempstead, Tex	0	2	1	6	2	104	115	18	3	0	0	850	62	105
Agricultural College of Utah, Logan, Utah	8	2	1	12	1	59	32	112	46	0	0	2,403	675	86
University of Vermont and State Agricultural College, Burlington, Vt	9	0	0	22	0	0	0	97	0	0	0	46,735	1,004	125
Virginia Agricultural and Mechanical College, Blacksburg, Va	8	....	....	22	0	34	0	192	0	10	0	2,600	450	275
Hampton Normal and Agricultural Institute, Hampton, Va	0	....	....	20	60	....	....	411	248	0	0	7,007	449	475
Washington Agricultural College and School of Science, Pullman, Wash	8	1	1	10	1	57	33	10	10	0	0	2,852	1,067	200
West Virginia University, Morgantown, W. Va	8	2	0	14	0	120	0	104	20	0	0	7,047	------	3
West Virginia Colored Institute, Farm, W. Va	0	3	1	0	0	24	27	0	0	0	0	450	75	8
University of Wisconsin, Madison, Wis	9	0	0	34	0	0	0	363	0	11	0	33,269	8,000	60
University of Wyoming, Laramie, Wyo	6	1	1	10	0	....	....	11	1	0	0	2,926	1,800	20

by acts of Congress of July 2, 1862, and August 30, 1890, etc.—Continued.

Property.		Receipts—					Expenditures—		
Value of farm lands.	Value of buildings and equipment.	From the State.	From United States land grant, act of 1862.	For experiment station, act of 1887.	From United States endowment, act of 1890.	From fees and other sources.	For agriculture and mechanic arts.	For experiment station.	For other departments.
16	17	18	19	20	21	22	23	24	25
$250,000	$193,000	.....	.....	$15,000.00	$19,000.00	$2,500.00	.....	$15,000.00	.....
13,000	99,750	$25,000.00	0	15,000.00	19,000.00	0	$19,000.00	15,000.00	$14,724.07
15,000	181,392	38,000.00	$4,800.00	15,000.00	19,000.00	13,788.56	73,764.51	15,000.00	.....
.....	.....	0	6,924.00	15,000.00	19,000.00	8,752.43	25,979.00	15,000.00	8,697.43
10,000	54,418	6,400.00	0	15,000.00	19,000.00	576.70	22,602.36	15,149.60	.....
.....	2,576,542	50,000.00	19,000.00	11,250.00	19,000.00	640,346.34	.....	14,877.58	676,840.18
8,000	63,130	10,000.00	7,500.00	0	12,338.60	2,540.72	36,396.13	0	0
4,000	31,100	.....	.....	0	6,661.40	.....	.....	.....	.....
30,000	96,500	55,000.00	0	14,830.62	19,000.00	3,394.89	73,039.12	16,769.59	.....
67,400	555,000	86,079.43	31,450.53	0	19,000.00	34,432.91	105,251.56	0	78,532.13
10,000	55,000	.....	.....	15,000.00	19,000.00	.....	32,101.19	15,000.00	.....
25,000	135,762	16,363.84	9,204.42	15,000.00	19,000.00	2,754.75	43,546.02	15,000.00	.....
50,000	630,000	75,326.57	25,637.43	15,000.00	19,000.00	25,266.28	143,350.54	27,945.18	.....
10,000	112,500	20,000.00	0	15,000.00	85,000.00	8,664.81	48,686.22	18,089.16	.....
26,280	230,000	45,000.00	5,744.00	15,000.00	9,500.00	4,933.87	65,177.87	15,000.00	.....
11,600	112,800	5,000.00	5,744.00	0	9,500.00	13,000.00	18,533.45	0	12,982.85
16,000	114,125	11,300.00	0	15,000.00	19,000.00	2,644.31	34,380.79	15,000.00	0
106,370	215,720	0	23,760.00	15,000.00	19,000.00	13,523.91	45,253.81	15,000.00	.....
24,160	295,034	59,500.00	14,280.00	15,000.00	14,250.00	500.00	48,530.00	15,000.00	40,000.00
15,000	128,000	12,750.00	0	0	4,750.00	15,023.50	2,750.00	0	29,773.50
21,600	180,000	24,000.00	0	15,000.00	19,000.00	3,665.01	26,309.47	15,000.00	19,904.86
10,000	404,221	6,000.00	8,130.00	15,000.00	19,000.00	28,019.83	31,583.40	19,218.88	21,532.20
25,000	150,500	10,500.00	20,668.72	15,000.00	12,666.66	30,456.06	65,649.25	26,421.23	.....
32,000	540,000	0	10,329.36	0	6,333.34	113,186.64	107,125.28	.....	.....
10,000	75,247	.....	0	15,000.00	19,000.00	1,196.39	48,890.81	15,000.00	150.00
.....	225,700	25,700.00	6,964.65	15,000.00	16,000.00	1,716.95	72,258.11	24,335.51	.....
2,750	24,333	8,490.00	0	0	3,000.00	588.00	4,088.83	.....	.....
62,500	900,000	276,095.00	16,961.00	15,000.00	19,000.00	53,402.00	78,312.00	21,250.00	280,896.00
9,540	126,500	3,797.08	0	15,000.00	19,000.00	632.77	20,478.89	15,263.27	11,201.90

V.—TECHNOLOGICAL SCHOOLS.

TABLE 10.—*Statistics of technological schools for 1893-94.*

	Location.	Name.	Professors and instructors.						Students.								Library.	
			Preparatory department.		Collegiate department.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Total number.		Bound volumes.	Pamphlets.
			Male.	Female.	Male.	Female.	Male.	Female.	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
1	Golden, Colo	State School of Mines	0	0	8	0	8	0	0	0	119	0	3	0	122	0	3,240	600
2	Storrs, Conn	Storrs Agricultural College	0	0	7	3	7	3	0	0	78	20	0	0	78	20	3,500	.....
3	Atlanta, Ga	State School of Technology	2	0	13	0	13	0	36	0	85	0	0	0	121	0	.....	.....
4	Chicago, Ill	Armour Institute	.....	.....	.....	.....	33	19	.....	.....	.....	.....	.....	.....	611	439	10,000	500
5	Terre Haute, Ind	Rose Polytechnic Institute	0	0	18	0	18	0	0	0	134	0	.....	.....	134	0	7,000	.....
6	Worcester, Mass	Worcester Polytechnic Institute	0	0	25	0	25	0	0	0	254	0	3	0	257	0	3,950	1,000
7	Houghton, Mich	Michigan Mining School	0	0	10	0	10	0	0	0	78	0	4	0	82	0	10,114	5,000
8	Hoboken, N. J	Stevens Institute of Technology	12	0	22	0	34	0	214	0	257	0	0	0	471	0	7,500	.....
9	Newark, N. J	Newark Technical School	1	0	7	0	8	0	100	0	171	0	11	0	282	0	300	.....
10	Socorro, N. Mex	New Mexico School of Mines	0	0	2	0	2	0	0	0	12	0	0	0	12	0	158	284
11	Troy, N. Y	Rensselaer Polytechnic Institute	0	0	17	0	17	0	0	0	188	0	0	0	188	0	5,000	4,000
12	Cleveland, Ohio	Case School of Applied Science	0	0	20	0	20	0	0	0	185	0	8	0	193	0	1,500	500
13	Salem, Oreg	Friends' Polytechnic School	.....	2	3	2	3	5	31	25	25	10	.....	.....	56	35	275	25
14	South Bethlehem, Pa	Lehigh University	0	0	35	0	35	0	0	0	503	0	24	0	527	0	100,000	.....
15	Charleston, S. C	South Carolina Military Academy	0	0	9	0	9	0	0	0	146	0	0	0	146	0	5,000	.....
16	Rapid City, S. Dak	State School of Mines	0	0	3	0	3	0	0	0	(30)		0	0	(30)		323	622
17	Northfield, Vt	Norwich University	.....	.....	10	0	10	0	.....	.....	59	0	.....	.....	59	0	12,000	.....
18	Lexington, Va	Virginia Military Institute	0	0	15	0	15	0	0	0	197	0	.....	.....	197	0	13,000	.....
19	Annapolis, Md	United States Naval Academy	0	0	68	0	68	0	0	0	245	0	0	0	245	0	33,339	.....
20	West Point, N. Y	United States Military Academy	0	0	66	0	66	0	0	0	291	0	0	0	291	0	36,062	5,328

TABLE 11.—*Statistics of schools of medicine, for 1893–94.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.			Length of course		Tuition.	Graduation or examination fee.	Value of grounds and buildings.	Value of apparatus.
				Regular.	Special or assistant.	Men.	Women.	Graduating at close of year.	Years in the course.	Weeks in regular annual course.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		PREPARATORY.												
1	Portland, Me	Portland School for Medical Instruction	Wm. Lawrence Dana	12	1	25	0	.....	.....	28	$60	.....	.....	$150
2	Chapel Hill, N. C.	Preparatory School of Medicine of the University of North Carolina.	George T. Winston	4	0	19	0	.....	.....	40	100	.....	.....	.....
		UNDERGRADUATE.												
		Regular.												
3	Mobile, Ala	Medical College of Alabama	George A. Ketchum	8	14	102	0	34	3	26	*a* 90	$25	$100,000	.....
4	Little Rock, Ark	Medical Department of Arkansas Industrial University.	James A. Dibrell, jr	15	8	72	0	14	3	24	50	25	20,000	.....
5	Los Angeles, Cal	College of Medicine of University of Southern California.	J. P. Widney	20	4	33	6	5	3	34	90	40	15,000	3,000
6	San Francisco, Cal	Cooper Medical College	Henry Gibbons, jr	13	12	200	28	42	3	24	130	40	475,000	.....
7	.....do	Medical Department of University of California.	Robert A. McLean	24	7	97	12	22	3	26	*b* 130	40	50,000	5,000
8	Boulder, Colo	Medical Department of University of Colorado.	J. T. Eskridge	17	4	34	8	12	*c* 3	36	0	30	.....	.....
9	Denver, Colo	Gross Medical College	Thomas H. Hawkins	24	11	53	19	7	3	28	*b* 75	25	20,000	5,000
10	.....do	Medical Department, University of Denver	John W. Graham	17	8	27	9	9	3	28	*b* 85	30	0	800
11	New Haven, Conn	Medical Department of Yale University	Herbert E. Smith	12	14	78	0	15	3	34	*d* 140	30	75,000	10,000
12	Washington, D. C.	Medical Department of Columbian University	Daniel K. Shute	21	22	142	9	33	4	30	95	0	50,000	2,000
13	.....do	Medical Department of Georgetown University.	G. L. Magruder	8	24	137	0	24	*e* 4	31	100	0	50,000	1,000

a Average.
b No fee charged the last year.
c Four years, beginning with 1895–96.
d Tuition third year $30.
e Graduates in arts or science are admitted to second year's course under certain conditions.

TABLE 11.—*Statistics of schools of medicine, for 1893-94*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.			Length of course.		Tuition.	Graduation or examination fee.	Value of grounds and buildings.	Value of apparatus.
				Regular.	Special or assistant.	Men.	Women.	Graduating at close of year.	Years in the course.	Weeks in regular annual course.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		UNDERGRADUATE—continued. *Regular*—Continued.												
14	Washington, D. C.	Medical Department of Howard University	Thomas B. Hood	8	7	106	4	42	4	26	a $60	$30	----------	----------
15	do	Medical Department of National University	Howard H. Barker	10	12	77	11	7	3	30	b 70	30	0	$1,000
16	Atlanta, Ga	Atlanta Medical College	H. V. M. Miller	10	4	173	0	68	3	24	100	30	$25,000	2,000
17	Atlanta, Ga	Southern Medical College	Wm. P. Nicolson	16	5	82	0	40	3	26	85	30	30,000	5,000
18	Augusta, Ga	Medical College of University of Georgia	Edward Geddings	7	3	49	0	20	2	20	----------	----------	----------	----------
19	Chicago, Ill	College of Physicians and Surgeons of Chicago	Wm. E. Quine	42	0	264	0	93	c 3	28	125	0	125,000	10,000
20	do	Northwestern University Medical School	Nathan Smith Davis	35	15	265	0	72	d 4	30	100	0	200,000	20,000
21	do	Rush Medical College	Edward L. Holmes	22	35	767	0	163	c 3	32	80	30	200,000	15,000
22	do	Woman's Medical School of Northwestern University.	Isaac N. Danforth	23	20	0	119	30	3	30	100	30	38,000	5,000
23	Fort Wayne, Ind	Fort Wayne College of Medicine, Taylor University.	Christian B. Stemen	15	6	40	4	10	3	26	75	25	5,500	2,000
24	Indianapolis, Ind	Central College of Physicians and Surgeons	Samuel E. Earp	25	16	35	2	10	3	26	51	25	15,000	3,000
25	do	Medical College of Indiana	Elijah S. Elder	8	23	165	15	53	3	24	60	25	----------	----------
26	Council Bluffs, Iowa	Council Bluffs Medical College e	Donald Macrae	16	1	9	3	0	3	28	60	15	----------	1,000
27	Des Moines, Iowa	Iowa College of Physicians and Surgeons, Drake University.	Lewis Schooler	13	4	53	4	20	3	24	a 65	25	18,000	1,000
28	Iowa City, Iowa	Medical Department of State University of Iowa	John E. Shrader	15	8	160	8	34	3	24	55	25	----------	----------
29	Keokuk, Iowa	College of Physicians and Surgeons	J. C. Hughes	12	2	147	13	20	3	24	33	30	35,000	----------
30	do	Keokuk Medical College	J. A. Scroggs, secretary	11	3	134	10	37	3	26	25	30	20,000	5,000
31	Sioux City, Iowa	Sioux City College of Medicine	H. A. Wheeler	12	6	36	2	5	3	28	43	25	----------	5,500
32	Topeka, Kans	Kansas Medical College	John E. Minney	16	6	31	14	7	3	26	60	30	15,000	1,000
33	Louisville, Ky	Hospital College of Medicine	James Lewis Howe	10	13	131	0	33	3	24	85	30	35,000	1,500
34	do	Kentucky School of Medicine	William H. Wathen	10	11	400	0	185	3	26	100	30	100,000	----------
35	do	Louisville Medical College	Clinton W. Kelly	20	10	403	0	191	3	32	115	30	200,000	15,000

36	.....do	Medical Department of University of Louisville	J. M. Bodine	15	5	361	0	213	3	26	85	30	25,000	3,000
37	New Orleans, La	Medical Department of Tulane University of Louisiana.	Stanford E. Chaillé	20	10	347	0	100	3	26	135	30	135,000	65,000
38	New Orleans, La	New Orleans University Medical School	C. F. Dight	12	0	32	3	7	4	20	30	10	20,000	100
39	Brunswick, Me	Medical School of Maine at Bowdoin College	Alfred Mitchell	11	2	116	0	26	3	24	78	25	15,000	1,500
40	Baltimore, Md	Baltimore Medical College	David Street	19	14	303	0	92	3	28	80	30	150,000	5,000
41	.....do	Baltimore University School of Medicine	E. W. Eilau	9	7	58	0	32	3	26	50	30	15,000	1,000
42	.....do	College of Physicians and Surgeons of Baltimore	Thomas Opie	20	10	461	0	84	3	24	100	30	100,000	10,000
43	.....do	Johns Hopkins Medical School	William H. Welch	12	11	70	13	0	4	33	200			
44	.....do	School of Medicine of the University of Maryland	J. Edwin Michael	18	21	250	0	55	3	26	80	30	133,500	1,500
45	.....do	Woman's Medical College of Baltimore	I. R. Trimble	10	10	0	28	3	3	32	85	30	20,000	1,000
46	Boston, Mass	College of Physicians and Surgeons	Augustus P. Clarke	43	0	106	29	25	3	30	125	30	55,000	
47	.....do	Medical School of Harvard University	Wm. L. Richardson	41	42	473	0	124	4	39	200	30	425,000	
48	.....do	Tufts College Medical School	Albert Nott	7	18	57	23	17	3	28	100	30		
49	Ann Arbor, Mich	Department of Medicine and Surgery, University of Michigan.	Wm. A. Campbell, secretary	19	15	304	71	65	4	36	45	10		
50	Detroit, Mich	Detroit College of Medicine	Theodore A. McGraw	39	8	298	0	87	3	28	70	30	100,000	
51	.....do	Michigan College of Medicine and Surgery	Hal C. Wyman	19	6	115	10	27	3	24	50	20	50,000	5,000
52	Minneapolis, Minn	College of Medicine and Surgery, University of Minnesota.	Perry H. Millard	27	5	188	11	34	3	35	60	10	100,000	20,000
53	.....do	Minneapolis College of Physicians and Surgeons	J. T. Moore	25	12	53	1	11	3	28	65	0	0	500
54	Columbia, Mo	Medical Department of Missouri University	Andrew W. McAlester	6	5	44	0	5	3	40	50	3		
55	Kansas City, Mo	Kansas City Medical College	David R. Porter	22	6	125	0	31	3	24	60	20	20,000	2,000
56	.....do	University Medical College of Kansas City	Charles W. Adams	25	10	118	0	19	3	26	60	20	20,000	7,000
57	St. Joseph, Mo	Ensworth Medical College	Hiram Christopher	12	0	36	2	13	3	24	50	25	40,000	500
58	.....do	Northwestern Medical College	F. A. Simmons	12	0	60	0	15	3	24	45	25		
59	St. Louis, Mo	Barnes Medical College	C. H. Hughes, president	22	24	240	0	42	3	26	45	20	62,000	5,000
60	.....do	Beaumont Hospital Medical College	W. B. Outten	20	4	58	0	13	3	26	70	0	40,000	2,000
61	.....do	Missouri Medical College	P. Gervais Robinson	17	13	189	0	23	3	27	60	25	52,000	5,000
62	.....do	Marion-Sims College of Medicine	Young H. Bond	20	25	175	0	50	3	25	90	0	100,000	3,000
63	.....do	St. Louis College of Physicians and Surgeons	James A. Close	10	12	159	0	20	3	26	50	25	45,000	7,500
64	.....do	St. Louis Medical College, Washington University.	Henry H. Mudd	18	30	101	0	16	3	29	100	0	150,000	4,000
65	.....do	Woman's Medical College of St. Louis	George Wiley Brown			0	43		3	32	45	25		
66	Omaha, Nebr	John A. Creighton Medical College	P. S. Keogh	23	3	39	1	2	4	35	a 60	25		11,500
67	.....do	Omaha Medical College	Jacob C. Denise	23	4	73	8	17	3	26	65	25	30,000	2,000
68	Hanover, N. H	Dartmouth Medical College	Carlton P. Frost	8	5	135	0	29	3	20	122	25		
69	Albany, N. Y	Albany Medical College, Union University	W. G. Tucker, registrar	21	22	173	0	44	3	30	100	25	77,000	10,000
70	Brooklyn, N. Y	Long Island College Hospital	Jarvis S. Wight	31	27	255	0	55	3	26	110	25	225,000	
71	Buffalo, N. Y	Medical Department of Niagara University	Alvin A. Hubbell, secretary	16	12	45	0	14	3	30	85	25		
72	.....do	Medical Department of University of Buffalo	Matthew D. Mann	10	15	164	22	29	3	30	100	25	160,000	10,000
73	New York, N. Y	Bellevue Hospital Medical College	Austin Flint, secretary	20	31	407	0	101	3	26	170	30	80,000	8,000
74	.....do	College of Physicians and Surgeons in the City of New York, Medical Department Columbian University.	James W. McLane	11	45	782	0	120	3	33	200	30		
75	.....do	Medical Department of the University of the City of New York.	Charles Inslee Pardee	41	25	363	0	96	3	32	150	30	326,074	20,000
76	.....do	Woman's Medical College of the New York Infirmary for Women and Children.	Emily Blackwell	17	23	0	82	17	4	32	130	30	75,000	9,100

a No fee charged the last year.
b Average.
c Four years hereafter.
d Graduates in arts or science are admitted to second year's course under certain conditions.
e Since suspended.

TABLE 11.—*Statistics of schools of medicine, for 1893-94*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.			Length of course.		Tuition.	Graduation or examination fee.	Value of grounds and buildings.	Value of apparatus
				Regular.	Special or assistant.	Men.	Women.	Graduating at close of year.	Years in the course.	Weeks in regular annual course.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		UNDERGRADUATE—continued. *Regular*—Continued.												
77	Syracuse, N. Y.	College of Medicine of Syracuse University	Henry D. Didama	14	11	49	7	10	3	36	$80	$25		
78	Davidson, N. C	North Carolina Medical College	J. P. Munroe	4	4	44	0	7	3	32	85	25		
79	Raleigh, N. C	Leonard Medical School of Shaw University	James McKee	8	0	55	0	7	4	22	60	10		
80	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery	Charles A. L. Reed	18	13	78	0	19	3	30	75	25		
81	do	Medical College of Ohio	W. W. Seely	10	12	239	0	53	3	24	75	25		
82	do	Miami Medical College of Cincinnati	N. P. Dandridge	13	16	92	0	23	3	26	75	25	$10,000	$2 000
83	do	Woman's Medical College of Cincinnati	George A. Fackler	17	12	0	34	15	3	26	50	25	0	1,000
84	Cleveland, Ohio	Medical Department of Western Reserve University.	Isaac N. Himes	22	6	98	0	23	3	32	100	30	300,000	10,000
85	do	Medical Department of Wooster University	Marcus Rosenwasser	28	7	76	4	10	3	26	100	30	9,000	4,000
86	Columbus, Ohio	Ohio Medical University	J. W. Wright			79			3	26	55	10		
87	do	Starling Medical College	Starling Loving	13	12	223	0	38	3	24	50	30	250,000	10,000
88	Lebanon, Ohio	College of Medicine, National Normal University.	S. S. Scoville	8	2	26	4	5	3	24	25	10		
89	Toledo, Ohio	Toledo Medical College	James H. Pooley	26	5	34	4	9	3	26	60	25		5,000
90	Portland, Oreg	Medical Department of University of Oregon	Simeon E. Josephi	15	6	24	5	7	3	26	120	30	15,000	500
91	do	Medical Department of Willamette University	Richmond Kelly	15	4	29	4	5	3	26	*a*130	30	30,000	2,000
92	Philadelphia, Pa	Department of Medicine, University of Pennsylvania.	John Marshall	14	65	796	0	206	*b*4	35	150	0		
93	do	Jefferson Medical College of Philadelphia	James W. Holland	45	25	623	0	163	3	31	140	0		
94	do	Medico-Chirurgical College of Philadelphia	Ernest Laplace	23	29	194	0	43	3	28	120	0	350,000	
95	do	Woman's Medical College of Pennsylvania	Clara Marshall	44	0	0	192	47	4	31	135	30	85,000	11,000
96	Pittsburg, Pa	Western Pennsylvania Medical College	J. B. Murdoch	22	19	261	0	31	3	26	100			
97	Charleston, S. C	Medical College of the State of South Carolina	Francis L. Parker	16	0	70	0	79	3	20	100	30		
98	Chattanooga, Tenn	Chattanooga Medical College, U. S. Grant University.	E. A. Cobleigh	11	20	118	0	49	3	26	75	30		4,000
99	Knoxville, Tenn	Tennessee Medical College	J. C. Cawood	12	5	78	0	26	3	26	75	25	20,000	4,500
100	Memphis, Tenn	Hannibal Medical College	Tarleton C. Cottrell	11	2	9	0	0	4	24	30	25		

101	.....do	Memphis Hospital Medical College	F. L. Sim	10	13	262	0	122	3	26	60	30	40,000	6,000
102	Nashville, Tenn	Medical Department of the University of Nashville and Vanderbilt University.	Thomas Menees	13	7	243	0	133	3	26	85	25	.....	.....
103	.....do	Medical Department of University of Tennessee, Nashville Medical College.	Duncan Eve	9	10	242	0	101	3	24	85	25	28,000	6,000
104	.....do	Meharry Medical Department of Central Tennessee College.	G. W. Hubbard	13	0	106	1	41	4	20	35	10	25,000	3,000
105	Sewanee, Tenn	Sewanee Medical College, University of the South	J. S. Cain	10	7	47	0	16	2	40	100	25	.....	.....
106	Galveston, Tex	School of Medicine, University of Texas	J. F. Y. Paine	9	7	127	0	6	3	30	20	0	250,000	.....
107	Burlington, Vt	Medical Department of the University of Vermont.	A. P. Grinnell	13	12	190	0	54	3	26	80	25	30,000	2,500
108	Richmond, Va	Medical College of Virginia	Christopher Tompkins	10	14	96	0	*25	....	24	90	30	75,000	12,500
109	.....do	University College of Medicine	Hunter McGuire, president	17	2	83	0	10	3	30	100	30	.....	.....
110	University of Virginia, Va.	Medical Department of University of Virginia	John W. Mallet	13	0	143	0	31	2	40	120	15	.....	.....
111	Milwaukee, Wis	Wisconsin College of Physicians and Surgeons	A. J. Burgess	21	2	30	0	2	3	30	60	30	.....	4,000
		Eclectic.												
112	San Francisco, Cal	California Medical College	D. Maclean	18	0	63	13	14	3	26	120	30	25,000	2,000
113	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery	G. W. Delbridge	11	7	60	0	23	3	22	70	25	25,000	1,000
114	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery	Anson L. Clark	20	5	92	13	30	3	26	75	30	40,000	2,000
115	Indianapolis, Ind	Eclectic College of Physicians and Surgeons	Henry Long	19	....	36	5	4	3	26	48	25	.....	.....
116	St. Louis, Mo	American Medical College	Edwin Younkin	12	3	69	10	21	3	20	75	25	1,500	2,000
117	Lincoln, Nebr	Medical Department of Cotuer University	W. S. Latta	12	5	31	7	12	3	26	50	25	125,000	.....
118	New York, N. Y	Eclectic Medical College of the City of New York	George W. Boskowitz	17	3	63	15	11	3	28	100	25	33,000	7,000
119	Cincinnati, Ohio	American Eclectic Medical College	L. M. Bickmore	9	3	52	13	19	3	20	70	25	.....	.....
120	.....do	Eclectic Medical Institute	Frederick J. Locke	11	6	251	10	71	3	26	75	25	30,000	2,000
		Homeopathic.												
121	San Francisco, Cal	Hahnemann Hospital College	Christopher B. Currier	22	4	29	23	7	3	27	125	40	.....	5,000
122	Washington, D. C	National Homeopathic Medical College	Joseph C. Ellis	7	3	14	1	7	4	24	100	0	.....	500
123	Chicago, Ill	Chicago Homeopathic Medical College	J. S. Mitchell	19	12	198	0	52	3	26	65	25	125,000	15,000
124	.....do	Hahnemann Medical College and Hospital	H. B. Fellows	16	17	169	81	54	3	26	65	25	175,000	5,000
125	.....do	Hering Medical College and Hospital	H. C. Allen	22	6	54	33	21	3	26	75	0	.....	.....
126	.....do	National Homeopathic Medical College	J. A. Pintz	25	15	30	10	10	3	24	65	25	.....	.....
127	Iowa City, Iowa	Homeopathic Medical Department, State University of Iowa.	Wilmot H. Dickinson	6	9	50	16	15	3	25	28	25	10,000	2,000
128	Louisville, Ky	Southwestern Homeopathic Medical College	A. L. Monroe	17	1	9	8	2	3	21	75	0	.....	500
129	Baltimore, Md	Southern Homeopathic Medical College	Henry Chandlee	15	14	23	6	12	3	24	100	30	25,000	3,000
130	Boston, Mass	Boston University School of Medicine	I. T. Talbot	18	21	82	49	15	4	34	100	30	200,000	16,000
131	Ann Arbor, Mich	Homeopathic Medical College of University of Michigan.	Henry L. Obetz	5	5	20	5	9	4	36	25	10	.....	.....
132	Minneapolis, Minn	Department of Homeopathic Medicine and Surgery, University of Minnesota.	Alonzo P. Williamson	14	0	4	13	2	3	32	80	10	.....	.....
133	Kansas City, Mo	Kansas City Homeopathic Medical College	Wm. Davis Foster	10	9	28	23	7	3	26	50	25	10,000	1,000
134	St. Louis, Mo	Homeopathic Medical College of Missouri	William C. Richardson	23	5	35	11	14	3	26	60	25	10,000	2,500
135	New York, N. Y	New York Homeopathic Medical College and Hospital.	Wm. Tod Helmuth	24	17	140	0	39	3	26	100	30	290,000	2,500
136	.....do	New York Medical College and Hospital for Women.	Phœbe J. B. Wait	16	12	0	43	18	3	26	75	30	0	.....

*Statistics of 1892-93. *a* No fee charged the last year. *b* Graduates in arts or science are admitted to second year's course under certain conditions. *c* Since suspended.

TABLE 11.—*Statistics of schools of medicine, for 1893-94*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.			Length of course.		Tuition.	Graduation or examination fee.	Value of grounds and buildings.	Value of apparatus.
				Regular.	Special or assistant.	Men.	Women.	Graduating at close of year.	Years in the course.	Weeks in regular annual course.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		UNDERGRADUATE—continued.												
		Homeopathic—Continued.												
137	Cincinnati, Ohio	Pulte Medical College	J. D. Buck	15	2	41	4	12	3	26	$65	$25	$30,000	$3,000
138	Cleveland, Ohio	Cleveland University of Medicine and Surgery	John C. Sanders	22	4	108	25	35	3	26	65	25	75,000	10,000
139	Philadelphia, Pa	Hahnemann Medical College and Hospital	A. R. Thomas	14	12	281	0	68	4	30	125	30	500,000	.....
		Physio-medical.												
140	Chicago, Ill	Chicago Physio-Medical College	J. E. Roop	23	2	27	5	3	3	26	75	35	0	3,000
141	Indianapolis, Ind	Physio-Medical College of Indiana	C. T. Bedford, secretary	8	13	42	3	13	3	26	75	25	8,000	4,000
		Hygienic.												
142	St. Louis, Mo	St. Louis Hygienic College of Physicians and Surgeons.*a*	S. W. Dodds	8	8	8	7	4	3	26	70	25	.....	500
		GRADUATE.												
143	Chicago, Ill	Chicago Ophthalmic College	H. M. Martin	10	0	129	5	.....	.....	.....	.....	.....	.....	.....
144	.....do	Chicago Polyclinic	Truman W. Miller	33	48	223	1	.....	.....	.....	.....	.....	.....	.....
145	.....do	Post-Graduate Medical School of Chicago	W. F. Coleman	40	....	200	10	.....	.....	.....	.....	.....	.....	.....
146	New Orleans, La	New Orleans Polyclinic	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
147	St. Louis, Mo	St. Louis Post-Graduate School of Medicine	P. G. Robinson	.....	.....	17	.....	.....	.....	6	75	.....	.....	.....
148	New York, N. Y	College of the New York Ophthalmic Hospital	N. L. MacBride	14	7	15	2	13	1	26	100	25	.....	.....
149	.....do	New York Polyclinic	L. Emmett Holt	.....	.....	412	5	.....	.....	.....	.....	.....	.....	.....
150	.....do	New York Post-Graduate Medical School and Hospital.	Clarence E. Rice, secretary	41	94	431	23	.....	.....	.....	.....	.....	.....	.....
151	Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.	Edward Jackson	54	47	96	11	.....	.....	.....	.....	.....	.....	.....
152	.....do	Philadelphia Post-Graduate School of Homeopathies.	J. T. Kent	8	4	8	8	.....	.....	.....	.....	.....	.....	.....

a Since suspended.

TABLE 12.—*Statistics of schools of dentistry, for 1893–94.*

	Post-office address.	Name of school.	Dean.	Instructors.		Students.				Length of course.		
				Regular.	Special or assistant.	Male.	Female.	Whole number.	Number graduating at close of year.	Years in the course.	Weeks in the regular annual course.	Years of practice with a dentist.
	1	2	3	4	5	6	7	8	9	10	11	12
1	Birmingham, Ala	Birmingham Dental College	T. M. Allen	7	5	27	0	27	3	3	24	0
2	San Francisco, Cal	College of Dentistry, University of California	Louis L. Dunbar	7	33	126	7	133	18	3	36	0
3	Denver, Colo	Dental Department of University of Denver	George J. Harting	8	1	17	1	18	3	3	28	0
4	Washington, D. C	Dental Department of Columbian University	J. Hall Lewis	6	10	46	0	46	8	3	28	0
5	do	Dental Department of Howard University	Thomas B. Hood	5	5	10	1	11	.....	3	24	3
6	do	Dental Department of National University	H. H. Barker	9	20	23	1	24	8	3	28	3
7	Atlanta, Ga	Atlanta Dental College	Wm. Crenshaw	.....	.....	118	0	118	26	3	20	0
8	do	Dental Department of Southern Medical College	C. V. Rosser	6	10	31	0	31	4	3	20	0
9	Chicago, Ill	American College of Dental Surgery	Louis Ottofy	27	10	329	15	344	44	3	26	.....
10	do	Chicago College of Dental Surgery	Truman W. Brophy	30	56	360	0	360	58	3	26	0
11	do	Northwestern College of Dental Surgery	Price Cheaney	8	15	27	5	32	12	3	26	0
12	do	Northwestern University Dental School	Edgar D. Swain	19	4	97	0	97	26	3	31	0
13	Indianapolis, Ind	Indiana Dental College	J. N. Hurty	12	4	101	5	106	23	3	28	0
14	Iowa City, Iowa	Dental Department of State University of Iowa	A. O. Hunt	20	.....	143	8	151	32	3	24	0
15	Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky.	Jas. Lewis Howe	9	5	92	0	92	9	3	24	0
16	Baltimore, Md	Baltimore College of Dental Surgery	M. W. Foster	10	29	145	0	145	47	3	24	.....
17	do	Dental Department of University of Maryland	F. J. S. Gorgas	16	12	146	0	146	34	3	24	.....
18	Boston, Mass	Boston Dental College	John A. Follett	9	16	157	5	162	33	3	40	0
19	do	Dental School of Harvard University	Thomas H. Chandler	10	25	63	0	63	16	3	36	0
20	Ann Arbor, Mich	College of Dental Surgery, University of Michigan	Jonathan Taft	7	7	177	8	185	64	3	38	0
21	Detroit, Mich	Department of Dental Surgery, Detroit College of Medicine	Theo. A. McGraw	14	8	38	0	38	1	3	36	0
22	Minneapolis, Minn	College of Dentistry, University of Minnesota	W. Xavier Sudduth	14	5	43	1	44	6	3	32	.....
23	Kansas City, Mo	Kansas City Dental College	C. B. Hewitt	9	14	113	0	113	17	3	20	.....
24	do	Western Dental College	D. J. McMillen	13	13	110	3	113	26	3	21	0
25	St. Louis, Mo	Missouri Dental College, Washington University	Henry H. Mudd	14	12	95	0	95	22	3	24	.....
26	New York, N. Y	New York College of Dentistry	Frank Abbott	16	23	294	0	294	62	3	20	3
27	Cincinnati, Ohio	Ohio College of Dental Surgery, University of Cincinnati	H. A. Smith	7	5	156	3	159	34	3	26	0
28	Cleveland, Ohio	Dental Department, Cleveland University of Medicine and Surgery.	S. B. Dewey	5	1	22	1	23	4	3	26	3
29	Philadelphia, Pa	Department of Dentistry, University of Pennsylvania	James Truman	7	37	231	0	231	65	3	36	.....
30	do	Pennsylvania College of Dental Surgery	C. N. Peirce	5	15	250	16	266	62	3	22	.....

TABLE 12.—*Statistics of schools of dentistry, for 1893–94*—Continued.

	Post-office address.	Name of school.	Dean.	Instructors.		Students.				Length of course.		
				Regular.	Special or assistant.	Male.	Female.	Whole number.	Number graduating at close of year.	Years in the course.	Weeks in the regular annual course.	Years of practice with a dentist.
	1	2	3	4	5	6	7	8	9	10	11	12
31	Philadelphia, Pa	Philadelphia Dental College	James E. Garretson	6	24	290	6	296	79	3	22	3
32	Nashville, Tenn	Dental Department of University of Tennessee*	Robert B. Lees	3	3	31	0	31	3	3	22	.....
33	.....do	Dental Department of Vanderbilt University	William H. Morgan	7	3	124	2	126	25	3	20	3
34	.....do	Meharry Dental Department of Central Tennessee College	G. W. Hubbard	8	0	10	0	10	3	3	20	0
35	Richmond, Va	Dental Department, University College of Medicine	L. M. Cowardin	9	2	22	0	22	.....	3	30	0

*In 1892–93.

TABLE 13.—*Statistics of schools of pharmacy, for 1893–94.*

	Post-office address.	Name of school.	Dean.	Instructors.		Students.				Length of course.		
				Regular.	Special or assistant.	Male.	Female.	Whole number.	Number graduating at close of year.	Years in the course.	Weeks in the regular annual course.	Years of practice with a pharmacist.
	1	2	3	4	5	6	7	8	9	10	11	12
1	San Francisco, Cal	California College of Pharmacy, University of California	William M. Searby	6	4	95	0	95	30	2	26	4
2	Denver, Colo	College of Pharmacy of the University of Denver*	J. A. Sewall	4	0	17	0	17	4	2	24	4
3	Washington, D. C	National College of Pharmacy	Henry E. Kalusowski	4	2	77	1	78	27	3	26	4
4	do	Pharmaceutical Department of Howard University	Thomas B. Hood	5	2	18	1	19	5	3	24	3
5	Chicago, Ill	Chicago College of Pharmacy	Frederick M. Goodman	6	4	224	3	227	48	2	26	4
6	do	Illinois College of Pharmacy, Northwestern University	Oscar Oldberg	9	0	457	6	463	*90	2	.....	.....
7	Lafayette, Ind	School of Pharmacy of Purdue University	Arthur L. Green	3	4	81	4	85	36	2	26	0
8	Des Moines, Iowa	Iowa College of Pharmacy, Drake University	Louis Semidt	6	2	20	0	20	4	2	21	4
9	Iowa City, Iowa	Department of Pharmacy, State University of Iowa	Emil L. Boerner	5	3	47	4	51	5	2	25	4
10	Lawrence, Kans	School of Pharmacy, University of Kansas	Lucius E. Sayre	5	6	50	5	55	12	2	40	2
11	Louisville, Ky	Louisville College of Pharmacy	Gordon L. Curry	4	4	87	0	87	16	2	26	4
12	do	Louisville School of Pharmacy for Women	J. P. Barnum	3	2	0	10	10	3	3	42	.....
13	New Orleans, La	Department of Pharmacy of Tulane University	Stanford E. Chaillé	5	0	31	1	32	11	2	26	2
14	Baltimore, Md	Maryland College of Pharmacy	John W. Geiger, sec'y	3	1	127	0	127	36	2	24	4
15	Boston, Mass	Massachusetts College of Pharmacy	Chas. C. Williams, sec'y	6	5	245	9	254	17	2	32	4
16	Ann Arbor, Mich	School of Pharmacy of the University of Michigan	Albert B. Prescott	9	5	58	2	60	23	2	36	0
17	Detroit, Mich	Department of Pharmacy, Detroit College of Medicine	John E. Clark	5	3	17	1	18	8	2	28	2
18	Minneapolis, Minn	Minnesota College of Pharmacy	J. T. Moore	3	2	4	0	4	1	2	26	3
19	Kansas City, Mo	Kansas City College of Pharmacy	Claude C. Hamilton	6	3	81	2	83	16	2	26	4
20	St. Louis, Mo	St. Louis College of Pharmacy	James M. Good	5	2	166	1	167	53	2	26	4
21	Albany, N. Y	Albany College of Pharmacy, Union University	Alfred B. Huested, sec'y	4	2	50	0	50	20	2	22	4
22	Brooklyn, N. Y	Brooklyn College of Pharmacy	Elias H. Bartley	4	7	60	3	63	20	2	25	4
23	Buffalo, N. Y	Buffalo College of Pharmacy, University of Buffalo	Willis G. Gregory	5	5	90	3	93	26	2	23	4
24	New York, N. Y	College of Pharmacy of the City of New York	Samuel W. Fairchild	7	2	329	2	331	128	2	25	4
25	Raleigh, N. C	Pharmaceutical Department of Shaw University	Charles F. Meserve	2	1	13	0	13	0	3	22	0
26	Ada, Ohio	Department of Pharmacy, Ohio Normal University	H. S. Lehr	5	2	218	2	220	79	2	20	.....
27	Cincinnati, Ohio	Cincinnati College of Pharmacy	Charles T. P. Fennel	5	2	62	3	65	16	2	26	4
28	Columbus, Ohio	School of Pharmacy of Ohio State University	Geo. B. Kauffman, sec'y	5	4	30	5	35	3	3	38	0

* In 1892-93.

TABLE 13.—*Statistics of schools of pharmacy, for 1893–94*—Continued.

	Post-office address.	Name of school.	Dean.	Instructors.		Students.				Length of course.		
				Regular.	Special or assistant.	Male.	Female.	Whole number.	Number graduating at close of year.	Years in the course.	Weeks in the regular annual course.	Years of practice with a pharmacist.
	1	2	3	4	5	6	7	8	9	10	11	12
29	Scio, Ohio	Department of Pharmacy of Scio College	J. H. Beal	4	3	38	2	40	20	a1	42	.....
30	Philadelphia, Pa	Philadelphia College of Pharmacy	John M. Maisch	4	3	613	9	622	183	2	26	4
31	Pittsburg, Pa	Pittsburg College of Pharmacy	Julius A. Koch	7	0	75	1	76	21	2	20	4
32	Nashville, Tenn	Meharry Pharmaceutical Department, Central Tennessee College.	G. W. Hubbard	6	1	13	4	17	12	2	20	2
33	....do	Vanderbilt University School of Pharmacy	James M. Safford	7	0	22	1	23	3	2	36	0
34	Richmond, Va	Department of Pharmacy, University College of Medicine	T. Ashby Miller	3	3	16	0	16	.....	2	30	3
35	Madison, Wis	School of Pharmacy, University of Wisconsin	Edward Kremers	17	7	39	3	42	12	2	37	2

a For the degree graduate in pharmacy, one year is required; for pharmaceutical chemist two years are required. The entire time of the student is given to the work.

TABLE 14.—*Statistics of schools of veterinary medicine, for 1893–94.*

	Post-office address.	Name of school.	Dean.	Instructors.		Students.		Length of course.	
				Regular professors.	Special or assistant instructors.	In attendance.	Graduating.	Years.	Weeks in annual course.
	1	2	3	4	5	6	7	8	9
1	Chicago, Ill	Chicago Veterinary College	Joseph Hughes	9	4	134	65	2	26
2	Indianapolis, Ind	Indiana Veterinary College	H. R. Macaulay	10	8	7	1	2	26
3	Boston, Mass	School of Veterinary Medicine, Harvard University	Charles P. Lyman	20	0	52	7	3	40
4	Detroit, Mich	Department of Veterinary Surgery, Detroit College of Medicine	H. O. Walker	8	3	19	6	2	24
5	New York, N. Y	American Veterinary College	A. Liautard	8	11	143	42	3	23
6	do	New York College of Veterinary Surgery	Harry D. Gill	8	6	112	22	2	24
7	Columbus, Ohio	School of Veterinary Medicine, Ohio State University	William H. Scott	2	5	9	*5	3	27
8	Philadelphia, Pa	Department of Veterinary Medicine, University of Pennsylvania	John Marshall	8	8	78	23	3	34

*In 1892–93.

TABLE 15.—*Statistics of nurse-training schools, for 1893–94.*

	Post-office address.	Name of school.	Superintendent.	Pupils.			Length of course.		Amount paid pupil.		
				Male.	Female.	Graduating.	Years.	Weeks in scholastic year.	Per month first year.	Per month second year.	At graduation.
	1	2	3	4	5	6	7	8	9	10	11
1	San Francisco, Cal	San Francisco Training School for Nurses	Miss Elsie Wallace	0	29	19	2	50	$8	$12	.....
2	New Haven, Conn	Connecticut Training School for Nurses	Mrs. L. W. Quintard	0	72	12	2	50	6	8	.....
3	Washington, D. C	Nurse-Training School of Garfield Hospital	Georgia M. Nevins	0	17	8	2	36	10	14	.....
4	do	Washington Training School for Nurses	H. L. E. Johnson, M. D	0	40	8	2	30	0	0	0
5	Augusta, Ga	Augusta Hospital Training School for Nurses	Miss Anna Davids	0	5	0	2	49	5	10	0
6	Chicago, Ill	Bethesda Home and Nurse-Training School	Miss Anna Wehner	0	26	9	2	45	0	8	.....
7	do	Illinois Training School for Nurses	L. L. Dock	0	145	47	2	33	(a)	(a)	$100
8	do	Michael Reese Training School for Nurses	A. E. Nourse	0	25	9	2	42	8	12	.....
9	do	Nurse-Training School, Alexian Brothers Hospital	Iodachus Schiffer	25	0	0	3	26	0	0	.....
10	do	Nurse-Training School, Chicago Hospital for Women and Children.	Anna Lehman	0	18	6	2	51	10	10	.....
11	do	Nurse-Training School, Mercy Hospital	A. M. Tyrrell	6	24	3	2	50	8	8	.....
12	do	Nurse-Training School, Woman's Hospital of Chicago.	Mrs. I. R. Anterbridge	0	44	18	2	38	8	9	.....
13	do	Wesley Hospital Training School for Nurses	Miss Annie S. Hewith	0	15	8	2	50	6	6	.....
14	Indianapolis, Ind	Flower Mission Training School for Nurses	Miss Florence Hutcheson	0	18	7	2	52	(a)	(a)	100
15	Iowa City, Iowa	Nurse-Training School, Iowa State University	Adele P. Kimball	0	4	.....	2	36	.....	.....	.....
16	Baltimore, Md	Training School for Nurses, Maryland University Hospital.	Miss Janet Hale	0	28	13	2	36	8	12	.....
17	Boston, Mass	Boston City Hospital Training School for Nurses	Miss Lucy L. Drown	0	158	40	2	50	10	14	.....
18	do	Boston Training School for Nurses, Massachusetts General Hospital.	Miss Maria B. Brown	0	73	32	2	52	10	14	.....
19	do	Carney Hospital Nurse-Training School	Miss Emily A. M. Stoney	0	23	9	3	41	8	8	20
20	Roxbury, Mass	Nurse-Training School, New England Hospital for Women and Children.	Miss Jane Kelly	0	30	19	1½	50	6	12	.....
21	Somerville, Mass	McLean Hospital Training School for Nurses	Miss Lucia E. Woodward	36	52	32	2	35	(b)	(c)	.....
22	Worcester, Mass	Nurse-Training School, Worcester City Hospital	Rachel A. Metcalfe	1	24	11	2	50	10	14	.....
23	Detroit, Mich	Farrand Training School for Nurses	Mrs. L. E. Gretter	0	36	19	2	44	(a)	(a)	.....
24	Grand Rapids, Mich	Nurse-Training School of the U. B. A. Home and Hospital.	Miss Ida M. Barrett	0	32	19	2	48	7	10	.....
25	Minneapolis, Minn	Asbury Methodist Hospital Training School for Nurses.	Miss Kate Johnson	0	24	0	2	40	8	8	.....
26	do	Nurse-Training School, Northwestern Hospital	Martha B. Moorhead, M. D	0	22	6	2	52	6	14	.....
27	St. Paul, Minn	St. Joseph's Hospital Training School for Nurses	Mother Bernardine	0	21	0	2	50	8	10	.....
28	Kansas City, Mo	Scarritt Training School for Nurses	Emma D. Cushman	0	9	4	2	36	(a)	(a)	.....
29	St. Louis, Mo	Rebekah Hospital Training School for Nurses	Miss Forbes	0	10	1	2	24	8	10	.....

30	.....do	St. Louis Training School for Nurses	Miss Emma L. Warr	0	25	13	2	50	10	12	.....
31	Camden, N. J	New Jerscy Training School for Nurses	Daniel Strock, secretary	0	28	11	2	33	0	0	0
32	Orange, N. J	Orange Training School for Nurses (Memorial Hospital)	Miss Anne A. Hintze	0	43	21	2	52	9	12	.....
33	Paterson, N. J	Paterson General Hospital Training School for Nurses	Margaret Orr	0	17	6	2	39	7	12	.....
34	Brooklyn, N. Y	Brooklyn Homeopathic Hospital Training School for Nurses.	Miss Linda Richards	0	32	11	2	52	10	15	.....
35	.....do	Brooklyn Hospital Training School for Nurses	M. Isabel Merritt	0	35	15	2	.....	7	12	.....
36	.....do	New York State Training School for Nurses (Brooklyn Maternity).	Miss S. A. Allen	0	21	12	1	52	0	.....	.....
37	.....do	Training School for Nurses of the Long Island College Hospital.	No report.								
38	Buffalo, N. Y	Training School for Nurses of the Buffalo General Hospital.	Miss L. J. Gross	0	60	12	2	50	9	12	.....
39	.....do	Training School for Nurses of the Buffalo State Hospital.	A. W. Hurd	15	20	12	2	28	(*d*)	.....	.....
40	New York, N. Y	German Hospital Training School for Nurses	Miss Olga Lund	0	40	25	2	44	5	5	.....
41	.....do	Mills Training School for Male Nurses (Bellevue Hospital).	Mrs. Ada S. Willard	62	0	15	2	.....	10	12	.....
42	.....do	Mount Sinai Hospital Training School for Nurses	Miss M. Leary	0	58	21	2	52	7	12	.....
43	.....do	New York City Training School for Nurses (Blackwells Island).	Miss Louise Darche	37	93	34	2	32	10	12	.....
44	.....do	New York Hospital Training School for Nurses	Irene H. Sutliffe	0	60	24	2	52	(*e*)	.....	.....
45	.....do	New York Training School for Nurses (Bellevue Hospital).	Agnes S. Brennan	0	64	26	2	50	7	12	.....
46	.....do	Presbyterian Hospital Training School for Nurses	Miss Anna C. Maxwell	0	31	21	2	49	9	11	.....
47	.....do	St. Luke's Hospital Training School for Nurses	Miss Walstein M. Tompkins	0	44	12	2	52	13	13	.....
48	.....do	Sloane Maternity Hospital Nurse-Training School	Miss Katharine M. Pierce	0	51	40	.....	52	0	0	.....
49	.....do	Training School for Nurses (Metropolitan Hospital)	Geo. T. Stewart, M. D.	0	26	10	2	52	10	15	.....
50	Rochester, N. Y	Training School for Nurses (Rochester City Hospital)	Miss A. L. MacGachen	0	35	13	2	49	(*a*)	.....	.....
51	Syracuse, N. Y	Training School for Nurses (House of the Good Shepherd).	Miss Jessie Roberts	0	28	9	2	52	8	12	.....
52	Utica, N. Y	Utica State Hospital Training School for Nurses	.....	29	32	20	2	52	(*f*)	26 16	.....
53	Cincinnati, Ohio	Cincinnati Training School for Nurses *	Annie Murray	9	65	23	2	50	7	9	.....
54	Philadelphia, Pa	Hahnemann Hospital Training School for Nurses*	Alice Brownlee	0	36	20	.....	.....	.....	.....	.....
55	.....do	Medico-Chirurgical Training School for Nurses	Odin R. Edwards	0	23	8	2	.....	6	6	.....
56	.....do	Philadelphia Hospital Training School for Nurses	Marion E. Smith	0	83	41	2	52	9	9	.....
57	.....do	Philadelphia Lying-in Charity and Nurse School	Miss G. M. Conway	0	30	26	1	52	5	.....	.....
58	.....do	Presbyterian Hospital Training School for Nurses	Miss Lucy Walker	0	36	10	2, 3	50	6	8	.....
59	.....do	Protestant Episcopal Hospital Training School for Nurses.	Mary S. Littlefield	0	65	19	2	50	8	10	.....
60	.....do	Training School for Nurses, Jefferson Medical College Hospital.	Effie Darling	0	38	5	2	50	6	8	0
61	.....do	Woman's Hospital Training School for Nurses	Anna M. Fullerton, M. D.	0	88	24	2	52	8	10	.....
62	Pittsburg, Pa	Pittsburg Training School for Nurses	Margarite P. Wright	0	30	9	2	50	10	12	.....
63	Providence, R. I	Rhode Island Hospital Training School for Nurses	Emma L. Stowe	5	36	17	2	40	10	15	.....
64	Galveston, Tex	John Sealy Hospital Training School for Nurses	C. Josephine Durkee	0	17	8	2	50	7	7	.....
65	Burlington, Vt	Mary Fletcher Hospital Training School for Nurses	B. J. Andrews	0	27	5	2	.....	10	12	.....
66	Milwaukee, Wis	Wisconsin Training School for Nurses	Lucy A. Bannister	0	44	13	2	43	(*a*)	(*a*)	100

* In 1892-93.

a Uniform, board, and washing. *b* Women, $12; men, $23. *c* Women, $15; men, $25.

d Men, $18 to $30; women, $13 to $20. *e* $10, $13, $16, according to grade. *f* Men, $20; women, $12.

TABLE 16.—*Statistics of schools of law, for the year 1893-94.*

	Post-office address.	Name of school.	Dean.	Professors and instructors.		Students.					Length of course.	
				Regular.	Special or assistant.	Men.	Women.	Whole number.	Graduating in 1894.	Having degree in letters or science.	Years in the course.	Weeks in each year.
	1	2	3	4	5	6	7	8	9	10	11	12
1	University, Ala	Law School of the University of Alabama	Richard C. Jones, LL. D	3	0	18	0	18	16	.....	1, 2	.....
2	Little Rock, Ark	Law Department of the Arkansas Industrial University	Francis M. Goar	4	2	31	0	31	11	4	2	40
3	Palo Alto, Cal	Law Department of Leland Stanford Junior University. *a*	Nathan Abbott, professor	2	1	64	1	65	0	3	4	36
4	San Francisco, Cal	Hastings College of the Law, University of California	Charles W. Slack	3	0	138	2	140	30	15	3	40
5	Boulder, Colo	Law School of the University of Colorado	Moses Hallett, LL. D	7	22	27	1	28	12	1	2	38
6	Denver, Colo	Law Department of the University of Denver	Albert E. Pattison	10	4	65	2	67	13	3	2	33
7	New Haven, Conn	Law Department of Yale University	Francis Wayland, LL. D	7	25	188	0	188	72	.....	2	38
8	Washington, D. C	Columbian University Law School	James C. Welling, LL. D	12	0	328	0	328	*98	.....	2	33
9	.....do	Law Department of Howard University	Benjamin F. Leighton, LL. D	5	1	48	0	48	15	7	2	31
10	.....do	National University Law School	Arthur MacArthur, LL. D	8	2	96	0	96	23	.....	2	32
11	.....do	School of Law, Georgetown University	Martin F. Morris, LL. D	10	4	267	0	267	115	24	2	34
12	Athens, Ga	Law School of the University of Georgia	Howell Cobb	4	6	21	0	21	17	6	1	37
13	Atlanta, Ga	Atlanta Law School	Andrew J. Cobb	5	0	7	0	7	.....	.....	2	36
14	Macon, Ga	Law Department of Mercer University	Emory Speer	4	0	14	0	14	8	.....	1	30
15	Bloomington, Ill	Bloomington Law School, Illinois Wesleyan University	Owen T. Reeves, LL. D	6	2	72	0	72	*17	39	2	.....
16	Chicago, Ill	Kent Law School	Marshall D. Ewell, LL. D	4	6	161	2	163	39	27	2	36
17	.....do	Northwestern University Law School	Henry Wade Rogers, LL. D	4	8	139	1	140	52	20	2	39
18	Lebanon, Ill	Law Department of McKendree College	W. W. Edwards	9	0	27	0	27	15	.....	2	36
19	Quincy, Ill	Chaddock School of Law	Thomas R. Petri, secretary	4	0	8	0	8	1	0	2	36
20	Bloomington, Ind	Indiana University Law School	David D. Banta, LL. D	2	0	62	4	66	19	3	2	36
21	Notre Dame, Ind	Law Department, University of Notre Dame	William Hoynes, LL. D	4	5	46	0	46	16	5	2, 3	50
22	Des Moines, Iowa	Iowa College of Law, Drake University	Chester C. Cole, LL. D	6	8	62	1	63	22	6	2	36
23	Iowa City, Iowa	Law Department, State University of Iowa	Emlin McClain, LL. D	4	5	101	2	103	94	47	2	36
24	Lawrence, Kans	School of Law, University of Kansas	James W. Green	2	5	78	1	79	42	.....	2	38
25	Louisville, Ky	Law Department, University of Louisville	W. O. Harris	3	0	48	0	48	26	.....	2	28
26	New Orleans, La	Law Department, Tulane University	Henry C. Miller	5	0	75	0	75	34	4	2	28
27	Baltimore, Md	Law School of the University of Maryland	John P. Poe	2	7	156	0	156	50	62	2, 3	35

28	....do	School of Law, Baltimore University	Wm. F. Campbel	5	0	75	1	76	23	.....	2	32
29	Boston, Mass	Boston University School of Law	Edmund H. Bennett, LL. D.	24	0	257	1	258	54	69	2, 3	33
30	Cambridge, Mass	Law School of Harvard University	Chr. C. Langdell, LL. D	8	3	353	0	353	81	.....	2, 3	39
31	Ann Arbor, Mich	Law Department, University of Michigan	Jerome C. Knowlton	6	16	602	5	607	275	.....	2	36
32	Detroit, Mich	Detroit College of Law	Philip T. Van Zile, Ph. D	7	10	*60	*1	*61	*25	.....	2	40
33	Minneapolis, Minn	Law Department, University of Minnesota	William S. Pattee, LL. D	6	12	311	4	315	103	18	2	36
34	University, Miss	Law Department, University of Mississippi	Albert H. Whitfield	1	4	20	0	20	12	.....	2	.....
35	Columbia, Mo	Law Department, University of Missouri	Alexander Martin, LL. D	3	6	77	0	77	25	3	2	39
36	St. Louis, Mo	St. Louis Law School, Washington University	Wm. G. Hammond, LL. D	4	10	99	0	99	.....	.....	2	34
37	Lincoln, Nebr	College of Law, University of Nebraska	M. B. Reese	13	0	63	2	65	25	.....	2	32
38	Albany, N. Y	Albany Law School, Union University	Lewis B. Hall	7	3	43	0	43	23	12	1	38
39	Buffalo, N. Y	Buffalo Law School, Niagara University	Charles Daniels, LL. D	23	3	50	0	50	24	14	2	34
40	Ithaca, N. Y	School of Law, Cornell University	Francis M. Finch, LL. D	9	10	226	3	229	65	.....	2	34
41	New York, N. Y	Law Department, University of the City of New York	Austin Abbott, LL. D	5	6	236	15	251	73	21	2	40
42	....do	New York Law School	George Chase	3	8	503	0	503	160	203	2	33
43	....do	School of Law of Columbia College	William A. Keener	8	8	270	0	270	68	.....	3	.....
44	....do	The Metropolis Law School	Abner C. Thomas, LL. D	9	1	162	0	162	*b* 6	34	2, 3	36
45	Chapel Hill, N. C	Law School of the University of North Carolina	John Manning, LL. D	4	0	66	0	66	40	24	2	40
46	Raleigh, N. C	Law Department of Shaw University	John S. Leary	2	0	10	0	10	6	4	3	20
47	Ada, O	Law School of Ohio Normal University	H. S. Lehr	2	0	74	0	74	19	21	2	36
48	Cincinnati, O	Law School of Cincinnati College	Jacob D. Cox, LL. D	5	0	155	3	158	99	25	2	33
49	Cleveland, O	Franklin T. Backus Law School, Western Reserve University.	Evan H. Hopkins, reg	14	0	34	0	34	0	10	2, 3	36
50	Columbus, O	School of Law of Ohio State University	Wm. F. Hunter	11	0	72	0	72	20	6	2	36
51	Lebanon, O	College of Law of National Normal University	G. W. Stanley	1	7	21	1	22	6	4	2	40
52	Portland, Oreg	Law School of the University of Oregon	Richard H. Thornton	4	0	76	0	76	25	3	2	30
53	Salem, Oreg	College of Law of Willamette University	S. T. Richardson	12	2	7	0	7	3	2	2	34
54	Carlisle, Pa	Dickinson School of Law	William Trickett, LL. D	8	5	54	0	54	19	4	2	34
55	Philadelphia, Pa	Department of Law, University of Pennsylvania	C. Stuart Patterson	7	0	236	0	236	45	.....	3	.....
56	Columbia, S. C	School of Law, University of South Carolina	Jos. Daniel Pope, LL. D	1	0	6	0	6	6	.....	2	.....
57	Knoxville, Tenn	Law Department, Tennessee University	Henry H. Ingersoll, LL. D	2	3	19	0	19	7	2	2	40
58	Lebanon, Tenn	Law School of Cumberland University	N. Green, LL. D	2	0	74	0	74	50	.....	1	40
59	Nashville, Tenn	Law Department, Central Tennessee College	J. H. Desmukes	3	2	10	0	10	1	0	2	36
60	....do	Law Department of Vanderbilt University	Thomas H. Malone	3	0	30	0	30	11	.....	2	3
61	Sewanee, Tenn	Sewanee Law School, University of the South	B. J. Ramage, Ph. D	2	2	12	0	12	5	1	2	40
62	Austin, Tex	Law Department, University of Texas	Jas. B. Clark, proctor	2	2	108	0	108	35	.....	2	36
63	Lexington, Va	Law School of Washington and Lee University	Jno. Randolph Tucker, LL. D	2	0	62	0	62	26	.....	1	36
64	Richmond, Va	School of Law of Richmond College	B. Puryear, LL. D	1	0	28	0	28	9	.....	2	35
65	University of Virginia, Va.	Law School of the University of Virginia	John B. Minor, LL. D	4	0	140	0	140	25	28	1, 2	40
66	Morgantown, W. Va	Law Department, West Virginia University	St. George T. Brooke, LL. D.	2	0	47	0	47	23	10	1, 2	36
67	Madison, Wis	College of Law, University of Wisconsin	Edwin E. Bryant	6	5	162	1	163	81	22	2	37

* In 1892-93.

a The law department here does not form a distinct school and gives no degree in law.

b Course lengthened one year.

TABLE 17.—*Statistics of schools of theology, for 1893–94.*

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings	Endowment funds.	Is a degree conferred upon students completing the course?	What degree?	Is it given by diploma?
				Professors.	Special or assistant.	In attendance.	Graduating in 1894.	Having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Talladega College (Cong.)	H. S. De Forest, D. D	2	0	12	2	0	3	34	.....	.....	Yes	B. D	Yes.
2	Tuscaloosa, Ala	Institute for Training Colored Ministers (Presb.).	A. L. Phillips	2	0	26	3	0	3	32	.....	.....	No	.....	
3	Los Angeles, Cal	Maclay College of Theology, University of Southern California (M. E.).	R. S. Maclay, D. D	2	4	(*a*)	.....	.....	3	40	$20,000	(*b*)	Yes*c*	B. D	Yes.
4	Oakland, Cal	Pacific Theological Seminary (Cong.)	John Knox McLean, D. D	6	1	7	0	1	3	33	75,000	$300,000	Yes	B. D	Yes.
5	San Anselmo, Cal	San Francisco Theological Seminary (Presb.).	Warren H. Landon, D. D	7	0	20	3	.....	3	30	168,437	347,500	No	.....	
6	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	Wm. Ford Nichols, D. D	4	0	4	0	0	3	40	20,000	40,000	.....	.....	
7	Denver, Colo	Iliff School of Theology (M. E.)	William F. McDowell	3	3	25	0	2	3	35	62,000	100,000	Yes*c*	S. T. B	Yes.
8	do	Matthews Hall Theological School (P. E.).	John F. Spalding, D. D	4	0	5	3	3	3	35	35,000	150,000	.....	.....	
9	Hartford, Conn	Hartford Theological Seminary (Cong.).	Chester D. Hartranft, D. D	12	11	54	*12	.....	3	32	* 100,000	* 272,458	.....	.....	
10	Middletown, Conn	Berkeley Divinity School (P. E.) *	John Williams, D. D., LL. D	6	1	25	9	16	3	34	52,000	250,388	.....	.....	
11	New Haven, Conn	Divinity School of Yale University (Cong.).	George E. Day, D. D	7	10	119	33	.....	3	34	300,000	574,459	.....	.....	
12	Washington, D. C	Catholic University of America (R. C.).	John J. Keane, D. D	10	3	29	.....	.....	4	36	600,000	400,000	Yes	(*d*)	Yes.
13	do	King Hall Theological School (P. E.).	William V. Tunnell	1	3	9	0	0	3	37	30,000	.....	No	.....	
14	do	Theological Department of Howard University (nonsect.).	John L. Ewell	7	2	45	5	2	3	34	.....	.....	Yes*c*	B. D	Yes.
15	do	Wayland Seminary (Bapt.)	No report.												
16	Atlanta, Ga	Atlanta Baptist Seminary	George Sale	1	1	13	6	0	2	36	75,000	1,000	No	.....	
17	do	Gammon Theological Seminary (M. E.)	W. P. Thirkield, D. D	4	5	80	6	8	3	30	100,000	550,000	Yes*c*	B. D	Yes.
18	Chicago, Ill	Chicago Theological Seminary (Cong.).	F. W. Fisk, D. D., LL. D	16	4	202	63	96	3	30	293,229	1,185,772	Yes*c*	B. D	Yes.

19	.....do	Divinity School of the University of Chicago (Bapt.)	Eri B. Hulbert, D. D	6	12	179	14	.....	3	30	* 100, 000	* 323, 724	Yes.	B. D	
20	.....do	McCormick Theological Seminary of the Presbyterian Church.	Augustus S. Carrier, D. D ..	9	4	212	51	170	3	32	* 826, 100	* 359, 119	No..	.....	
21	.....do	Theological Seminary of the Evangelical Lutheran Church.	R. F. Weidner, D. D., LL. D .	5	3	91	0	52	3	27	80, 000	0	Yes.	B. D	Yes.
22	.....do	Western Theological Seminary (P. E.).	Wm. E. McLaren, D. D., D. C. L.	6	2	25	5	2	3	35	150, 000	200, 000	No..	B. D	
23	Eureka, Ill	Bible Department of Eureka College (Dis. of Christ).	B. C. Deweese.....	2	0	70	2	.....	3	39	.....	.....	Yes.	B. S. L ..	Yes.
24	Evanston, Ill	Garrett Biblical Institute (M. E.)...	H. B. Ridgaway, D.D., LL.D.	9	8	120	20	.....	3	36	100, 000	700, 000	Yes.	B. D	Yes.
25	.....do	Norwegian-Danish Theological School (M. E.).	Nels E. Simonsen	1	1	24	11	0	3	34	.....	5, 000	No..	.....	
26	.....do	Swedish Theological School of the M. E. Church. *	Albert Ericson	2	1	22	5	0	3	40	8, 000	17, 000	.....	.....	
27	Galesburg, Ill	Ryder Divinity School (Univ.).	J. V. N. Standish, Ph. D., LL. D	5	4	24	8	.....	4	38	75, 000	200, 000	Yes.	B. D	Yes.
28	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	J. J. Esker	2	1	20	3	4	2, 3	40	.....	20, 000	Yes.	B. D	Yes.
29	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	O. Olsson, Ph. D., D. D	4	0	66	19	34	3	34	200, 000	.....	Yes.	B. D	Yes.
30	Springfield, Ill.....	Concordia College (German Ev. Luth.).	Reinhold Pieper	3	0	179	48	.....	3	40	85, 000	.....	No..	.....	
31	Upper Alton, Ill	School of Theology, Shurtleff College (Bapt.).	A. A. Kendrick, D. D	3	2	11	....	0	2	36	.....	23, 000	No..	.....	
32	Greencastle, Ind.....	School of Theology of De Pauw University (M. E.).	Hillary A. Gobin, D. D.....	4	1	79	9	5	3	40	.....	.....	Yes.	S. T. B ..	Yes.
33	Merom, Ind.....	Theological Department of Union Christian College (Christ.).	L. J. Aldrich, D. D	3	0	27	2	.....	2	38	.....	.....	.....	.....	
34	St. Meinrad, Ind	St. Meinrad's Seminary (R. C.).	Fintan Mundwiler, O. S. B ..	6	0	42	8	0	5	40	.....	.....	No..	.....	
35	Charles City, Iowa....	German-English College (M. E.).	J. Frederick Hirsch	1	0	8	1	0	3	39	.....	.....	No..	.....	
36	Des Moines, Iowa.....	Bible College of Drake University (Christ.).	A. J. Hobbs.....	4	2	98	....	.....	4	40	.....	.....	.....	.....	
37	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	A. W. Ringland, D. D	3	4	34	5	0	3	33	26, 294	23, 058	.....	.....	
38	.....do	Wartburg Seminary of the Evangelical Lutheran Synod of Iowa.	S. Fritschel, D. D	3	0	47	8	19	3	40	30, 000	11, 885	No..	.....	
39	Mount Pleasant, Iowa.	Theological Course of the German College (M. E.).	Friedrich Moenz	2	0	13	....	.....	3	36	28, 000	26, 000	.....	.....	
40	Oskaloosa, Iowa	Bible Department of Oskaloosa College (Dis. of Christ).	J. M. Atwater	1	2	9	3	0	....	38	.....	.....	.....	.....	
41	Danville, Ky.....	Theological Seminary of the Presbyterian Church.	Stephen Yerkes, D. D.....	5	0	23	4	9	3	33	35, 000	190, 000	No..	.....	
42	Lexington, Ky	Theological Course of the College of the Bible (Dis. of Christ).	Robert Graham.....	3	0	143	14	.....	2	40	.....	60, 000	No..	.....	
43	Louisville, Ky	Louisville Presbyterian Theological Seminary.	Wm. Hoge Marquess, D. D..	7	6	31	4	20	3	31	13, 000	225, 000	Yes.	B. D	Yes.

* In 1892–93.
a The institution was transferred during the year from San Fernando to Los Angeles, and exercises were suspended during the transfer.
b Six hundred acres of land
c Provided the student has already received A. B. or B. S.
d Bachelor, Licentiate, and Doctor in Theology.

TABLE 17.—*Statistics of schools of theology, for 1893-94*—Continued.

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings	Endowment funds.	Is a degree conferred upon students completing the course?	What degree?	Is it given by diploma?
				Professors.	Special or assistant.	In attendance.	Graduating in 1894.	Having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
44	Louisville, Ky	Southern Baptist Theological Seminary.	John A. Broadus, D. D., LL. D.	11	0	268	37	.....	3	35	$250,000	$475,000	Yes.	(a)	Yes.
45	New Orleans, La	Theological Department of Straight University (Cong.).	Geo. W. Henderson	1	0	10	1	0	3	33	.....	.....	Yes.	B. D	Yes.
46	Bangor, Me	Bangor Theological Seminary (Cong.).	John L. Crosby	6	1	50	6	1	3	34	90,000	275,000	No.	.....	
47	Lewiston, Me	Cobb Divinity School (Free Bapt.)	John Fullonton, D. D	4	1	15	4	3	3	37	35,000	.....	Yes.	B. D	Yes.
48	Baltimore, Md	Theological School of Morgan College (M. E.).	Francis J. Wagner, D. D	2	5	6	1	0	3	35	.....	.....	No.	.....	
49	.....do	Theological Seminary of St. Sulpice and St. Mary's University (R. C.).	A. Magnien, D. D	11	0	260	40	.....	3	40	300,000	.....	Yes.	S. T. B	Yes.
50	Ilchester, Md	The Redemptorist College of Ilchester (R. C.).	Elias Fred Schauer	8	0	64	22	.....	4	44	150,000	.....	No.	.....	
51	Mount St. Marys, Md.	Mount St. Marys Theological Seminary (R. C.).	Edward P. Allen, D. D	7	0	24	7	.....	4	40	40,000	0	No.	.....	
52	Westminster, Md	Westminster Theological Seminary (Meth. Prot.)*.	Jas. T. Ward, D. D., F. S. Sc.	4	0	36	5	2	3	40	6,500	.....	.....	.....	
53	Andover, Mass	Andover Theological Seminary (Cong.).	Egbert C. Smyth	10	2	71	26	63	3	36	200,000	610,000	No.	.....	
54	Boston, Mass	Boston University School of Theology (M. E.).	Marcus D. Buell, D. D	12	12	151	26	90	3	32	.....	.....	Yes.	S. T. B	Yes.
55	Cambridge, Mass	Divinity School of Harvard University (nonsect).	Charles C. Everett, D. D	7	2	51	4	44	3	37	.....	.....	Yes.	B. D	Yes.
56	.....do	Episcopal Theological School (P. E.).	George Hodges, D. D	6	0	52	22	44	3	38	283,151	231,809	Yes.	B. D	Yes.
57	.....do	New Church Theological School (New Jerusalem).	John Worcester	3	2	4	1	1	3	34	60,000	200,000	No.	.....	
58	Newton Center, Mass.	Newton Theological Institution (Bapt.).	Alvah Hovey, D. D., LL. D.	10	6	75	20	9	23	37	130,000	525,000	No.	.....	

59	Tufts College, Mass...	Tufts College Divinity School (Univ.).	C. H. Leonard, D. D	7	3	40	8	5	3	38	50,000	.....	Yes.	B. D	Yes.
60	Adrian, Mich	School of Theology of Adrian College (Meth. Prot.).	G. B. McElroy, D. D.....	3	0	31	1	3	3	36	.....	20,000	Yes*b*	B. D	Yes.
61	Hillsdale, Mich	Theological Department of Hillsdale College (F. W. Baptt.).	George F. Mosher.....	4	0	69	1	.....	4	36	.....	66,000	Yes.	B. D	Yes.
62	Holland, Mich	Western Theological Seminary (Ref. Ch. in Amer.).	Nicholas M. Steffens, D. D ..	2	3	18	2	14	3	34	.....	.....	No..	.....	
63	Collegeville, Minn	St. John's Seminary (R. C.).....	Bernard Locnikar, O. S. B., D. D.	4	0	38	11	.....	3	40	.....	.....	No..	.....	
64	Faribault, Minn	Seabury Divinity School (P. E.).....	John H. White.....	7	0	20	5	3	3	36	60,000	400,000	Yes.	B. D	
65	Minneapolis, Minn....	Augsburg Seminary (Luth.).....	Georg Sverdrup	2	0	28	6	15	3	33	100,000	50,000	No..	.....	Yes.
66	Red Wing, Minn.....	Red Wing Norwegian Evangelical Lutheran Seminary.	H. H. Bergsland	2	0	22	7	3	3	33	25,000	800	No..	.....	
67	Robbinsdale, Minn....	Luther Seminary.....	John B. Frich.....	4	2	45	10	24	3	40	50,000	1,700	.....	.....	
68	St. Paul, Minn	.....do.....	H. Ernst.....	1	1	30	8	0	3	40	30,000	.....	No..	.....	
69	Liberty, Mo.....	Jeremiah Vardeman School of Theology (Bapt.).	W. R. Rothwell, D. D.....	1	2	87	....	.....	3	38	.....	40,000	.....	.....	
70	St. Louis, Mo	Concordia Theological Seminary (Luth.)	Francis Pieper.....	5	0	130	39	130	3	40	250,000	0	No..	.....	
71	.....do	Kenrick Diocesan Seminary (R. C.)..	A. J. Meyer.....	3	2	28	4	10	4	40	.....	.....	No..	.....	
72	.....do	Theological Seminary of the German Evangelical Synod of North America, Eden College (Ger. Ev.).	Louis F. Haeberle	3	0	77	21	.....	3	42	100,000	5,281	No..	.....	
73	Warrenton, Mo	Central Wesleyan College (M. E.)...	H. A. Koch	2	0	26	5	.....	4	29	.....	20,000	No..	.....	
74	Omaha, Nebr.....	Presbyterian Theological Seminary.	M. B. Lowrie, D. D., sec	7	2	21	6	12	3	30	0	0	No..	.....	
75	Santee Agency, Nebr..	Santee Normal Training School (Cong.).	Alfred L. Riggs, D. D.....	3	0	10	2	0	....	40	65,000	0	No..	.....	
76	Bloomfield, N. J.....	German Theological School of Newark (Presb.).	Charles E. Knox, D. D	3	1	22	6	0	3	36	22,000	50,000	No..	.....	
77	Madison, N. J.....	Drew Theological Seminary (M. E.).	Henry A. Buttz, D. D., LL. D.	7	6	140	32	52	3	36	460,000	347,800	Yes.	B. D	Yes.
78	New Brunswick, N. J.	Seminary of the Reformed (Dutch) Church in America.	Sam. M. Woodbridge, D. D., LL. D.	5	1	39	14	0	3	36	140,000	.....	No..	.....	
79	Princeton, N. J	Theological Seminary of the Presbyterian Church.	W. Henry Green, scn. prof..	11	3	233	62	199	3	34	506,200	1,317,897	No..	.....	
80	South Orange, N. J....	Seminary of the Immaculate Conception (R. C.).	J. J. O'Connor	3	0	32	7	26	4	42	.....	.....	No..	.....	
81	Alfred Center, N. Y...	Theological Department of Alfred University (7-Day Bapt.).	Arthur E. Main, D. D	3	0	3	0	1	3	40	.....	30,000	Yes.	B. D	Yes.
82	Allegany, N. Y	St. Bonaventure's Seminary (R. C.) ..	Jos. F. Butler, O. S. F	6	3	63	.....	.....	4	42	241,500	0	No..	.....	
83	Auburn, N. Y.....	Auburn Theological Seminary (Presb.).	Henry M. Booth, D. D., LL. D.	6	6	94	30	63	3	33	300,000	637,000	No..	.....	
84	Buffalo, N. Y.....	German Martin Luther Seminary...	J. A. Graham	1	2	4	0	0	3	40	10,000	0	No..	.....	
85	Canton, N. Y.....	Canton Theological School (Univ.)..	Isaac M. Atwood.....	4	4	32	11	5	3	38	50,000	146,000	Yes.	B. D	
86	Hamilton, N. Y	Hamilton Theological Seminary (Bapt.).*	S. Burnham, D. D	7	4	61	18	28	3	37	75,000	.....	.....	.....	
87	Hartwick Seminary, N. Y.	Hartwick Seminary (Luth.)	Alfred Hiller, D. D	2	1	5	1	1	3	39	33,102	45,000	Yes.	B. D	No.

*In 1892-93.

a Full graduate, Th. M., Master in Theology; eclectic graduate, Th. B., Bachelor in Theology; English graduate, Th. G., Graduate in Theology; Doctor in Theology, Th. D., after an extensive post-graduate course.

b Provided the student has already received A. B. or B. S.

TABLE 17.—*Statistics of schools of theology, for 1893-94*—Continued.

	Post-office address.	Name of school	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings	Endowment funds.	Is a degree conferred upon students completing the course?	What degree?	Is it given by diploma?
				Professors.	Special or assistant.	In attendance.	Graduating in 1894.	Having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
88	New York, N. Y	General Theological Seminary of the Protestant Episcopal Church.	Eugene A. Hoffman, D. D., D. C. L., LL. D.	9	1	140	36	83	3	36	$1,060,000	$787,859	No		
89	do	Union Theological Seminary in the City of New York (Presb.).	Thos. S. Hastings, D. D., LL. D.	11	3	143	34	126	3	33		1,250,000	No		
90	Rochester, N. Y	Rochester Theological Seminary (Bapt.).	A. H. Strong, D. D., LL. D	12	6	124	22	55	3	34	102,827	612,018	No		
91	do	St. Bernard's Seminary (R. C.)	J. J. Hartley, pro-rector	8	0	39	3	.....	4	38	300,000	0	No		
92	Stanfordville, N. Y	Christian Biblical Institute	John B. Weston, D. D	5	1	19	6	.....	3	34	40,000	31,170	No		
93	Troy, N. Y	St. Joseph's Provincial Seminary (R. C.).	Peter A. Puissant, S. T. L	7	0	128	16	.....	4	40		0	No		
94	Charlotte, N. C	Theological Department of Biddle University (Presb.).	D. J. Sanders, D. D	5	0	18	5	13	3	32			Yes*a*	B. D	No.
95	Hickory, N. C	St. Paul's Evangelical Lutheran Theological Seminary.	H. K. G. Doermann	2	0	23	3	.....	3	38	9,000				
96	Raleigh, N. C	Theological Department of Shaw University (Bapt.).	Chas. F. Meserve	1	1	29	.....	.....	3	32			No		
97	Berea, Ohio	Theological Department of German Wallace College (M. E.).		.....	.....	25	.....	.....	.....	.....					
98	Carthagena, Ohio	St. Charles Borromeo Seminary (R. C.).		4	0	18	.....	.....	4	40					
99	Cincinnati, Ohio	Hebrew Union College	Isaac M. Wise	10	4	58	7	0	4	40	35,000	60,000	Yes	(*b*)	Yes.
100	do	Lane Theological Seminary (Presb.).	E. D. Morris, D. D., LL. D	3	15	23	2	9	3	33	162,000	340,000	No		
101	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.).	N. A. Moes, D. D	4	0	34	2	.....	6	42	50,000	0	No		
102	Columbus, Ohio	Theological Seminary of the Evangelical Lutheran Synod of Ohio and other States.	M. Loy, D. D	3	0	34	10	30	3	40			No		

103	Dayton, Ohio	Union Biblical Seminary (United Brethren.).	G. A. Funkhouser, D. D.	4	1	49	13	.....	3	32	40,000	85,000	Yes.	B D	No.
104	Gambier, Ohio	Divinity School of Kenyon College (P. E.).	Horace W. Jones, D. D.	5	3	17	5	5	3	36	15,000	85,000	No.		
105	Oberlin, Ohio	Department of Theology in Oberlin College (Cong.).	Wm. G. Ballantine, D. D., LL. D.	11	3	73	20	16	3	33	70,000	150,000	Yes*a*	B. D	
106	Springfield, Ohio	Theological Department of Wittenberg College (Ev. Luth.).	Sam. A. Ort, D. D., LL. D.	3	0	39	12	8	3	32			Yes.	B. D	Yes.
107	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.).	David Van Horne, D. D	4	1	28	8	21	3	30	0	25,000	No.		
108	Wilberforce, Ohio	Theological Department of Wilberforce University (A. M. E.).	Daniel A. Payne, D. D., LL. D	4	0	7	....	0	3	36	8,500	0			
109	Xenia, Ohio	Xenia Theological Seminary (United Presb.).	James Harper, D. D., LL. D.	4	0	33	14	28	3	34	12,000	78,000	No.		
110	Salem, Oreg	Theological Department of Willamette University (M. E.).	Willis C. Hawley	4	2	4	.....	.....	3	40			Yes.	B. D	Yes.
111	Allegheny, Pa	Allegheny Theological Seminary (United Presb.).	James A. Grier, D. D.	5	6	76	28	73	3	32	90,000	190,000	No.		
112	.....do	Reformed Presbyterian Theological Seminary.	David B. Wilson	2	1	11	3	9	4	26	25,000	73,866	No.		
113	.....do	Western Theological Seminary (Presb.).	W. H. Jeffers, D. D., LL. D	6	0	98	25	94	3	32	250,000	549,178	No.		
114	Beatty, Pa	St. Vincent's Seminary (R. C.)	Leander Schnerr, O. S. B	5	0	38	16	0	3	40					
115	Bethlehem, Pa	Moravian Theological Seminary	Aug. Schultze, D. D	4	2	9	9	6	2	40			Yes.	B. D	Yes.
116	Chester, Pa	Crozer Theological Seminary (Bapt.).	Henry G. Weston, D. D., LL. D	8	0	86	9	.....	3	36	160,000	384,500	No.		
117	Collegeville, Pa	Theological Department of Ursinus College (Ref. Ch.).	James I. Good, D. D	5	4	18	8	13	3	32			Yes.	B. D	Yes.
118	Germantown, Pa	St. Vincent's Seminary (R. C.)	James McGill, V. C. M	6	0	34	4	.....	4	38					
119	Gettysburg, Pa	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	M. Valentine, D. D., LL. D	4	1	74	23	60	3	36	75,000	100,721	No.		
120	Lancaster, Pa	Theological Seminary of the Reformed Church in the United States.	Emanuel V. Gerhart, D. D., LL. D.	5	1	62	24	.....	3	34					
121	Lincoln University, Pa.	Theological Department of Lincoln University (Presb.).		.....	.....	*18	*5	.....	.....	.....					
122	Meadville, Pa	Meadville Theological School (Unitarian).	George L. Cary, L. H. D	5	4	42	9	1	3	38	37,714	282,000	Yes*a*	B. D	
123	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.).	J. E. Fitz Maurice, D. D.	11	1	144	8	.....	6	40			No.		
124	Philadelphia, Pa	Divinity School of the Protestant Episcopal Church in Philadelphia.	Edward T. Bartlett, D. D.	7	2	33	3	15	3	35	85,450		No.		
125	.....do	Theological Seminary of the Evangelical Lutheran Church.	Henry E. Jacobs, D. D., LL. D	5	0	77	9	43	3	30	85,000	130,000	No.		
126	Selins Grove, Pa	Missionary Institute of the Evangelical Lutheran Church.	Frank P. Manhart	3	0	7	2	1	3	39		53,000	No.		
127	Villanova, Pa	Theological Department of the Augustinian College of St. Thomas of Villanova (R. C.).	Thos. C. Middleton, D. D	4	0	10	....	1	6	40			Yes.		

*In 1892–93.

a Provided the student has already received A. B. or B. S.

b Rabbi, also Bachelor of Divinity, and later on Doctor of Divinity.

TABLE 17.—*Statistics of schools of theology, for 1893–94*—Continued.

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings	Endowment funds.	Is a degree conferred upon students completing the course?	What degree?	Is it given by diploma?
				Professors.	Special or assistant.	In attendance.	Graduating in 1894.	Having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
128	Columbia, S. C	Theological Department of Benedict College (Bapt.).*	C. E. Becker	1	0	29	....	.....	2	30	.....	.....	.....	.....	
129	.....do	Theological Seminary of the Synods of South Carolina and Georgia.	Jas. D. Tadlock. D. D., LL. D	5	0	53	11	29	3	32	$50, 000	$250, 000	No	.....	
130	Due West, S. C	Erskine Theological Seminary (As. Ref. Presb.).	Wm. L. Pressly, D. D	3	0	9	2	5	2	36	.....	30, 000	No	.....	
131	Newberry, S. C	Evangelical Lutheran Theological Seminary.	A. G. Voigt	1	0	6	3	5	3	34	.....	.....	No	.....	
132	Athens, Tenn	School of Theology of U. S. Grant University (M. E.).*	G. T. Newcomb	4	0	40	....	.....	3	32	.....	.....	.....	.....	
133	Clarksville, Tenn	Divinity School of Southwestern Presbyterian University.	George Summey, D. D	6	0	34	7	14	2	40	60, 000	80, 000	Yes	B. D	Yes.
134	Lebanon, Tenn	Theological School of Cumberland University (Cumb. Presb.).	J. M. Hubbert, D. D	6	7	40	17	.....	3	30	10, 000	60, 000	Yes	B. D	Yes.
135	Nashville, Tenn	Biblical Department of Vanderbilt University (M. E. So.).	W. F. Tillett, D. D	5	1	62	3	32	3	39	150, 000	200, 000	Yes	B. D	Yes.
136	.....do	Theological Department of Central Tennessee College (M. E.).	J. Braden, D. D	1	1	25	0	0	3	36	.....	5, 000	Yes	B. D	Yes.
137	.....do	Theological Department of Fisk University (Cong.).	Erastus M. Cravath, D. D	3	3	6	2	2	23	37	40, 000	.....	Yes	B. D	Yes.
138	Sewanee, Tenn	Theological Department of the University of the South (P. E.).	Wm. P. Du Bose, D. D	4	4	16	3	5	3	40	40, 000	35, 000	Yes*a*	B. D	Yes.
139	El Paso, Tex	Rio Grande Congregational Training School.	A. C. Wright	1	3	12	0	0	....	40	.....	.....	No	.....	
140	Tehuacana, Tex	Theological Department of Trinity University (Cumb. Presb.).	B. D. Cockrill	2	2	29	2	.....	2	36	.....	17, 000	No	.....	
141	Hampden Sidney, Va	Union Theological Seminary (Presb.)	T. R. English, D. D., clerk	5	0	74	18	61	3	34	100, 000	305, 000	No	.....	

142	Richmond, Va	Richmond Theological Seminary (Bapt.).	Chas. H. Corey, D. D	4	0	52	6	1	4	31	30,000	55,000	Yes.	B. D	Yes.
143	Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia.	Joseph Packard, D. D	6	0	58	18	.....	3	40	.....	300,000	No.	.....	
144	Franklin, Wis	Mission House (Reformed)	H. A. Muehlmeier, D. D	3	0	18	5	4	3	40	.....	.....	No.	.....	
145	Milwaukee, Wis	Lutheran Theological Seminary	Adolph Hoenecke	3	0	31	5	20	3	40	60,000	.....	Yes.	.....	
146	Nashotah, Wis.	Nashotah House (P. E.)	Walter R. Gardner, D. D	5	0	40	5	3	3	33	40,000	100,000	Yes*a*	B. D	Yes.
147	St. Francis, Wis	Seminary of St. Francis of Sales (R. C.).	Joseph Rainer	12	0	225	24	0	3	45	.....	.....	No.	.....	

* In 1892–93.

a For special work.

VII.—NORMAL

TABLE 18.—*Statistics of public*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	ALABAMA.				
1	Florence	State Normal College	Jas. K. Powers	8	0
2	Forney	Cherokee Normal College	Thomas E. Wilkinson	2	1
3	Jacksonville	State Normal School	Jacob Forney	3	.....
4	Livingston	Alabama Normal College for Girls.	Miss Julia S. Tutwiler	7	5
5	Normal	State Normal and Industrial School.	W. H. Councill	11	11
6	Troy	State Normal College	Edwin R. Eldridge, LL. D.	4	14
7	Tuskegee	Tuskegee Normal and Industrial Institute.	Booker T. Washington	30	15
	ARIZONA.				
8	Tempe	Arizona Territorial Normal School.	Edgar L. Stormont	3	0
	ARKANSAS.				
9	Barren Fork	Mount Pleasant Academy	J. P. Bingham	2	3
10	Jamestown	Arkansas Normal Training School.	J. W. Decker	2	3
11	Jonesboro	Jonesboro State Normal College	C. L. Sampson	3	1
12	Morrillton	Morrillton State Normal	Robt. D. Allen	4	1
13	Paris	Paris Academy	W. R. Shinn	2	5
14	Pine Bluff	Branch Normal College of Arkansas Industrial University.	Joseph C. Corbin	4	2
	CALIFORNIA.				
15	Chico	California State Normal School	Robt. F. Pennell	9	2
16	Los Angeles	....do	Edw. T. Pierce, Ph. D	11	3
17	San Francisco	San Francisco Normal School	Laura T. Fowler	4	0
18	San Jose	State Normal School	Chas. W. Childs	23	5
	COLORADO.				
19	Greeley	State Normal School of Colorado	Z. X. Snyder	16	5
	CONNECTICUT.				
20	Bridgeport	Bridgeport Training School	Miss Emma G. Olmstead	4	3
21	New Britain	Normal Training School	Clarence F. Carroll	17	23
22	New Haven	State Normal Training School	Arthur B. Morrill	6	7
23	Willimantic	....do	George P. Phenix	4	18
	DISTRICT OF COLUMBIA.				
24	Washington	Washington Normal School (white)	Mrs. J. G. Myers	7	.....
25	....do	Washington Normal (colored)	Miss Lucy E. Moten	6	0
	FLORIDA.				
26	De Funiak Springs	Florida State Normal College for Whites.	Rev. C. P. Walker	4	.....
27	Tallahassee	Florida State Normal and Industrial College.	T. De S. Tucker	3	4
	GEORGIA.				
28	Milledgeville	Georgia Normal and Industrial College.	J. Harris Chappell	9	9
29	Trenton	Dade Normal Institute	Albert B. Merville	1	2
	ILLINOIS.				
30	Carbondale	Southern Illinois State Normal School.	H W. Everest, LL. D., regent.	15	0
31	Chicago, Station O	Cook County Normal School	Francis W. Parker	11	9
32	Normal	Illinois State Normal University	John W. Cook	18	7

SCHOOLS.

normal schools for 1893–94.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Appropriation from State, county, or city for support.	Appropriation from State, county, or city for buildings.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.								
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
99	152	.....	85	130	....	36	.....	.....	50	26	3	36	$7,500	.....	$40,000	1
70	55	100	10	5	0	10	0	0	0	0	4	32	260	$1,000	1,500	2
78	72	84	32	34	....	....	0	0	.....	6	.....	....	2,800	.....	10,000	3
0	131	50	0	44	....	37	.....	.....	87	13	2–4	36	2,748	0	10,000	4
164	142	116	62	51	22	55	62	51	57	18	3	40	4,000	0	35,000	5
292	241	125	175	210	....	23	.....	.....	95	24	4	39	3,000	300	30,000	6
444	268	249	169	101	....	193	169	101	117	26	4	36	3,103	.....	200,000	7
29	62	.....	25	58	8	4	0	0	0	14	3	40	7,200	8,000	12,000	8
106	92	150	15	8	....	25	.....	.....	.....	.....	3	40	500	.....	1,500	9
57	45	.....	19	13	....	70	0	0	0	0	2	50	300	.....	1,250	10
35	40	.....	35	40	....	....	.....	.....	.....	18	3	36	1,450	.....	6,000	11
59	53	.....	21	27	7	57	0	0	23	9	3	36	1,500	0	12,000	12
125	133	199	10	7	....	42	.....	.....	.....	1	2	38	1,400	.....	12,000	13
168	73	153	61	27	....	....	61	27	0	8	2	40	7,350	300	50,000	14
30	188	.....	30	188	....	....	0	0	129	32	4	40	24,500	.....	175,000	15
36	330	.....	36	330	....	....	.....	.....	184	72	4	40	24,800	75,000	200,000	16
0	85	.....	0	85	0	0	0	0	0	82	1	40	.....	.....	.....	17
87	615	.....	87	615	....	....	.....	.....	280	138	3	40	45,000	3,000	725,000	18
143	372	122	88	275	....	30	.....	.....	122	35	4	38	35,000	35,000	150,000	19
0	40	.....	0	38	0	2	0	0	900	19	2	40	5,700	.....	.....	20
3	418	205	3	193	0	20	0	0	413	87	2	40	37,956	.....	150,000	21
0	98	.....	0	98	....	....	0	0	.....	.....	2	40	16,000	.....	.....	22
4	90	.....	4	90	....	....	0	0	499	18		40	20,000	125,000	140,000	23
2	49	.....	2	49	....	....	.....	.....	479	50	1	37	.....	.....	1,500	24
1	25	.....	1	25	0	0	1	1	269	26	1	40	.....	.....	.....	25
50	57	42	28	37	0	....	0	0	42	4	3	36	3,600	1,400	4,500	26
27	52	61	10	8	0	....	10	8	0	6	2	32	.....	6,000	25,000	27
0	361	.....	0	158	124	79	.....	.....	80	7	4	36	22,900	2,500	135,000	28
75	50	75	15	10	4	25	0	0	75	.....	1	32	307	.....	3,500	29
396	320	373	156	132	0	55	6	7	132	22	3–4	40	28,610	0	190,000	30
380	601	772	14	195	....	.....	2	1	648	90	2	40	36,000	.....	.....	31
493	617	490	208	412	0	....	0	1	390	31	3	39	31,494	.....	200,000	32

TABLE 18.—*Statistics of public normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	INDIANA.				
33	Covington	Indiana Normal College	W. A. Furr	3	.....
34	Indianapolis	Indianapolis Normal School	M. E. Nicholson	6	0
35	Terre Haute	Indiana State Normal School	William W. Parsons	30	2
	IOWA.				
36	Cedar Falls	Iowa State Normal School	Homer H. Seerley	18	1
37	Kossuth	Kossuth Normal Academy	J. K. McCullough	1	4
38	Rockwell City	Calhoun County Normal School	M. W. Cooper, P. C. Holdoegel.	3	2
39	Woodbine	Woodbine Normal School	H. A. Kinney, W. O. Riddell.	5	0
	KANSAS.				
40	Emporia	State Normal School of Kansas	A. R. Taylor	23	2
	KENTUCKY.				
41	Cloverport	Cloverport Kentucky Normal	J. H. Logan	2	3
42	Corinth	Northern Kentucky Normal School	A. A. Hibner	2	2
43	Dixon	Dixon High School	J. M. Kernohan	2	2
44	Frankfort	State Normal School for Colored Persons.	John H. Jackson	3	3
45	Louisville	Louisville Normal School	Hiram Roberts	6	9
46	Oil Springs	Advance Seminary	Geo. M. Johnson	1	1
	LOUISIANA.				
47	Natchitoches	Louisiana State Normal School	Thomas D. Boyd	13	0
	MAINE.				
48	Castine	Eastern State Normal	Albert F. Richardson	7	.....
49	Farmington	Farmington State Normal and Training School.	Geo. C. Purington	8	3
50	Fort Kent	Madawaska Training School	Vital Cyr	2	.....
51	Gorham	Western Normal School	W. J. Corthell	6	3
52	Springfield	Springfield Normal School	Frank K. Lane	3	.....
	MARYLAND.				
53	Baltimore	Maryland State Normal School	E. B. Prettyman	9	.....
	MASSACHUSETTS.				
54	Boston	Boston Normal School	Larkin Dunton	15	21
55	.....do	Massachusetts Normal Art School	George H. Bartlett	11	.....
56	Bridgewater	State Normal School	Albert W. Boyden	13	5
57	Framingham	Framingham State Normal School	Ellen Hyde	11	6
58	Salem	State Normal School	Daniel B. Hager, Ph. D.	14	0
59	Westfield	.....do	James C. Greenough	9	6
60	Worcester	.....do	E. Harlow Russell	10	2
	MICHIGAN.				
61	Detroit	Detroit Normal Training School	H. W. Scott	3	6
62	Ypsilanti	Michigan State Normal School	Richard G. Boone, Ph. D.	27	9
	MINNESOTA.				
63	Mankato	State Normal School	Edward Searing	13	3
64	Moorhead	.....do	L. C. Lord	9	.....

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Appropriation from State, county, or city for support.	Appropriation from State, county, or city for buildings.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.								
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
33	74	27	21	59	....	....	.....	.....	.....	1	....	....	$2,700	.....	$200	33
0	38	.....	0	38	0	0	0	1	540	.....	1½	38	.....	.....	.....	34
531	797	.....	531	797	....	....	7	8	75	58	4	40	40,000	$40,000	275,000	35
304	568	164	231	477	....	....	.....	.....	164	135	2 / 3 / 4	38	20,500	.....	75,000	36
50	55	70	6	8	7	14	0	0	.....	0	2	....	975	0	2,000	37
36	39	.....	0	19	19	37	0	0	109	0	4	36	2,400	0	35,900	38
120	160	.....	60	90	75	55	0	0	250	13	2–3	40	4,000	3,000	16,000	39
495	830	113	450	762	....	....	4	5	113	87	3–4	40	9,125	50,000	180,000	40
120	131	212	15	14	10	....	0	0	5	4	3	36	2,000	500	3,500	41
111	99	149	24	22	2	13	0	0	0	2	3	44	678	0	3,000	42
112	139	121	35	30	0	65	0	0	121	20	3	40	1,600	0	10,000	43
38	76	.....	33	59	....	22	3	59	.....	9	3	36	3,000	2,000	17,031	44
285	487	261	0	68	198	245	.....	.....	240	.....	1½	40	15,910	.....	.....	45
115	60	105	25	10	0	35	.....	.....	100	0	1	40	400	.....	1,000	46
43	154	.....	43	154	0	0	0	0	107	29	4	33	12,500	1,250	55,000	47
41	209	.....	41	209	0	0	0	0	25	37	2	38	8,000	0	.....	48
51	226	.....	51	226	....	....	.....	.....	83	48	2	38	8,200	4,000	30,000	49
39	49	.....	39	49	....	....	.....	.....	.....	14	2	32	1,500	8,000	16,000	50
21	113	.....	21	113	....	....	0	0	153	43	2	40	8,000	500	45,000	51
85	40	.....	75	30	0	20	.....	.....	0	1	2	22	750	.....	2,500	52
33	396	.....	20	358	....	....	.....	.....	.....	97	....	....	10,500	.....	150,000	53
0	205	70	0	135	0	0	0	0	786	70	2	40	.....	.....	.....	54
6	132	.....	6	132	....	....	1	0	0	.....	4	34	18,000	1,200	.....	55
48	193	.....	48	193	....	....	0	0	225	61	2 / 3 / 4	38	27,114	75,000	275,000	56
0	141	.....	0	141	0	0	0	0	95	35	2	40	21,055	0	250,000	57
0	212	.....	0	212	0	0	0	2	.....	40	2–4	....	16,100	200,000	60,000	58
9	152	.....	4	148	0	9	1	2	.....	.....	2	40	22,345	.....	250,000	59
3	210	.....	3	210	0	0	0	1	28	38	2½	38	17,550	0	140,000	60
0	101	.....	0	101	0	0	0	0	194	37	2	40	7,598	.....	.....	61
435	832	346	259	662	....	....	0	0	346	153	3–4	40	54,700	20,000	275,479	62
201	439	289	89	262	0	0	0	0	289	76	3–4	36	22,000	50,000	150,000	63
101	150	123	43	85	....	....	0	0	123	10	3–4	38	16,000	0	70,000	64

TABLE 18.—*Statistics of public normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	MINNESOTA—cont'd.				
65	St. Cloud	State Normal School	Joseph Carhart	14	0
66	St. Paul	St. Paul Teachers' Training School.	Miss Estelle M. Darrah.	5	5
67	Winona	State Normal School	Irwin Shepard, Ph. D.	17	0
	MISSISSIPPI.				
68	Ackerman	Ackerman Normal School	W. H. Smith	5	2
69	Holly Springs	Mississippi State Normal School	E. D. Miller	3	0
70	Mount Pleasant	Training Institute	John Newhardt	2	3
71	Sherman	Mississippi Normal Institute	David H. Davis	4	1
72	Tylertown	Tylertown Normal Institute	J. J. Lee	3	.....
	MISSOURI.				
73	Cape Girardeau	State Normal School	W. D. Vandiver	11	0
74	Cassville	Cassville Normal High School	N. L. Maiden	3	4
75	Houston	Houston High School	E. McCulley	1	3
76	Kirksville	State Normal School	William D. Dobson	12	0
77	Mountain Grove	Mountain Grove Academy	William H. Lynch	2	7
78	St. Louis	Normal and High School	F. Louis Soldan	8	.....
79	Warrensburg	State Normal School	Geo. L. Osborne	18	1
	NEBRASKA.				
80	Peru	Nebraska State Normal and Training School.	A. W. Norton, A. M.	14	1
	NEW HAMPSHIRE.				
81	Plymouth	New Hampshire State Normal School.	Charles C. Rounds	6	6
	NEW JERSEY.				
82	Newark	Newark Normal and Training School.	Joseph Clark	7	6
83	Paterson	Paterson Normal Training School.	William J. Slattery	2	2
84	Trenton	New Jersey State Normal and Model School.	James M. Green, Ph. D.	19	16
	NEW MEXICO.				
85	Silver City	Normal School of New Mexico	Geo. Selby	2	.....
	NEW YORK.				
86	Albany	New York State Normal College	W. J. Milne, Ph. D., LL. D	17	0
87	Brockport	State Normal and Training School.	Charles D. McLean	17	1
88	Brooklyn	Training School for Teachers	John Gallagher	5	12
89	Buffalo	State Normal and Training School.	James M. Cassety	12	10
90	Cortland	do	Francis J. Cheney	12	4
91	Fredonia	do	Francis B. Palmer	16	3
92	Geneseo	Geneseo Normal School	John M. Milne	13	4
93	New Paltz	State Normal and Training School.	Frank S. Capen	13	.....
94	New York	Normal College of the City of New York.	Thomas Hunter	39	2
95	Oneonta	State Normal and Training School.	James M. Milne	15	.....
96	Oswego	Oswego State Normal and Training School.	E. A. Sheldon	15	.....
97	Potsdam	Potsdam State Normal and Training School.	T. B. Stowell, A. M., Ph. D.	17	3
98	Plattsburg	State Normal School	Edward N. Jones	13	0
99	Syracuse	Teachers' Training Class	W. K. Wickes	5	20

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Appropriation from State, county, or city for support.	Appropriation from State, county, or city for buildings.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.								
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
153	281	168	64	202	0	0	1	0	168	59	1, 3, 4	38	$22,000	$16,000	$155,000	65
0	68	.....	0	68	....	.....	0	0	357	34	1½	38	.....	.....	.....	66
144	352	226	57	213	....	.....	.....	.....	226	102	3–4	38	22,000	50,000	200,000	67
135	165	266	13	21	....	.....	.....	.....	175	4	3	40	550	.....	2,000	68
100	102	185	12	5	0	.....	12	5	.....	3	2	36	2,250	0	6,000	69
102	75	135	25	13	4	.....	.....	.....	57	.....	1	36	0	0	1,500	70
125	100	133	20	10	12	50	0	0	133	2	3	40	750	0	2,500	71
57	68	.....	27	21	....	.....	.....	.....	.....	23	....	....	400	.....	5,000	72
185	163	.....	185	163	....	.....	.....	.....	.....	46	4	40	11,000	5,000	60,000	73
250	266	348	50	40	33	45	.....	.....	415	8	4	40	2,000	.....	10,000	74
140	160	207	28	23	16	26	0	0	.....	.....	1	40	1,150	7,550	7,550	75
325	333	.....	325	333	....	.....	0	0	94	51	4	40	12,500	0	250,000	76
279	260	417	35	40	16	31	.....	.....	.....	10	4	40	.....	0	10,000	77
441	1,415	.....	0	234	....	1,622	0	0	0	.....	1½	40	103,567	91,929	500,000	78
371	481	.....	371	481	0	0	0	0	168	153	2–4	40	12,344	0	160,000	79
148	343	.....	148	343	0	0	0	0	124	83	2–5	38–40	21,200	0	130,500	80
0	86	.....	0	86	....	.....	0	0	248	27	2	38	12,000	.....	80,000	81
0	72	.....	0	72	....	.....	0	0	.....	30	2	40	4,868	.....	33,000	82
0	81	.....	0	48	0	33	0	1	247	20	2	42	1,215	0	.....	83
336	769	586	50	469	....	.....	3	4	586	130	3	38	28,000	10,000	240,000	84
44	32	.....	44	32	....	.....	0	0	0	0	3	40	3,500	12,000	.....	85
27	166	.....	27	166	....	.....	0	0	377	47	2	40	26,288	.....	213,910	86
320	501	308	94	298	....	121	0	0	308	39	4	40	20,000	0	210,000	87
0	90	.....	0	80	....	10	0	0	431	77	1	40	20,000	0	180,000	88
255	690	490	54	386	0	15	0	0	490	64	3–4	40	23,500	20,000	262,292	89
110	370	.....	100	355	....	25	0	1	410	45	3–4	40	23,371	.....	231,898	90
222	405	419	65	143	....	.....	0	0	419	17	3–4	40	19,500	11,000	199,250	91
382	683	373	170	458	....	64	0	1	373	90	3, 3½, 4	40	21,000	9,400	156,000	92
170	380	270	50	200	30	.....	.....	.....	.....	57	2, 3, 4	40	20,500	.....	128,076	93
0	1,875	.....	0	1,151	....	724	0	6	1,055	234	4	....	125,000	7,700	600,000	94
173	517	.....	122	365	....	203	.....	.....	187	82	4	40	26,314	49,693	181,000	95
34	330	.....	34	330	....	.....	.....	.....	511	51	3	40	21,000	.....	118,000	96
207	416	.....	141	312	....	170	0	0	301	87	4	40	29,600	.....	147,700	97
35	140	.....	350	140	0	0	0	0	175	15	3–4	40	20,800	0	100,000	98
0	63	.....		63	....	1,035	.....	.....	.....	35	1	40	700	.....	.....	99

TABLE 18.—*Statistics of public normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	NORTH CAROLINA.				
100	Clinton	Clinton Normal Institute	G. W. Herring	2	.....
101	Elizabeth City	State Colored Normal School	P. W. Moore	3	.....
102	Fayetteville	do	G. H. Williams	3	0
103	Goldsboro	State Normal School for Colored People.	Rev. R. S. Rives	3	3
104	Greensboro	State Normal and Industrial School	Charles D. McIver	24	3
105	Plymouth	State Colored Normal School	H. C. Crosby, Ph. D	3	.....
106	Salisbury	State Normal School	F. M. Martin	4	.....
	NORTH DAKOTA.				
107	Mayville	State Normal School	Lewis B. Avery	8	0
108	Valley City	do	Geo. A. McFarland	8	1
	OHIO.				
109	Cincinnati	Cincinnati Normal School	Mrs. Carrie Newhall Lathrop.	5	0
110	Columbus	Columbus Normal School	Miss Martha W. Sutherland.	9	0
111	Cleveland	Cleveland Normal Training School	Miss L. W. Hughes	11	0
112	Hayesville	Vermillion Institute	D. K. Andrews	4	0
	OKLAHOMA.				
113	Edmond	Territorial Normal School of Oklahoma.	Geo. W. Winans	5	.....
	OREGON.				
114	Drain	Oregon State Normal College	W. T. Van Scoy	7	3
115	Monmouth	do	P. L. Campbell	10	0
116	Weston	do	M. G. Royal	5	1
	PENNSYLVANIA.				
117	Allegheny	Allegheny High School	Jas. E. Morrow	2	10
118	Bloomsburg	Bloomsburg State Normal School	Judson P. Welsh	15	4
119	California	Southwestern State Normal School	Dr. Theo. B. Noss	14	4
120	Clarion	State Normal School	A. J. Davis	17	5
121	East Strousburg	Pennsylvania State Normal School	Geo. P. Bible	12	15
122	Edinboro	Edinboro State Normal School	Martin G. Benedict	9	3
123	Indiana	Indiana State Normal School of Pennsylvania.	David Jewett Waller, jr.	18	2
124	Kutztown	Keystone State Normal School	Geo. B. Hancher	23	.....
125	Lockhaven	Central State Normal School	James Eldon	20	5
126	Mansfield	Mansfield State Normal School	S. H. Albro	12	2
127	Millersville	First Pennsylvania State Normal School.	E. Oram Lyte	35	.....
128	Philadelphia	Philadelphia Normal School for Girls.	Geo. Howard Cliff	27	13
129	Shippensburg	Cumberland Valley State Normal School.	G. M. D. Eckels	14	.....
130	Slipperyrock	Slipperyrock State Normal School	Albert E. Maltby	19	1
131	West Chester	State Normal School	G. M. Phillips	34	.....
	RHODE ISLAND.				
132	Providence	Rhode Island State Normal School.	William E. Wilson	10	6
	SOUTH CAROLINA.				
133	Columbia	Winthrop Normal College	D. B. Johnson	7	.....
	SOUTH DAKOTA.				
134	Madison	State Normal School	W. H. H. Beadle	7	0
135	Spearfish	do	Fayette L. Cook	10	5

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Appropriation from State, county, or city for support.	Appropriation from State, county, or city for buildings.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.								
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
40	44	30	24	30	....	....	24	30	.....	5	....	....	$135	.....	$200	100
58	116	82	37	55	....	....	37	55	0	36	4	40	900	$100	1,000	101
35	71	.....	15	51	0	40	15	51	0	5	6	36	1,500	0	3,500	102
49	110	62	3	35	....	59	3	35	.....	.....	1	36	1,400	.....	2,500	103
0	391	.....	0	316	60	15	0	0	10	8	4	32	12,500	4,500	75,000	104
50	111	74	32	55	....	....	32	55	.....	1	1	40	1,400	30	2,500	105
90	112	78	50	68	....	6	.....	.....	0	6	3	32	1,400	.....	.....	106
109	165	172	40	62	....	....	0	0	172	0	3–4	36	10,000	10,000	33,000	107
109	178	119	54	86	....	28	0	0	119	3	4	36	10,000	8,220	37,000	108
0	90	.....	0	90	0	0	0	1	354	32	1½	40	.....	0	.....	109
0	43	.....	0	43	0	0	0	1	429	35	1	38	.....	.....	.....	110
0	196	.....	0	196	0	0	0	1	520	81	1½	38	.....	.....	.....	111
75	125	.....	25	50	....	125	.....	.....	.....	13	4	36	800	0	3,000	112
48	68	.....	48	68	....	....	0	0	.....	0	3–4	40	7,500	15,000	50,000	113
177	155	52	71	85	14	110	0	0	52	29	3	40	528	11,000	20,000	114
131	174	.....	110	170	25	0	0	0	25	51	2	40	6,000	0	35,000	115
75	84	.....	45	59	14	41	0	0	0	8	3	40	12,000	0	10,000	116
127	211	.....	0	56	89	193	1	4	.....	33	1	40	.....	.....	.....	117
233	328	.....	196	296	....	69	0	0	70	112	2	42	15,033	50,000	350,000	118
284	352	263	150	214	9	....	2	0	272	63	2	42	10,000	15,000	170,000	119
261	389	50	225	341	14	20	0	0	50	62	3	42	10,000	55,000	144,000	120
296	234	132	179	219	....	....	.....	.....	132	73	2	42	10,000	.....	150,000	121
145	200	67	109	148	....	21	.....	.....	77	46	2	42	10,000	.....	177,000	122
192	384	80	158	218	59	61	0	0	80	64	2	42	10,000	25,788	240,000	123
549	255	158	464	182	....	....	.....	.....	158	104	3	42	10,000	10,471	225,000	124
325	326	111	256	254	30	....	.....	.....	114	104	3	42	10,000	11,500	190,000	125
194	334	133	126	188	....	81	0	0	133	91	2	42	23,395	40,000	254,000	126
509	567	.....	328	455	....	293	1	0	228	84	3	42	10,000	22,118	419,260	127
0	732	.....	0	622	....	110	0	3	377	78	2	40	57,788	.....	600,000	128
254	230	91	210	183	....	....	.....	.....	91	101	2	42	4,481	10,000	140,000	129
296	457	152	217	384	....	....	0	0	152	57	2	42	15,398	40,000	164,000	130
295	510	75	250	480	....	....	0	1	75	63	3	42	10,000	45,000	400,000	131
0	199	.....	0	199	0	0	0	1	400	29	4	40	16,000	0	60,000	132
0	59	.....	0	59	....	....	0	0	100	32	2	36	7,250	.....	.....	133
89	213	98	47	146	0	11	0	0	100	28	3	39	12,900	3,100	55,000	134
72	98	.....	60	75	35	0	0	0	277	10	4	38	13,350	0	40,000	135

TABLE 18.—*Statistics of public normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	TENNESSEE.				
136	Nashville	Peabody Normal College	W. H. Payne, LL. D	22	4
	TEXAS.				
137	Huntsville	Sam Houston Normal Institute	H. C. Pritchett	14	.....
138	Prairieview	Prairieview State Normal School	L. C. Anderson	9	5
	VERMONT.				
139	Castleton	State Normal School	Abel E. Leavenworth	5	0
140	Johnson	....do	A. H. Campbell	10	.....
141	Randolph	Vermont State Normal School	Edward Conant	6	9
	VIRGINIA.				
142	Farmville	State Female Normal School of Virginia.	John A. Cunningham	9	0
143	Floyd	Jacksonville Normal School	T. D. Sowers	2	1
144	Hampton	Hampton Normal and Agricultural Institute.	Rev. H. B. Frissell, D. D.	30	50
145	Petersburg	Virginia Normal and Collegiate Institute.	James Hugo Johnson	10	2
146	Rye Cove	Washington Institute	R. E. Wolfe	2	2
	WASHINGTON.				
147	Cheney	State Normal School	W. J. Sutton	6	2
148	Ellensburg	Washington State Normal and Training School.	B. F. Barge	8	.....
	WEST VIRGINIA.				
149	Concord Church	Concord State Normal School	John D. Sweeney	6	3
150	Fairmont	Fairmont State Normal School	J. Walter Barnes, A. M.	8	3
151	Farm	West Virginia Colored Institute	Jno. H. Hill	2	4
152	Glenville	Glenville State Normal School	M. D. Helmick	6	.....
153	Huntington	State Normal School	Thos. E. Hodges	5	.....
154	Shepherdstown	....do	A. C. Kimler	3	1
155	West Liberty	....do	J. N. Deahl	5	.....
	WISCONSIN.				
156	Milwaukee	State Normal School	L. D. Harvey	10	5
157	Oshkosh	....do	George S. Albee	20	4
158	Platteville	....do	D. McGregor	11	3
159	River Falls	....do	John Hull	11	4
160	Whitewater	....do	Albert Salisbury	14	3

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Appropriation from State, county, or city for support.	Appropriation from State, county, or city for buildings.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.								
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
193	315	.....	193	315	....	....	.....	.....	169	144	2	32	$15,000	.....	$300,000	136
175	350	.....	175	350	0	0	.....	.....	0	73	3	37	35,000	$3,000	100,000	137
115	106	86	92	43	....	....	.....	.....	.....	21	4	40	.....	.....	.....	138
50	140	.....	50	130	0	10	0	0	0	25	2	40	5,000	0	12,000	139
25	155	.....	25	155	....	....	0	0	60	36	2–4	38	4,800	300	6,000	140
21	160	.....	21	160	0	0	0	0	0	33	2	40	3,239	10,000	12,000	141
0	225	.....	0	225	....	....	0	0	77	.....	3½	40	12,000	5,000	50,000	142
52	46	35	31	31	1	....	0	0	35	7	2	30	250	50	3,000	143
411	248	.....	166	128	0	365	166	128	370	27	3	38	0	0	550,000	144
146	185	71	63	78	....	119	63	78	71	18	3	34	15,000	.....	157,000	145
84	74	98	28	32	0	....	0	0	47	9	3	36	700	.....	3,000	146
119	160	169	37	73	....	....	0	0	169	4	4	40	25,000	60,000	30,000	147
94	178	104	49	119	0	0	0	0	104	24	4	40	12,500	75,000	78,000	148
126	116	.....	118	96	11	17	0	0	0	6	2	40	3,350	4,000	18,000	149
191	138	.....	186	130	6	7	0	0	0	15	3	40	4,400	0	60,000	150
22	29	24	8	14	....	5	8	14	.....	5	3	40	.....	.....	.....	151
58	53	19	51	41	.....	.....	.....	.....	.....	.....	.....	....	3,000	.....	30,000	152
48	103	.....	48	103	0	0	0	0	0	5	3	40	3,068	0	90,000	153
57	40	.....	49	36	0	12	0	0	0	11	3	40	2,930	0	40,000	154
68	74	.....	54	67	....	21	0	0	0	10	3	40	3,000	16,000	25,000	155
93	216	146	27	136	0	0	0	0	146	55	2	40	23,500	0	50,000	156
299	467	229	181	356	0	0	0	0	229	54	4	40	27,000	20,000	148,000	157
169	260	150	101	178	....	....	.....	.....	152	37	4	40	25,105	.....	80,000	158
133	284	130	82	205	.....	.....	.....	.....	130	18	2–4	40	21,000	0	75,000	159
119	232	105	64	182	....	....	0	0	105	43	2–4	40	24,306	.....	115,000	160

TABLE 19.—*Statistics of private*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	ALABAMA.				
1	Athens	Trinity Normal School	Miss R. S. Dalton	5	.....
2	Selma	Burrell Academy	Rev. A. T. Burnell, Ph.D.	3	5
	ARKANSAS.				
3	Arkadelphia	Shorter University	M. M. Ponton	2	3
4	Clarksville	Arkansas Cumberland College	J. A. Laughlin	2	4
5	Malvern	Malvern Normal School	W. D. Leiper	1	0
6	Southland	Southland College and Normal Institute.	William Russell	6	1
	CALIFORNIA.				
7	Los Angeles	Fröbel Institute	Mme. Louis Claverie	8	3
8	Martinez	Novitiate of the Brothers of the Christian Schools.	Brother Theodorus	4	.....
9	Oakland	Gilson's Normal and Special Training School.	J. C. Gilson	2	1
10	San Francisco	California Kindergarten Training School.	Nora Archibald Smith	3	.....
11	.....do	Free Normal Training School	Mrs. Sarah B. Cooper, president.	3	13
	COLORADO.				
12	Denver	The Colorado Training School for Teachers.	Fred. Dick	8	0
	CONNECTICUT.				
13	Norwich	Norwich Normal School	Robert P. Keep, Ph. D	9	13
	DELAWARE.				
14	Newark	Delaware Normal School	Rev. James Dickson Shanks, D. D.	3	3
	DISTRICT OF COLUMBIA.				
15	Washington	Wayland Seminary	G. M. P. King	9	.....
	FLORIDA.				
16	Jasper	Jasper Normal Institute	J. M. Gnilliams	6	1
17	Live Oak	Florida Institute	Rev. G. P. McKinney	3	5
18	Orange Park	Orange Park Normal and Manual Training School.	Amos W. Farnham	8	3
	GEORGIA.				
19	Athens	Jeruel Academy	John H. Brown	2	2
20	Atlanta	Atlanta Baptist Seminary	Rev. George Sale, A. B.	3	.....
21	Augusta	Haine's Normal and Industrial School.	Lucy C. Caney	5	9
22	.....do	Paine Institute	Rev. Geo. W. Walker, D. D.	4	2
23	Demorest	Demorest Normal School	J. S. Jennings and O. W. Powers.	3	4
24	Monroe	Johnston Institute	John Gibson	1	4
25	Savannah	Beach Institute	.....	3	4
26	Thomasville	Allen Normal and Industrial School	Miss Amelia Merrian	3	3
27	Waco	Ballard Normal and Industrial School.	F. T. Waters	1	.....
28	Waynesboro	Haven Normal School	E. C. Fairchild	6	.....
	ILLINOIS.				
29	Addison	Evangelical Lutheran Teachers' Seminary.	E. A. W. Krauss	8	.....
30	Bushnell	Western Normal College	W. M. Evans	5	9

normal schools for 1893–94.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
50	118	138	14	16	.....	.....	14	16	.....	2	2	40	.....	1
28	62	.....	25	60	.....	5	25	60	.....	.....	2	40	.....	2
57	28	.....	26	28	.....	31	26	28	.....	0	4	33	$2,500	3
62	80	93	5	12	.....	32	0	0	44	0	2	40	25,000	4
11	14	.....	11	14	0	0	0	0	0	0	2	40	60	5
77	94	105	25	33	.....	8	25	33	105	6	4	36	9,000	6
42	71	98	0	15	0	0	0	0	98	.....	2	36	40,000	7
21	0	.....	15	0	.....	6	0	0	0	6	4	52	.....	8
8	57	.....	2	56	0	7	0	0	0	0	1	44	25,000	9
0	23	.....	0	23	.....	.....	.....	.....	.....	17	1	42	300	10
0	98	.....	0	98	0	0	0	0	.....	36	1	42	9,000	11
3	70	.....	3	70	.....	.....	0	0	190	13	3	38	.....	12
117	178	134	0	21	0	40	0	0	.....	9	1–2	40	.....	13
33	21	.....	0	7	8	39	.....	.....	.....	6	2	40	15,000	14
146	57	.....	112	57	.....	34	.....	.....	.....	.....	3	.....	.....	15
140	130	171	36	24	39	.....	0	0	55	14	1	40	7,500	16
38	40	.....	21	40	.....	17	21	40	.....	.....	.....	.....	.....	17
52	48	73	13	5	9	.....	8	2	0	0	4	35	30,439	18
60	56	66	26	24	0	.....	26	24	0	3	4	32	6,200	19
180	0	82	57	0	.....	41	57	0	.....	10	2	.....	.....	20
141	262	332	26	45	.....	.....	26	45	102	10	4	34	20,000	21
103	89	53	61	50	0	28	61	50	43	3	4	32	15,000	22
39	39	.....	14	14	0	50	0	0	0	0	2	40	2,500	23
101	98	97	12	11	0	79	.....	.....	.....	6	3	36	3,000	24
94	197	208	9	34	.....	40	97	34	.....	8	3	40	.....	25
22	92	31	12	71	.....	.....	12	71	.....	.....	4	.....	.....	26
114	397	460	2	9	0	40	2	9	0	.....	.....	.....	.....	27
105	167	117	55	100	.....	.....	55	100	.....	.....	.....	.....	6,000	28
225	0	.....	225	0	.....	.....	.....	.....	.....	32	.....	.....	70,000	29
400	300	.....	250	275	175	.....	.....	.....	.....	8	3	50	32,000	30

TABLE 19.—*Statistics of private normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	ILLINOIS—cont'd.				
31	Dixon	Northern Illinois Normal School	J. B. Dille	8	5
32	Galesburg	Galesburg Kindergarten Normal School.	M. Evelyn Strong	4	6
33	Geneseo	Northwestern Normal	W. J. Cook	4	3
34	Onarga	Grand Prairie Seminary	S. Van Pelt	3	7
35	Oregon	Wells's School for Teachers	E. L. Wells	2	.....
36	Rushville	Rushville Normal and Business College.	Maxwell Kennedy	2	2
	INDIANA.				
37	Angola	Tri-State Normal College	L. M. Sniff, A. M	7	4
38	Borden	Borden Institute	W. W. Borden	4	4
39	Columbus	Columbus Normal School and Business Institute.	J. E. Polley	5	7
40	Danville	Central Normal College and Commercial Institute.	J. A. Joseph	10	10
41	Fairmount	Fairmount Academy and Normal School.	Elwood O. Ellis	3	.....
42	Indianapolis	Indiana Kindergarten and Primary Normal Training School.	Mrs. Eliza A. Blaker	13	.....
43	Marengo	Marengo Normal College	R. A. Brown	5	2
44	Marion	Marion Normal College	A. Jones	8	2
45	Mitchell	Southern Indiana Normal College	Orr and Reed	12	4
46	Oakland City	Oakland City College	A. D. Williams	2	3
47	Portland	Portland Normal, Music, and Law College.	G. F. Riese	5	4
48	Princeton	Southern Indiana Normal University.	J. A. Alexander	7	7
49	Valparaiso	Northern Indiana Normal School	H. B. Brown	42	.....
50	Vincennes	Vincennes University	Ellwood P. Cubberley	4	.....
	IOWA.				
51	Afton	Afton Normal and Business College.	H. H. Kellogg	5	5
52	Anamosa	St. Mark's Normal School	J. I. Corbyn	1	0
53	Bloomfield	Southern Iowa Normal School	W. I. Times and W. T. Howe.	4	4
54	Carroll	Carroll Normal and Business College.	A. E. Whitten and W. E. Atkinson.	3	2
55	Casey	Normal and Preparatory School	M. J. Cowman	1	1
56	Decorah	Valder Normal School	C. H. Valder	5	.....
57	Denison	Denison Normal and Business College.	W. C. Van Ness	4	3
58	Des Moines	Highland Park Normal College	O. H. Longwell	14	16
59	Dexter	Dexter Normal College	A. G. Smith	5	2
60	Glidden	National Normal School and Business College.	E. L. Essley	4	5
61	Hedrick	Hedrick Normal and Commercial School.	W. O. Mullin	3	2
62	Hull	Hull Educational Institute	Rev. Jas. F. Eaton, D. D.	3	.....
63	Humeston	Central Normal University	F. P. Heskett	6	7
64	Iowa Falls	Ellsworth College	M. H. Lyon	7	4
65	Lemars	Lemars Normal School and Business College.	A. W. Rich	6	6
66	Newton	Newton Normal College	G. W. Wormley	5	2
67	Nora Springs	Nora Springs Seminary	C. P. Colgrove	4	4
68	Oskaloosa	Hull's Preparatory and Normal School.	A. Hull	2	0
69	Ottumwa	Ottumwa Normal School	Martha A. Peck	1	0
70	Reinbeck	Columbia Normal College	John W. Akers	2	6
71	Shenandoah	Western Normal College	J. M. Hussey	9	12
72	Vinton	Tilford Collegiate Academy	T. F. Tobin	5	2
73	Waukon	Waukon Business College and Normal School.	L. L. Eells	2	2
	KANSAS.				
74	Baxter Springs	Baxter Springs Normal College	J. H. Browning	4	.....
75	Conway Springs	Normal School and Commercial College.	S. D. Crane	3	4

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
579	421	226	130	177	265	202	2	1	0	112	2	40	.....	31
41	67	86	0	22	0	.....	0	0	86	11	1	40	.....	32
73	84	.....	48	63	18	28	0	0	0	9	3	40	$40,000	33
140	145	201	25	29	30	.....	.....	.....	.....	0	3	39	50,000	34
35	75	.....	20	60	20	10	.....	.....	.....	.....	.....	52	4,000	35
75	80	70	25	35	25	.....	0	0	0	9	3	40	0	36
358	244	171	169	140	71	51	.....	.....	.....	3	1	40	.....	37
40	35	.....	35	30	0	10	.....	.....	.....	3	2	39	30,000	38
150	177	113	55	73	86	.....	.....	.....	17	18	2	48	12,000	39
700	500	500	300	200	150	50	.....	.....	.....	100	4	48	50,000	40
78	61	.....	48	28	.....	63	0	0	0	0	3	38	20,000	41
.....	170	.....	.....	170	.....	.....	0	1	.....	.....	2½	40	13,000	42
60	42	.....	48	40	.....	14	0	0	.....	.....	2	50	15,000	43
149	79	.....	140	70	.....	18	0	0	0	5	4	42	40,000	44
200	150	.....	200	150	.....	.....	0	0	.....	.....	4	47	15,000	45
80	60	52	40	4	4	40	0	0	.....	3	2	40	5,000	46
140	103	.....	100	83	.....	60	.....	.....	.....	4	3–4	50	7,000	47
250	200	.....	200	175	65	10	5	2	0	40	3	46	.....	48
2,347	1,724	400	1,541	972	755	403	0	0	.....	578	3	50	500,000	49
133	182	195	16	29	25	50	.....	.....	.....	0	2	37	.....	50
178	235	67	109	176	61	.....	1	0	0	13	2	44	45,000	51
15	7	.....	15	7	0	0	0	0	0	0	3	36	.....	52
153	132	219	15	22	29	.....	.....	.....	.....	11	2	48	20,000	53
75	50	40	55	30	.....	.....	0	0	0	3	3	38	25,000	54
2	29	.....	2	29	.....	.....	.....	.....	.....	.....	2	36	.....	55
138	86	104	70	50	.....	.....	.....	.....	.....	.....	1–2	.....	.....	56
126	119	.....	41	53	99	52	0	0	0	1	4	40	35,000	57
582	297	234	2 7	113	191	124	0	1	50	.....	.....	.....	.....	58
40	60	.....	20	30	10	40	0	0	0	0	3	44	20,000	59
103	130	.....	65	95	50	23	0	0	0	12	2	46	20,000	60
91	79	40	22	54	16	38	1	0	.....	1	3	40	4,000	61
30	45	23	10	20	0	22	0	0	0	3	3	40	15,860	62
209	212	51	150	145	29	46	.....	.....	.....	10	3	44	25,000	63
145	165	55	60	85	70	40	.....	.....	.....	1	3	40	30,000	64
178	131	.....	140	126	43	.....	.....	.....	.....	14	2	39	38,000	65
150	200	224	40	45	36	5	.....	.....	.....	.....	2	44	30,000	66
207	210	202	32	150	33	202	0	0	.....	8	2	38	5,000	67
27	44	38	11	22	.....	.....	0	0	0	.....	.....	48	400	68
6	20	.....	0	12	0	14	0	0	0	0	1	36	.....	69
54	83	105	5	13	14	.....	0	0	0	.....	4	40	8,000	70
621	516	862	47	42	160	26	0	0	0	22	1	48	55,000	71
181	117	122	65	58	23	30	.....	.....	.....	.....	2	36	30,000	72
90	85	37	30	35	44	29	0	0	.....	16	2	40	450	73
42	35	.....	42	35	.....	.....	.....	.....	.....	7	.....	.....	.....	74
47	53	.....	25	27	32	16	.....	.....	32	12	3	42	10,000	75

TABLE 19.—*Statistics of private normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	KANSAS—continued.				
76	Fort Scott	Kansas Normal College	D. E. Saunders	5	5
77	Great Bend	Central Normal College	Wm. Stryker	14	.....
78	Lincoln	Kansas Christian College	O. B. Whitaker	2	3
79	Marysville	Modern Normal College	J. G. Ellenbecker	3	5
80	McPherson	McPherson College	S. Z. Sharp	8	8
81	Salina	Salina Normal University	L. O. Thorman	8	5
82	Winfield	Southwest Kansas College	A. Gridley	6	7
	KENTUCKY.				
83	Blaine	Blaine Normal School	G. Milton Elam	1	1
84	Bowling Green	Southern Normal School	Cherry Bros	3	3
85	Calhoun	Normal and Select School	J. E. Haynes	1	0
86	Flat Lick	Union Normal	S. J. Watts	2	0
87	Fulton	Fulton Normal and Business College.	Kirkland Bros	2	2
88	Hardinsburg	Breckinridge Normal College	R. P. Shacklett	2	4
89	Jackson	Jackson Collegiate Institute	E. P. Mickel, D. D	4	2
90	Lexington	Chandler Normal School	Fanny J. Webster	2	4
91	Madisonville	Western Kentucky Normal School	H. Evlyn Brooks	2	1
92	Magnolia	Classical and Normal College	W. A. Robinson	1	4
93	Morehead	Morehead Normal School	P. Julian	2	4
94	Providence	Providence Male and Female Academy.	W. S. Coleman	1	3
95	Temple Hill	Temple Hill Normal Academy	W. T. Scott	4	2
96	Waddy	Central Normal School and Business College.	J. B. Secrest	4	3
	MAINE.				
97	Lee	Lee Normal Academy	J. D. Murphy	3	3
	MARYLAND.				
98	Ammendale	Ammendale Normal Institute	Brother Romuald	7	.....
99	Buckeystown	Buckeystown Normal Training School.	F. R. Neighbours	2	0
100	Rising Sun	Friends Normal Institute	Dr. L. R. Kirk	2	2
	MASSACHUSETTS.				
101	Boston	Training School for Kindergartners.	Lucy Wheelock	4	.....
102	Worcester (10 Elm st.).	The Froebel School	Annie Cooledge Rust	1	2
	MICHIGAN.				
103	Benton Harbor	Benton Harbor College	Geo. J. Edgcombe, Ph.D.	8	6
104	Big Rapids	Ferris Industrial School	W. N. Ferris	8	1
105	Fenton	Fenton Normal School and Commercial College.	P. C. Palmer	5	3
106	Flint	Flint Normal College and Business Institute.	G. E. Swarthout	3	8
107	Mount Pleasant	Central Michigan Normal School	Chas. F. R. Bellows	3	3
108	Petoskey	Normal Academy	M. O. Graves, M. A	1	1
	MINNESOTA.				
109	Moorhead	Concordia College	H. H. Aaker	6	1
110	New Ulm	Dr. Martin Luther College	John Schaller	3	.....
111	Sauk Center	Sauk Center Academy and Business College.	Lewis H. Vath	3	4
	MISSISSIPPI.				
112	Abbeville	Abbeville Normal School	R. Hannon	3	3
113	Blue Springs	Blue Springs Normal College	W. W. Cornelius	2	3
114	Buena Vista	Buena Vista Normal College	Robt. V. Fletcher	2	4

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
178	132	109	68	61	44	28	0	0	.....	17	4	40	$35,000	76
239	250	263	68	64	54	40	.....	.....	.....	8	4	40	.....	77
30	32	.....	12	20	14	16	0	0	12	0	4	36–44	15,000	78
37	40	10	19	24	16	8	.....	.....	0	16	1	40	12,000	79
66	65	.....	66	65	.....	.....	0	0	.....	0	4	40	.....	80
289	257	125	128	104	121	68	2	1	0	8	4	44	40,000	81
222	260	223	20	62	85	92	0	0	0	1	4	38	.....	82
75	50	.....	40	30	.....	55	0	0	0	0	4	20	500	83
100	85	74	30	31	50	.....	0	0	.....	40	1	46	20,000	84
23	47	48	9	13	0	0	0	0	.....	0	1	40	900	85
53	40	53	25	15	0	0	0	0	53	0	2	40	2,650	86
112	90	113	36	29	10	14	0	0	0	4	3	44	9,000	87
125	76	73	75	25	10	18	.....	.....	.....	1	2	48	4,000	88
129	95	123	50	37	14	.....	0	0	0	5	3	40	10,000	89
59	179	219	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	90
20	35	39	0	10	2	4	.....	.....	41	.....	3	36	.....	91
54	39	.....	20	18	24	31	0	0	0	0	1	40	5,000	92
51	106	109	12	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	93
75	50	75	25	25	.....	.....	.....	.....	.....	.....	.....	.....	1,500	94
80	70	73	40	26	11	0	0	0	0	0	2	40	1,200	95
77	101	60	32	54	.....	32	.....	.....	.....	7	2	48	8,000	96
100	40	73	21	30	0	16	0	0	.....	0	3	22	1,500	97
43	0	.....	43	0	.....	.....	.....	.....	.....	6	4	44	60,000	98
19	11	4	5	10	6	5	0	0	4	.....	1	11	4,000	99
14	21	.....	20	15	.....	.....	0	0	.....	.....	1	40	2,000	100
0	34	.....	0	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	101
10	16	.....	9	12	0	5	0	0	26	.....	2	36	150	102
172	211	.....	68	104	63	148	.....	.....	74	6	4	36	50,000	103
454	503	129	103	365	159	201	0	0	25	0	3	48	25,000	104
200	100	60	150	50	40	.....	.....	.....	.....	12	2	48	5,000	105
228	300	.....	108	220	200	.....	0	0	.....	6	1, 2, 3	50	600	106
36	97	30	16	40	18	29	0	0	0	10	3	40	50,000	107
104	161	48	17	81	59	60	0	0	0	21	4	36	750	108
150	66	.....	94	48	51	23	0	0	0	18	.....	36	40,000	109
52	.....	.....	31	.....	6	15	.....	.....	.....	5	5	40	31,000	110
120	30	.....	40	25	37	48	.....	.....	.....	5	2	52	2,000	111
60	75	74	12	23	.....	26	0	0	.....	9	3	40	3,000	112
120	90	177	19	8	6	.....	0	0	0	3	2	40	12,000	113
62	51	62	6	7	1	37	.....	.....	.....	.....	1	40	4,000	114

TABLE 19.—*Statistics of private normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	MISSISSIPPI--cont'd.				
115	Cumberland	Cumberland Normal Institute	J. E. Brown	3	4
116	Houston	Mississippi Normal College	H. B. Abernethy	6	.....
117	Iuka	Iuka Normal Institute	H. A. Dean	2	6
118	Jackson	Jackson College	C. Ayer	6	.....
119	Louisville	Louisville Normal School	Rev. J. H. Leach	1	4
120	Natchez	Natchez College	S. H. C. Owen	3	2
121	Plat sburg	Winston Normal High School	H. Lynn McCluskey	2	5
122	Poplar Springs	Poplar Springs Normal College	J. M. Langston	3	2
123	Tougaloo	Tougaloo University	Frank G. Woodworth	6	10
124	Troy	Mississippi Normal High School	J. W. H. Dixon	2	3
125	Tula	Tula Normal Institute and Business College.	C. C. Hughes	7	3
126	Yale	Oaklawn Normal Institute	G. A. and J. T. Holley	15	1
	MISSOURI.				
127	Chillicothe	Chillicothe Normal and Business College.	Allen Moore	14	4
128	Clarksburg	Hooper Institute	J. N. Hooper	2	4
129	College Mound	McGee College	Robert E. Hatton	7	7
130	El Dorado Springs	El Dorado Normal	W. H. Miller	3	4
131	Gainesville	Gainesville Normal and Business Institute.	W. S. Wilbur, B. S	2	1
132	Green Ridge	Central Missouri Normal and Business College.	R. M. Scotten	2	4
133	Kahoka	Kahoka Normal College	W. F. Keim	.....	.....
134	Kidder	Kidder Institute	G. W. Shaw, A. M	4	7
135	Mill Spring	Hale College	W. H. Hale	5	.....
136	Neosho	Newton County Normal Institute	Stephen L. Slane	4	0
137	Piedmont	Wayne Academy Training School	Jno. R. Hume	8	2
138	Pleasant Hope	Pleasant Hope Normal Academy	D. F. Royer	3	2
139	Stanberry	Northwestern Normal School	Jno. E. Fesler	12	8
140	Thornfield	Thornfield Normal and Business Institute.	Edwin Lewis	3	2
141	Weaubleau	Weaubleau Clinton College	Jno. Whittaker	1	4
	MONTANA.				
142	Twin Bridges	Montana Normal Training School	Chas. W. Birchard	3	5
	NEBRASKA.				
143	Kearney	Kearney Hall	Clarence A. Murch	3	3
144	Lincoln	Western Normal College	Wm. N. Croan	11	27
145	Madison	North Nebraska Normal College	E. A. Whitwam, LL. D	6	3
146	Normal	Lincoln Normal University	J. F. Saylor	11	12
147	Santee Agency	Santee Normal Training School	Alfred L. Riggs	4	4
148	Stromsburg	Bryant Normal University	J. J. Bryant	8	2
149	Wayne	Nebraska Normal College	J. M. Pile	7	12
	NEW YORK.				
150	Brooklyn (391 Madison st.).	Training School and Kindergarten.	Mrs. George E. Orton	1	.....
	NORTH CAROLINA.				
151	Asheville	Normal and Collegiate Institute	Thomas Lawrence, D. D.	4	9
152	Franklinton	Albion Academy and Normal School	Rev. Jno. A. Savage, D. D.	5	.....
153	Guilford	Guilford College	S. S. Hobbs	5	6
154	Kings Mountain	Lincoln Academy	Miss Lillian S. Cathcart	3	3
155	Lumberton	Whitin Normal School	D. P. Allen	2	.....
156	Raleigh	St. Augustine Normal School	Rev. A. B. Hunter	5	5
157	Traphill	Fairview College	W. H. Jones	4	9
158	Warrenton	Shiloh Institute	J. A. Whitted	4	4

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
69	65	.....	35	50	30	10	.....	.....	.....	8	1	40	$1,400	115
160	187	169	82	96	27	.....	.....	.....	.....	21	.....	.....	10,000	116
143	157	234	23	29	14	.....	0	0	52	15	2	48	8,000	117
79	57	33	46	18	.....	39	46	18	.....	.....	5	32	35,000	118
79	107	113	6	9	6	52	0	0	.....	0	2–4	40	.....	119
51	55	54	22	25	.....	5	22	25	.....	3	3	32	10,000	120
48	61	.....	12	14	9	74	0	0	0	9	3	40	0	121
71	81	16	20	16	4	96	0	0	100	6	2	40	4,500	122
190	172	310	20	16	.....	16	20	16	170	7	4	32	80,000	123
109	105	98	23	27	.....	66	.....	.....	.....	.....	3	40	.....	124
135	160	252	12	15	5	11	0	0	145	15	3	50	2,500	125
52	63	95	7	8	5	0	0	0	101	18	.....	.....	2,500	126
627	486	.....	518	421	136	38	0	0	.....	18	2	48	40,000	127
50	40	.....	25	20	20	25	0	0	.....	17	3	40	10,000	128
75	105	.....	29	31	21	99	.....	.....	48	10	4	40	43,000	129
72	80	.....	58	72	14	8	.....	.....	10	0	4	40	7,000	130
54	36	54	21	9	6	.....	0	0	54	0	2	32	1,000	131
35	40	.....	20	30	22	3	0	0	0	0	3	36	4,500	132
55	58	22	30	35	15	11	.....	.....	.....	9	2	40	.....	133
70	73	.....	30	35	17	61	0	0	0	0	4	39	30,000	134
30	20	45	5	0	.....	.....	5	0	.....	.....	.....	.....	.....	135
87	95	.....	87	95	0	0	0	0	0	43	4	30	.....	136
29	49	.....	19	11	8	40	0	0	21	0	4	40	10,000	137
38	32	20	15	15	0	20	0	0	20	.....	3	34	2,500	138
600	450	215	425	340	70	.....	0	0	13	32	2	48	40,000	139
50	40	35	20	18	17	.....	0	0	0	10	2	40	1,200	140
78	76	50	26	24	16	38	0	0	0	.....	4	36	8,000	141
65	65	31	14	16	8	61	0	0	.....	3	4	36	14,000	142
100	50	.....	50	26	69	5	0	0	0	5	3	40	25,000	143
883	696	535	221	174	341	310	.....	.....	24	36	2	48	250,000	144
58	73	.....	40	60	16	15	.....	.....	.....	.....	3	48	12,000	145
736	504	825	100	75	121	119	0	0	12	7	3	50	155,000	146
35	37	59	4	9	.....	.....	4	9	24	2	4	40	60,000	147
116	99	.....	35	89	91	.....	0	0	0	9	1	48	20,000	148
854	427	483	236	321	121	120	0	0	0	47	2	50	50,000	149
0	23	.....	0	23	0	0	0	2	25	23	1	.....	.....	150
0	107	.....	0	56	10	41	0	0	0	3	3	40	100,000	151
185	235	292	38	74	.....	16	38	74	.....	.....	.....	.....	.....	152
88	80	98	10	21	18	21	0	0	0	.....	2	38	30,000	153
75	134	180	11	18	.....	1	11	18	.....	.....	.....	.....	.....	154
22	40	21	16	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	155
69	105	130	17	16	.....	11	17	16	.....	.....	3	32	40,000	156
147	37	.....	40	21	20	103	.....	.....	.....	9	2	40	6,000	157
50	75	60	20	45	.....	.....	20	45	60	3	3	33	6,500	158

TABLE 19.—*Statistics of private normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	NORTH CAROLINA—continued.				
159	Wilmington	Gregory Institute	Geo. A. Woodard	3	7
160	Winton	Waters' Normal Institute	C. S. Brown	3	.....
161	Yadkinville	Yadkinville Normal School	Zeno H. Dixon, B. A	2	2
	NORTH DAKOTA.				
162	Grand Forks	Grand Forks College	Rev. Thos. Eggen	2	3
	OHIO.				
163	Ada	Ohio Normal University	H. S. Lehr	17	14
164	Beallsville	Beallsville Normal	F. H. Goudy	4	.....
165	Bloomville	Bloomville Normal School	J. G. D. Tucker	3	3
166	Canfield	Northeastern Ohio Normal College.	John A. Cummins, A. M.	6	2
167	Columbus	Columbus Kindergarten Association.	Mrs. Sarah L. Brown	3	2
168	Crawfis	Crawfis College	B. J. Beach	3	3
169	Dayton	St. Mary's Convent	Rev. Geo. Meyer	14	.....
170	Ewington	Ewington Academy	F. F. Vale, A. M.	2	.....
171	Fayette	Fayette Normal University	J. E. Dodds	6	5
172	Fostoria	Fostoria Academy, Normal College.	T. A. Hostetler, A. B.	4	4
173	Geneva	Geneva Normal School	J. P. Treat, A. M.	4	3
174	Hopedale	Hopedale Normal College	J. M. Jamison	4	.....
175	Lebanon	National Normal University	Alfred Holbrook	10	45
176	Middlepoint	Western Ohio Normal School	P. S. Morgan	4	4
177	Orwell	Orwell Normal Institute	L. J. Addicott	2	3
178	Smithville	Smithville Normal Academy	Rev. C. J. English	6	.....
179	South New Lyme	New Lyme Institute	J. Tuckerman, Ph. D	.....	.....
180	Wauseon	Northwestern Normal and Collegiate Institute.	W. W. Weaver	7	3
181	West Union	West Union Normal School	E. S. Jones	3	2
182	Woodville	Evangelical Lutheran Teachers' Seminary.	Theo. Mees	3	1
	PENNSYLVANIA.				
183	Greensburg	Greensburg Seminary	W. M. Swingle, Ph. D	5	7
184	Huntingdon	Juniata College	M. G. Brownbaugh	12	16
185	Jefferson	Monongahela College	W. W. Goodwin, A. M	3	5
186	McDonald	Ingleside Academy	Rev. W. D. Irons	2	2
187	Muncy	Lycoming County Normal School	Fred. W. Robbins	6	.....
188	Rimersburg	Clarion Collegiate Institute	S. W. Kerr	3	0
189	Waynesburg	Waynesburg College	A. J. Waychoff	3	7
190	West Bridgewater	Peirsol's Academy	S. H. Peirsol, Mary M. Peirsol.	2	2
	SOUTH CAROLINA.				
191	Aiken	Schofield Normal and Industrial School.	Ella A. Warner	3	9
192	Camden	Browning Industrial Home and School.	Nellie A. Crouch	2	2
193	Charleston	Avery Normal Institute	Morrison A. Holmes	5	4
194	.....do	Wallingford Academy	Rev. Thos. A. Grove	1	4
195	Chester	Brainerd Normal and Industrial Institute.	Jno. S. Marquis, jr	3	4
196	Columbia	Benedict College	Rev. C. E. Becker	4	5
197	Frogmore	Penn Normal and Industrial School	S. M. Town, E. Murry	2	7
198	Greenwood	Brewer Normal College	Rev. J. M. Robinson	2	6
	SOUTH DAKOTA.				
199	Sioux Falls	Dakota Normal College	S. L. Brown	5	.....
200	.....do	Lutheran Normal School	H. B. Hustvedt	8	.....
	TENNESSEE.				
201	Dickson	Dickson Normal School	Wade and Loggin	3	12
202	Edgewood	Edgewood Normal School and Commercial Institute.	S. E. Hunt and E. S. Balthrop.	6	2

schools for 1893-94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
90	190	212	23	45	.....	.....	23	45	0	13	1	32	$24,000	159
94	119	130	35	48	.....	.....	35	48	.....	.....	.....	.....	.....	160
54	70	96	11	6	.....	11	.....	.....	.....	.....	.....	.....	.....	161
100	20	20	30	20	50	.....	.....	.....	.....	.....	4	40	.....	162
1,935	809	.....	665	434	276	1,369	0	0	8	91	2	49	83,000	163
30	40	.....	20	20	30	.....	.....	.....	110	.....	3	32	.....	164
21	37	.....	21	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	165
89	94	14	60	56	18	35	0	0	0	.....	3	40	30,000	166
0	56	23	0	33	.....	.....	0	2	.....	9	3	.....	.....	167
26	31	.....	20	26	0	11	0	0	25	0	.....	44	1,500	168
70	0	.....	70	0	0	0	0	0	0	.....	5-6	40	.....	169
29	36	.....	25	30	4	6	0	0	.....	0	3	40	1,000	170
125	85	.....	25	20	40	125	0	0	0	7	2	40	.....	171
56	57	.....	23	14	21	55	.....	.....	.....	.....	3	40	.....	172
79	119	.....	47	87	25	39	.....	.....	.....	21	2	40	.....	173
50	30	.....	40	20	20	.....	0	0	.....	0	4	40	50,000	174
1,152	573	.....	728	364	.....	633	0	0	0	.....	2	48	.....	175
150	54	.....	125	50	.....	29	0	0	0	.....	3	48	20,000	176
59	70	61	6	12	6	44	.....	.....	61	.....	3	36	6,000	177
70	63	64	37	31	1	.....	0	0	.....	.....	4	40	.....	178
113	112	95	20	16	32	62	0	0	0	3	3	39	25,000	179
121	46	.....	96	34	28	9	0	0	0	6	2	40	2,500	180
60	30	.....	20	20	14	36	.....	.....	10	5	.....	30	15,000	181
48	0	.....	36	0	4	8	0	0	95	5	3	40	25,000	182
125	225	.....	80	140	32	98	0	0	0	.....	3	38	45,000	183
260	172	.....	188	131	40	73	.....	.....	.....	13	3	40	5,000	184
99	82	.....	85	73	6	17	.....	.....	24	.....	3	38	.....	185
50	60	.....	26	31	7	46	.....	.....	.....	8	5	39	.....	186
106	119	.....	106	119	.....	.....	.....	.....	.....	13	3	20	.....	187
50	47	15	40	35	0	7	0	0	15	.....	.....	38	5,000	188
144	120	150	40	46	28	.....	0	0	0	3	2	38	75,000	189
116	83	84	45	50	20	.....	0	0	0	.....	.....	43	.....	190
150	265	188	10	20	.....	197	10	20	.....	.....	.....	.....	.....	191
79	96	110	9	56	.....	.....	.....	.....	.....	5	.....	.....	.....	192
157	245	275	35	92	0	.....	35	92	0	16	4	36	22,000	193
106	140	206	15	25	.....	.....	15	25	.....	6	4	32	8,000	194
77	123	162	15	23	.....	.....	15	23	.....	4	3	33	15,000	195
104	95	54	31	47	.....	67	31	47	.....	11	3	40	.....	196
137	113	220	19	11	0	0	19	11	95	8	4	28	3,000	197
112	120	222	7	3	0	.....	7	3	.....	1	2	32	.....	198
150	250	.....	150	250	.....	.....	.....	.....	.....	.....	2	50	3,000	199
44	48	.....	44	48	.....	.....	.....	.....	5	3	4	33-35	18,000	200
375	250	280	110	80	46	109	0	0	.....	26	3	40	30,000	201
130	57	160	7	7	16	13	0	0	.....	14	1	40	6,000	202

TABLE 19.—*Statistics of private normal*

	Post-office.	Name of school.	Name of principal.	Teachers of normal students.	Teachers of other students.
	1	2	3	4	5
	TENNESSEE—cont'd.				
203	Fountain City	Holbrook Normal College	Josiah Holbrook	10	4
204	Grand View	Grand View Normal Institute	Wm. F. Cameron	6	0
205	Greenbrier	Central Tennessee Normal School.	N. J. Pritchard	1	5
206	Hornbeak	West Tennessee Normal College	W. L. Willingham	3	2
207	Humboldt	New South Normal School	John B. Cummings, A. B.	1	1
208	Huntingdon	Southern Normal University	James A. Baber	6	10
209	Joppa	Sulphur Springs Academy	C. C. Justus	2	1
210	McLemoresville	McLemoresville Collegiate Institute.	L. S. Mitchell	1	6
211	Martins Mills	Rose Normal School	B. F. Davis, B. S	2	3
212	Marysville	Freedman's Normal Institute	L. H. Garner	2	14
213	Memphis	Le Moyne Normal Institute	Andrew J. Steele	9	7
214	Morristown	Morristown Normal Academy	Judson S. Hill, D. D	6	8
215	Wheat	Roane College	Geo. W. Butler	2	2
216	Winchester	Winchester Normal College	R. A. Clark	4	8
	TEXAS.				
217	Austin	Tillotson Collegiate and Normal Institute.	Rev. Wm. M. Brown	4	5
218	Castroville	Divine Providence Academy	Sister Mary Gonzaga	4	2
219	Cooper	East Texas Normal College			
220	Crockett	Mary Allen Seminary	Rev. John B. Smith	3	11
221	Detroit	Detroit Normal College	Andrew Rose, B. S	3	3
222	Hearne	Hearne Academy, Normal and Industrial Institute.	M. H. Broyles	5	6
223	Hico	Hico Normal College	C. L. Adair and Elias Core.	2	6
224	Timpson	Timpson High School	Day and Ramsey	4	5
	UTAH.				
225	Provo City	Brigham Young Academy	Benj. Cluff, jr	8	20
226	Salt Lake City	Utah Normal College	W. T. Eddingfield	8	1
	VIRGINIA.				
227	Lawrenceville	St. Paul Normal and Industrial School.	Rev. James S. Russell.	6	7
228	Reliance	Shenandoah Normal College	G. W. Hoenshel	7	
229	Richmond	Hartshorn Memorial College	Lyman B. Tefft	4	4
230	Scottsburg	Scottsburg Normal College	Rev. S. H. Thompson	2	6
231	Staunton	Valley Training School	D. C. Deans, A. B	2	1
	WEST VIRGINIA.				
232	Buckhannon	West Virginia Normal and Classical Academy.	W. O. Mills	2	3
233	Fayetteville	Fayetteville Normal School	H. C. Robertson	2	1
234	Harpers Ferry	Storer College	N. C. Bracket	7	2
235	Summersville	Summersville Normal School	W. G. Brown	3	2
	WISCONSIN.				
236	Milwaukee	National German-American Teachers' Seminary.	Emil Dapprich	8	8
237	St. Francis	Catholic Normal School	Rev. M. M. Gerend	7	
	WYOMING.				
238	Rawlins	Wyoming Normal and Scientific College.	J. E. Brate	3	0

schools for 1893–94—Continued.

Total enrollment.		Elementary pupils.	Normal students.		Students in business course.	Students in other courses.	Colored normal students included in 9 and 10.		Pupils in model school.	Number of graduates.	Length of course in years.	Length of year in weeks.	Value of buildings and grounds.	
Male.	Female.		Male.	Female.			Male.	Female.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	
186	108	.....	28	28	88	150	0	0	20	17	1	48	$75,000	203
32	78	.....	30	28	0	102	0	0	0	3	4	34	5,000	204
122	114	165	20	29	9	13	0	0	.....	.....	2	40	6,000	205
103	111	59	35	65	25	30	0	0	.....	5	2	40	.....	206
23	11	.....	5	3	11	15	0	0	.....	3	2	40	2,500	207
250	150	180	43	47	56	74	0	0	0	30	2	45	25,000	208
95	82	20	55	30	37	35	0	0	27	0	3	34	1,500	209
102	90	87	32	18	20	35	.....	.....	38	6	3	40	6,000	210
63	54	92	11	14	.....	.....	.....	.....	.....	6	2	40	.....	211
127	139	177	45	44	.....	.....	45	44	.....	13	3	38	.....	212
256	348	434	68	102	0	0	68	102	434	7	4	38	35,000	213
124	201	230	33	36	.....	26	33	36	.....	1	3	40	.....	214
65	68	82	15	20	8	8	0	0	51	10	3	40	3,000	215
150	156	146	30	40	.....	90	0	0	0	.....	2	40	.....	216
80	118	130	22	12	.....	34	22	12	0	5	4	33	50,000	217
0	62	.....	0	40	12	10	0	0	25	18	5	40	60,000	218
229	207	86	80	110	110	50	.....	.....	.....	18	2	40	.....	219
0	270	91	0	50	.....	129	0	50	.....	.....	2	.....	.....	220
76	117	73	21	33	31	35	.....	.....	.....	9	2	40	.....	221
42	68	79	17	14	.....	.....	17	14	.....	.....	4	33	.....	222
187	190	299	35	24	10	9	.....	.....	.....	.....	.....	.....	.....	223
122	130	100	28	40	8	66	0	0	.....	6	3	36	3,500	224
530	334	.....	422	211	78	153	0	0	123	8	6	38	.....	225
60	90	.....	25	30	25	70	.....	.....	24	0	2	40	11,700	226
62	69	.....	33	57	16	25	33	57	98	6	4	36	40,000	227
72	57	.....	36	37	25	31	.....	.....	.....	16	1–3	45	.....	228
1	108	21	1	80	.....	7	1	80	.....	6	4	32	50,000	229
23	34	13	7	10	7	20	0	0	13	.....	3	30	.....	230
19	32	27	10	12	.....	2	10	12	27	1	3	34	1,000	231
76	75	38	38	36	22	17	.....	.....	61	0	3	38	11,000	232
29	29	28	6	12	12	.....	.....	.....	.....	.....	2	26	.....	233
60	82	.....	51	75	.....	16	51	75	.....	.....	3	38	60,000	234
140	129	49	98	75	12	35	.....	.....	.....	7	2	40	8,000	235
140	128	235	10	23	.....	.....	0	0	235	7	3	42	75,000	236
82	0	.....	24	0	47	11	.....	.....	.....	6	4	40	.....	237
14	16	.....	2	5	0	23	0	1	8	0	2	50	0	238

TABLE 20.—*Statistics of manual training in city public schools.*—PART I.

	City.	Name of director of manual training.	Date of introduction of industrial drawing.	Date of introduction of manual training.	Is manual training optional or obligatory.	Number of different teachers of manual training.			Number of different pupils of manual training.			Cost of equipment for manual training.	Expenditure for manual training during 1893–94.			
						Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Oakland, Cal	R. P. Gleason	1880	1883	Optional *a*	1	0	1	1,146	1,415	2,561	$800	$1,800	$188	$56	$4
2	San Diego, Cal	Oliver Webb	.....	1891	Obligatory	1	4	5	310	650	960	593	850	(383)		.....
3	San Francisco, Cal. (Polytechnic High School).	Walter N. Bush	1892	1892	Optional	1	1	2	93	44	137	700	2,800	100	500	200
	San Francisco, Cal. (Franklin Grammar School).	Jas. G. Kennedy	.....	1892												
	San Francisco, Cal. (Rincon Grammar School).	Miss E. A. Cleveland	.....	1893	Obligatory	0	2	2	0	706	706	650	1,860	160	.....	.....
	San Francisco, Cal. (Potrero Primary School).	R. O. Faulkner	.....	1893												
4	Santa Barbara, Cal. (Manual Training School).	Miss E. A. Rich	.....	1894	do	0	2	2	141	91	232	.....	.....	.....	.....	.....
5	Denver, Colo	Charles A. Bradley	1884	1893	do	1	2	3	64	46	110	80,000	2,175	85	650	20
6	Pueblo, Colo	H. R. Jones	1889	1889	do	1	0	1	70	90	160	.....	1,200	300	100	50
7	New Haven, Conn	Thos. W. Mather	1868	1884	do	9	4	13	.....	.....	.....	100,000	.....	.....	.....	.....
8	Norwich, Conn	Wm. C. Houghton	.....	1891	Optional	1	0	1	18	15	33	.....	1,200	75	50	.....
9	Waterbury, Conn	John M. Taylor	1890	1891	Obligatory	1	0	1	.....	.....	.....	*b* 335	1,150	.....	.....	.....
10	Wilmington, Del	A. H. Berlin	1889	1889	do	4	0	4	292	0	292	7,000	3,900	.....	938	.....
11	Washington, D. C. (first six divisions).	J. A. Chamberlain	1886	1886	(*c*)	.....	.....	.....	13,791	14,654	28,445	25,370	*d*23,850	5,955	3,487	*e*6,158
	Washington, D. C. (seventh and eighth divisions).	J. H. Hill	1877	1887	Obligatory	10	12	22	5,247	6,986	12,233	7,000	14,450	.....	.....	2,076
12	Bloomington, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Chicago, Ill. (English High and Manual Training School).	A. R. Robinson	1890	1890	Optional	8	0	8	270	0	270	25,000	11,338	1,130	863	399

a Where a pupil begins the work he is expected to continue through the term.
b For tools and benches alone.
c Obligatory in grades 1 to 8. Optional in high school, except drawing in first and second years.
d Special teachers only.
e Janitors, fuel, and rent.

TABLE 20.—*Statistics of manual training in city public schools.*—PART I—Continued.

	City.	Name of director of manual training.	Date of introduction of industrial drawing.	Date of introduction of manual training.	Is manual training optional or obligatory.	Number of different teachers of manual training.			Number of different pupils of manual training.			Cost of equipment for manual training.	Expenditure for manual training during 1893-94.			
						Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
14	Elgin, Ill		1890													
15	Galesburg, Ill	G. H. Bridge			Optional	1	0	1	45	0	45	$500				
16	Moline, Ill	O. Curtis Wicks	1880	1891	(a)	1	0	1	277	0	277	1,400	$1,400	$170	$282	$25
17	Peru, Ill	F. W. Smedley	1880	1883	Optional b	1	1	2	500	500	1,000					
18	Springfield, Ill	E. E. Turney	1880	1890	do	1	0	1	70	0	70	1,000	400	200	300	50
19	Indianapolis, Ind	C. E. Emmerich		1888	do	4	2	6	295	275	570	40,000				
20	Davenport, Iowa	L. C. McLouth	1884	1889	(c)	1	1	2	140	280	420	1,200	1,950	371	52	
21	Des Moines, Iowa (west side)	A. C. Newell	1890	1890	Optional				29	12	41					
22	Oskaloosa, Iowa	Mary E. Loughridge				0	12	12	10	70	80			200		
23	Sioux City, Iowa	Miss Ida E. Boyd	1890													
24	Frankfort, Ky	George Robbins	1892	1893	Optional	1	0	1	60	73	133	2,200	1,200	800	200	100
25	Louisville (Ky.) Manual Training High School.	H. F. A. Kleinschmidt	1890	1890	Obligatory	6	0	6	217	0	217	150,000	1,705	1,000		
26	Augusta, Me															
27	Portland, Me	Wm. C. Holden	1893	1893	Obligatory	2	0	2	500	0	500	1,958	1,200			
28	Baltimore, Md. (Polytechnic Institute.)	John W. Saville	1884	1884	do	7	0	7	550	0	550	85,000	18,960	5,500	1,400	4,000
29	Boston, Mass	F. M. Leavitt	1871		do	2	9	11	1,950	50	2,000					
30	Fall River, Mass	Wm. J. Woods		1889	Optional	1	0	1	62	0	62					
31	Haverhill, Mass	Walter F. Brackett	d1893	1893	Obligatory	1	0	1	190	0	190	663	1,854	700		360
32	Holyoke, Mass		1887													
33	Hyde Park, Mass				(e)	1	2	3	54	150	204	f50	325	f25		41
34	Lowell, Mass	J. E. Owens	1872	1893	(g)	1	0	1				1,000	495	280		78
35	Lynn, Mass		1878		Obligatory	1	1	2	4,283	4,418	8,701					
36	Malden, Mass		1889													
37	Medford, Mass	J. W. Whitney	1893	1893	Optional h	1	1	2	190	456	646	200	500	50	200	20
38	New Bedford, Mass	Edwin R. King	1874	1894	Obligatory	1	0	1	420			1,000	1,200			
39	Newburyport, Mass		1892													
40	Northampton, Mass	Katherine D. Whitman		1891	Obligatory	0	1	1			(i)	f325		598		
41	Peabody, Mass		1894		do	0	2	2	300	500	800		600	125		
42	Somerville, Mass															
43	Springfield, Mass	Geo. B. Kilbon	1874	1886	Optional	3	4	7	921			8,709	2,300	470	2,654	569

44	Waltham, Mass	Everett Schwartz	1878	1888	do	2	0	2	323	5	328	2,000	1,901	396	75	63
45	Winchester, Mass	Emmons Hatch		1888	do	1	1	2	48	360	408	150	400	55	25	30
46	Bay City, Mich	H. E. Kimball	1891	1891	do	1	1	2	45	40	85	2,000	600			200
47	Muskegon, Mich	R. J. Warner	1884		(j)							800				
48	Minneapolis, Minn	J. E. Painter			(k)	6	0	6	875	25	900		7,000	2,500	2,300	
49	St. Cloud, Minn	M. S. Cobb	1892	1894	Obligatory l	0	1	1	31	39	70	135	675	40	95	
50	St. Paul, Minn	Eli Pickwick, jr	1887	1887	do m	4	1	5						580		
51	Stillwater, Minn				(n)	1	0	1	14	8	22	o 200	100	15	10	
52	Hannibal, Mo															
53	St. Louis, Mo. (L'Ouverture School).	O. M. Wood	1891	1890	Optional	2	6	8	46	70	116	3,000	700	100	150	50
54	Omaha, Nebr	J. E. W. Pigman	1886	1886	do	1	0	1	90	0	90	3,000	1,200	250	50	
55	South Omaha, Nebr	Jennie Littell			Obligatory	0	1	1	872	1,020	1,892		650	150		200
56	Concord, N. H	E. F. Gordon		1888	Optional	1	3	4	1,117	1,221	2,338	1,200	1,924			396
57	Atlantic City, N. J	L. E. Ackerman	1894	1893		1	0	1	49	75	124	5,239	1,543	312	187	
58	Camden, N. J	Horatio Draper	1891	1891		2	2	4	69	74	p 143	4,920	2,800	804	639	1,396
59	Elizabeth, N. J	Miss E. Van Valkenberg	1884	1887												
60	Garfield, N. J	E. Shafto	1888	1892	Obligatory							900	800	100	25	75
61	Hoboken, N. J	Mr. Bloomer			do	1	4	5	1,296	899	2,195		(3839)		83	875
62	Montclair, N. J	Amelia D. Sutton, and Merine Thompson.	1874	1882	do	1	3	4	775	825	1,600	5,000	2,302	306	382	303
63	Morristown, N. J															
64	Newark, N. J															
65	Orange, N. J	Miss M. E. Habberton	1879	1888	Obligatory	1	2	3	1,179	1,169	2,348	3,200	2,573	730	123	912
66	Passaic, N. J	Miss Ida T. Couch	1884	1894	do	0	2	2	117	203	320	2,302		283	2,019	
67	Ridgewood, N. J	B. C. Wooster	1890	1890	do	1	5	6	117	144	261		800	208	30	
68	South Orange, N. J	J. M. Palen	1889	1889	do	0	2	2	193	213	406	6,000	1,400	125	130	145
69	Albany, N. Y	John Fitzgibbons and Margaret I. Overton.	1877	1888	Optional	2	1	3	313	460	773	f 1,500	1,400	191	168	
70	Binghamton, N. Y															
71	Elmira, N. Y		1881													
72	Flushing, N. Y															
73	Glens Falls, N. Y		1885													
74	Jamestown, N. Y	Geo. F. Hale		1880	Obligatory q	1	1	2	1,500	1,440	3,140	f 1,000	1,125	r 225		
75	Kingston, N. Y		1875		Obligatory											
76	Newburg, N. Y	Alex. Hutchison	1877	1886	Optional	1	61	62	1,483	1,361	2,844	2,361	2,400	511	183	346
77	New York, N. Y		1866	1888	Obligatory	9	14	23	11,433	11,957	23,390		18,487			4,513
78	Sing Sing, N. Y		1880		do			(s)	408	489	897					

a Optional in high-school grades and in eighth or highest grammar grade. Sloyd is obligatory in seventh grade.

b As far as shopwork and sewing are concerned.

c It is optional for those in the ninth grade, 14 years of age or over, and for all in the high school.

d In day schools. It has been taught for twenty years in evening schools.

e Obligatory in sewing, optional in carpentry.

f Estimated.

g Carpentry is optional; drawing, sewing, etc., obligatory in day schools; in the free evening drawing school industrial drawing is optional.

h In grades 8 and 9 and high school.

i 2,027 including clay modeling and paper cutting; 1,689 for manual training proper.

j Industrial drawing obligatory in the first eight grades.

k Optional in high school and obligatory in the grades below the high school.

l With boys of the sixth, seventh, and eighth grades.

m Except in high school.

n In the elementary grades all work of this kind is obligatory, but in the high school the work is optional for certain courses.

o 12 benches and 12 sets of tools.

p In manual training high school and the elementary schools there were 5,177 males and 5,379 females.

q Except for girls in high school.

r Exclusive of drawing books, etc.

s 1 special, 19 regular; total, 20.

TABLE 20.—*Statistics of manual training in city public schools.*—PART I—Continued.

	City.	Name of director of manual training.	Date of introduction of industrial drawing.	Date of introduction of manual training.	Is manual training optional or obligatory.	Number of different teachers of manual training.			Number of different pupils of manual training.			Cost of equipment for manual training.	Expenditure for manual training during 1893–94.			
						Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
79	Cleveland, Ohio	W. E. Roberts	.....	1885	(*a*)	7	3	10	.....	.....	33,070	$95,161	$10,400	$3,823	$7,471	$1,028
80	Toledo, Ohio	George S. Waite	.....	1884	Optional *b*	6	26	32	383	3,173	3,556	55,261	12,750	.....	.....	.....
81	Youngstown, Ohio	S. M. Woodward	1893	1893	Obligatory	1	0	1	90	0	90	.....	.....	.....	.....	.....
82	Meadville, Pa	Miss Clara B. Russell	1886	1888	do	0	1	*c* 1	821	803	1,624	300	600	120	.....	.....
83	Norristown, Pa	.....	.....	1893	Optional	1	1	2	.....	.....	.....	4,500	720	220	.....	.....
84	Philadelphia, Pa	Wm. L. Sayre and Dr. C. H. Henderson.	1886	1886	(*d*)	55	2,845	2,900	61,252	63,928	125,180	26,000	46,900	11,000	1,338	917
85	Shenandoah, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	Westchester, Pa	Jos. J. Baily	1889	1889	Obligatory	1	0	1	68	10	78	650	350	13	98	.....
87	Newport, R. I	Oscar F. Sager	1893	1893	(*e*)	1	5	6	1,200	1,304	2,504	.....	2,011	484	371	444
88	Providence R. I. (High School)	Willard W. Grant	1892	1892	(*f*)	13	1	14	170	30	200	116,513	14,610	3,025	.....	.....
89	Seattle, Wash	B. W. Johnson	1894	.....	Optional	1	0	1	29	0	29	500	900	65	.....	.....
90	Spokane, Wash	Dr. E. J. Faust	1890	1892	do	2	63	65	.....	.....	3,183	150	3,000	125	200	20
91	Appleton, Wis	A. O. Green	1894	1894	(*g*)	.....	.....	.....	.....	.....	.....	400	.....	.....	.....	.....
92	Eau Claire, Wis	J. Swearingen	1884	1884	Optional	2	0	2	117	10	127	.....	1,405	60	325	10
93	La Crosse, Wis	L. S. Gerke	1883	.....	(*h*)	1	85	86	2,658	2,643	5,301	.....	800	267	.....	.....
94	Menominee, Wis	J. E. Hoyt	1891	1891	Optional	2	2	4	715	688	1,403	50,000	2,605	293	2,500	1,014
95	Milwaukee, Wis	M. M. Shepherd	1873	1891	do	1	0	1	64	1	65	4,330	1,400	687	287	100

a Obligatory in the first six grades; optional in the seventh and eighth.

b Sewing and cooking in grades below the eighth are elective and are taught after school hours.

c Not including regular teachers.

d It is optional above the twelfth grade; obligatory below.

e Obligatory in grammar grades; optional in high school.

f Graduates from the grammar school may select which high school they wish to attend; if they are admitted to the manual training high school they are required to do the entire work of the school.

g Pupils are required to take mechanical drawing in connection with the shop-work. Pupils will not be allowed to take a part of the course; they must take it as prescribed.

h In the high school a choice is made between music and drawing. It is obligatory in the grade schools.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils.		Number of classes.	Number of lessons a week.	Length of each lesson.
					Male.	Female.			
	1	17	18	19	20	21	22	23	24
1	Oakland, Cal.	Free-hand drawing *a*							
		Mechanical drawing *a*							
		Clay modeling	1st and 2d	*g* 1	973	1,186	46	1	1 hour.
		Paper cutting and folding	do	*g* 1	973	1,186	46	1	1 hour.
		Sewing *b*							
		Carpentry	8th and 9th	1	173	0	7	1	2 hours.
		Carving	do	1	0	229	7	1	1½ hours.
2	San Diego, Cal.	Free-hand drawing	All grades		1,279	1,329		5	20 minutes.
		Paper cutting and folding	5th	1	120	0	6	1	70 minutes.
		Sewing	3d to 8th			650		1	70 minutes.
		Carpentry	6th, 7th, and 8th	1	190	0	12	1	70 minutes.
3	San Francisco, Cal.	Free-hand drawing	Polytechnic High School	1	30	50	6	5	45 minutes.
		Mechanical drawing	do	1	69	12	3	15	45 minutes.
		Carpentry	do	1	52		2	6	45 minutes.
		Sewing	4th, 5th, and 6th *c*	1	0	250	8	2	45 minutes.
			3d to 8th *d*	1	0	176	7	2	30 minutes.
		Cooking	7th and 8th *e*	1	0	60	2	1	2 hours.
			6th, 7th, and 8th *e*	1	0	220	9	1	2 hours.
4	Santa Barbara, Cal. (Manual Training School).	Cooking		1	3	79	6	1	2 hours.
		Sloyd		1	138	12	8	1	2 hours.
		Mechanical drawing *f*							
5	Denver, Colo.	Free-hand drawing	2d to 12th	(*g*)	3,848	3,997			
		Mechanical drawing	3d to 12th	(*g*)	3,192	3,374			
		Clay modeling	Kindergarten	(*g*)	150	150			
		Paper cutting and folding	do	(*g*)	150	150			
		Sewing	Manual Training High School.		(*h*)	(*h*)	3	5	95 minutes.
		Carpentry	do				3	5	95 minutes.
		Wood turning	do				3	5	95 minutes.
		Carving	do				3	5	95 minutes.
		Pattern making	do						

a Free-hand drawing is taught in the primary grades, and free-hand and mechanical drawing in the grammar grades, one hour per week.
b A little taught in one school.
c Franklin grammar school.
d Potrero primary school.
e Rincon grammar school.
f No connection with sloyd.
g Regular teachers under direction of one supervisor.
h There are 64 boys and 46 girls in the manual training high school.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of classes.	Number of lessons a week.	Length of each lesson.
	1	17	18	19	20	21	22	23	24
	Denver, Colo	Forging	Manual Training High School.						
		Sheet-metal work	do						
		Molding	do						
		Vise work	do						
		Machine-shop work	do						
6	Pueblo, Colo	Mechanical drawing		1	70	90	6		1 hour.
		Carpentry		1	30	50	3	5	1 hour.
		Wood turning		1	30	10	3	5	1 hour.
		Carving		1	10	30	3	5	1 hour.
7	New Haven, Conn	Free-hand drawing	All grades	a 4	6,000	8,000		4	15 minutes.
		Mechanical drawing	High School and Manual	2	100	150			
		Clay modeling	Primary						
		Paper cutting and folding	do						
		Sewing	4th, 5th, and 6th	2	0			4	15 minutes.
		Cooking	Manual Training and 7th	1	0			1	75 minutes.
		Carpentry	do			0			
		Wood turning	Manual Training						
		Carving	do						
		Pattern making	do						
		Forging	do						
		Vise work	do						
		Machine-shop work	do						
8	Norwich, Conn								
9	Waterbury, Conn	Free-hand drawing	All grades	b 1					
		Mechanical drawing	Evening school	1					
		Clay modeling	1st and 2d	b 1					20 minutes.
		Paper cutting and folding	1st to 8th	b 1					
		Bench work	8th Grammar and 1st two years in High School.	1	139		10	1	90 minutes.
10	Wilmington, Del	Free-hand drawing	All grades	190	(9,709)		200	2	35 minutes.
		Mechanical drawing	High School	1	292	0	6	5	45 minutes.
		Clay modeling	Primary	105	(4,200)		105	1	20 minutes.
		Paper cutting and folding		105	(4,200)		105		20 minutes.
		Sewing	Grammar	1	0	1,000	25	1	50 minutes.
		Cooking	do	1	0	30	2	1	2 hours.
		Carpentry	High School	c 1	186	0	2	4	45 minutes.
		Wood turning	do	c 1	186	0	2	4	45 minutes.
		Pattern making	do	c 1	42	0	1	5	45 minutes.

		Forging	do	*c* 1	88	0	4	5	45 minutes.
		Molding (metal)	do	*c* 1	54	0	1	5	45 minutes.
		Vise work	do	*c* 1	76	0	2	5	45 minutes.
		Machine-shop work	do	*c* 1	54	0	2	5	45 minutes.
11	Washington, D. C. (first six divisions).	Free-hand drawing	All grades	541	13,558	14,411	559	1 to 5	45 to 60 minutes.
		Mechanical drawing	High School	4	790	1,205	37	1 to 2	45 to 60 minutes.
		Clay modeling	All grades	541	13,558	14,411	559	1 to 5	30 to 60 minutes.
		Paper cutting and folding, and cardboard work.	1st to 8th	*d* 534	12,909	13,389	534	3 to 5	30 to 60 minutes.
		Sewing	3d, 4th, 5th, and 6th	11	0	5,561	221	1	60 minutes.
		Cooking	7th and 8th	10	0	2,003	136	1	1½ to 2 hours.
		Carpentry	do	12	1,709	0	155	1	1½ to 2 hours.
		Wood turning *e*	High School, 1st year	1	119	0	12	1 to 3	90 minutes.
		Carving *f*							
		Pattern making	High School, 1st year	1	30	0	6	3	90 minutes.
		Forging	High School, 2d year	1	41	0	6	1 to 3	90 minutes.
		Molding (metal) *g*							
		Vise work	High School, 3d and 4th years.	1	36	0	6	1 to 3	90 minutes.
		Machine-shop work							
		Parquetry *h*							
	Washington, D. C. (seventh and eighth divisions).	Free-hand drawing	All grades	*d* 3	5,247	6,986	234	1	6th, 7th, 8th, 20 minutes.
		Mechanical drawing	6th, 7th, 8th, and High School.	*d* 3	1,037	1,474	74	1	1st, 2d, 3d, 4th, 5th, 10 minutes.
		Clay modeling	1st to 5th, and Normal School.	*d* 3	4,220	5,512	179	1	High, 50 minutes.
		Paper cutting and folding	1st, 2d, 3d, 4th, and Normal School.	*d* 3	3,694	4,829	157	1	Normal, 120 minutes.
		Sewing	3d, 4th, 5th, and 6th	7	0	2,821	109	1	60, 90, 120 minutes.
		Cooking	7th, 8th, and High School	5	0	594	39	1	90 minutes.
		Carpentry	6th, 7th, 8th, and High School.	5	691	0	15	1	120 minutes.
		Wood turning	7th, 8th, and High School	1	7	0	2	1	
		Carving	High School	1	14	0	1	1	50 minutes.
		Pattern making	7th and 8th	1	3	0	1	1	
		Forging	6th, 7th, 8th, and High School.	1	118	0	15	1	120 minutes.
		Molding (metal)	do	1	118	0		1	
		Vise work	do	1	118	0		1	
		Machine-shop work	do	2	118	0		1	
12	Bloomington, Ill	Clay modeling	1st, 2d, and 3d	33			66	2½	20 minutes.
		Paper cutting and folding	do	33			66	2½	20 minutes.

a Taught by regular teachers under supervision of four special teachers.
b Taught by regular teachers under supervision of one special teacher.
c The classes in carpentry, wood turning, and pattern making, in the high school, are taught by the same teacher. Vise work and machine-shop work are taught by one teacher, and forging and molding by a third teacher. The other manual training teacher teaches drawing.
d Taught by regular teachers under supervision of specialists.
e The time given for this branch, as well as for pattern making, forging, and machine-shop work, is divided between actual shopwork and the correlated drawing.
f Taught slightly in connection with carpentry.
g Taught in connection with pattern making.
h Taught in connection with carpentry.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils.		Number of classes.	Number of lessons a week.	Length of each lesson.
					Male.	Female.			
	1	17	18	19	20	21	22	23	24
13	Chicago, Ill. (English High and Manual Training School.)	Free-hand drawing	9th, 10th, and 11th	1	270	0	14	1	1 hour.
		Mechanical drawing	do	2	270	0	14	4	1 hour.
		Carpentry	9th	3	110	0	6	5	2 hours.
		Wood turning	do	3	110	0	6	5	2 hours.
		Pattern making	do	3	110	0	6	5	2 hours.
		Forging	10th	1	102	0	4	5	2 hours.
		Molding (metal)	do	1	102	0	4	5	2 hours.
		Vise work	11th	.....	58	0	3	5	2 hours.
		Machine work	do	.....	58	0	3	5	2 hours.
14	Elgin, Ill	Free-hand drawing	1st to 8th	*a* 1	.....	.....	88	5	20 minutes.
		Mechanical drawing (elementary)	3d to 8th	*a* 1	.....	.....	55	*b* Occasional.	20 minutes.
		Clay modeling	1st to 3d	*a* 1	.....	.....	46	1	30 minutes.
		Paper cutting and folding	1st to 7th	*a* 1	.....	.....	85	*b* Occasional.	20 minutes.
15	Galesburg, Ill.	Carpentry	High School	1	45	0	3	2	2 hours.
		Wood turning	do						
		Carving	do						
		Pattern making	do						
16	Moline, Ill	Free-hand drawing	1st to 9th	(*a*)	1,182	1,231	80	3 to 5	15 to 40 minutes.
		Mechanical drawing	6th, 7th, and 8th	.....	.....	.....	.....	.....	
		Clay modeling	1st and 2d	.....	.....	.....	.....	.....	20 minutes.
		Paper cutting and folding	do	.....	.....	.....	.....	.....	20 minutes.
		Sewing	3d to 8th	(*c*)	.....	.....	.....	.....	
		Sloyd, or knife work	7th	1	72	72	6	1	45 minutes.
		Carpentry	8th and 9th	1	82	.....	5	1	2¼ hours.
		Wood turning	10th and 11th	1	14	.....	2	1	2¼ hours.
		Carving	9th	1	.....	22	1	1	2¼ hours.
17	Peru, Ill	Free-hand drawing	All grades	20	500	500	40	5	30 minutes.
		Mechanical drawing	7th, 8th, and 9th	4	100	100	6	5	30 minutes.
		Carpentry	do	1	38	3	2	5	40 minutes.
		Wood turning	do	1	.....	.....	.....	.....	
18	Springfield, Ill.	Free-hand drawing	All grades	*c* 88	2,022	2,161	88	2 or 3	30 minutes.
		Mechanical drawing		1	70	.....	2	1	1 hour.
		Clay modeling	1st and 2d	15	320	380	15	4	15 to 20 minutes.
		Paper cutting and folding	do	15	320	380	15	4	15 to 20 minutes.
		Carpentry	7th, 8th, and 9th	1	70	0	3	1	3 hours.
		Wood turning	do	1	70	0	3	1	3 hours.
19	Indianapolis, Ind. (Industrial Training High School)	Free-hand drawing	1st year	1	.....	.....	6	5	1 hour.
		Mechanical drawing	2d year	1	.....	.....	6	5	2 hours.
		Clay modeling	3d year	.....	.....	.....	.....	.....	
		Sewing	1st and 2d years	1	.....	.....	2	5	2 hours.

		Cooking	do	1			1	5	2 hours.
		Carpentry	1st year	1			4	5	2 hours.
		Wood turning	do	1			1	5	2 hours.
		Carving	3d year						
		Pattern making	2d year	1			1	5	2 hours.
		Forging	do	1			2	5	2 hours.
		Molding (metal)	3d year						
		Machine-shop work	4th year						
20	Davenport, Iowa	Free-hand drawing	9th and High School	1	140	0	5	2	45 minutes.
		Mechanical drawing	do	1	140	0	5	1	1 hour, 15 minutes.
		Cooking	do	1		280	14		
		Carpentry	9th	1	70	0	5	1	1 hour, 15 minutes.
		Wood turning	High School	1	70	0	5	1	1 hour, 15 minutes.
		Pattern making	do	1	70	0	5	1	1 hour, 15 minutes.
21	Des Moines, Iowa (West side)	Free-hand drawing	1st to 9th		(3,700)			5	20 minutes.
		Mechanical drawing	9th and 10th	1	28	6	2	5	45 minutes.
		Clay modeling	1st and 2d						
		Paper cutting and folding	do						
		Cooking	9th and 10th	1		28	3	15	90 minutes.
		Carpentry	9th	1	15	3	1	5	45 minutes.
		Wood turning	10th	1	10	2	1	$2\frac{1}{2}$	$1\frac{1}{2}$ hours.
		Carving	do	1	12	12	2	$2\frac{1}{2}$	45 minutes and $1\frac{1}{2}$ hours.
22	Oskaloosa, Iowa	Sewing		12	10	70	12	1	2 hours.
		Cooking *d*							
23	Sioux City, Iowa	Free-hand drawing	1st to 8th	131	2,376	2,479	131		20 minutes.
		Mechanical drawing	6th, 7th, and 8th	24	280	345	20		20 minutes.
		Clay modeling	1st to 8th	131	2,376	2,479	131		20 minutes.
		Paper cutting and folding	do	131	2,376	2,479	131		20 minutes.
24	Frankfort, Ky	Free-hand drawing	All grades	14	398	395	12	2	50 minutes.
		Mechanical drawing	6th, 7th, and 8th, High School	4	139	145	8	5	50 minutes.
		Clay modeling	Kindergarten	3	72	63	4	3	30 minutes.
		Paper cutting and folding	do	3	72	63	4	3	30 minutes.
		Wood turning	Manual training	1	60	73	12	3	50 minutes.
		Carving	do	1	60	73	12	3	50 minutes.
25	Louisville, Ky. (Manual Training High School).	Free-hand drawing	1st year	2	110	0	1	5	55 minutes.
		Mechanical drawing	1st, 2d, and 3d years	2	107	0	3	5	55 minutes.
		Carpentry	1st year	2	110	0	1	5	110 minutes.
		Wood turning	do	2	110	0	1	5	110 minutes.
		Carving	do	2	110	0	1	5	110 minutes.
		Pattern making	do	2	110	0	1	5	110 minutes.
		Forging	2d year	1	65	0	1	5	110 minutes.
		Sheet-iron work	do	1	65	0	1	5	110 minutes.
		Molding (metal)	do	1	65	0	1	5	110 minutes.
		Vise work	3d year	1	41	0	1	5	110 minutes.
		Machine-shop work	do	1	41	0	1	5	110 minutes.

a Taught by regular teachers under the supervision of one special teacher.

b The main drawing instruction is free-hand work from natural objects and models. The constructive work is given occasionally, two or three times a month; paper cutting and folding are used most in lower grades; pattern making in upper grades.

c Taught by regular teachers.

d This is taught occasionally.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils.		Number of classes.	Number of lessons a week.	Length of each lesson.
					Male.	Female.			
	1	17	18	19	20	21	22	23	24
26	Augusta, Me	Free-hand drawing	1st to 10th	*a* 1	345	355	25	2	45 minutes.
		Mechanical drawing	8th, 9th, and 10th	*a* 1	70	80	3		
		Clay modeling *b*	1st, 2d, 3d, and 4th	*a* 1	200	210	12		
		Paper cutting and folding	1st to 10th	*a* 1	345	355	15		
27	Portland, Me	Free-hand drawing	2d to 9th	*a* 2	1,500	1,500	100	1	30 minutes.
		Mechanical drawing	7th to 9th	*a* 2	500	0	30	1	1 hour.
		Sewing	7th to 9th	.....	.....	500	30	1	2 hours.
		Carpentry	.....	.....	500	.....	30	1	2 hours.
28	Baltimore, Md. (Polytechnic Institute).	Free-hand drawing	1st 2 years	2	320	.....	8	5	1 hour.
		Mechanical drawing	Last 3 years	1	165	.....	6	5	1 hour.
		Carpentry	1st 3 years	3	350	.....	9	5	1 hour.
		Wood turning	3d and 4th years	1	100	.....	4	5	2 hours.
		Carving	3d year	1	60	.....	2	5	2 hours.
		Pattern making	4th year	1	40	.....	2	5	2 hours.
		Forging	3d year	1	100	.....	3	5	2 hours.
		Sheet-metal work	1st and 2d years	2	320	.....	8	5	1 hour.
		Vise work	4th year	1	40	.....	2	5	2 hours.
		Machine-shop work	5th year	1	20	.....	1	5	2 hours.
29	Boston, Mass	Free-hand drawing *c*	1st to 12th	1,250	30,807	28,034	1,250	2	45 minutes.
		Mechanical drawing *c*	4th to 12th	.....	.....	.....	.....	2	45 minutes.
		Clay modeling	1st to 12th	.....	.....	.....	.....	2	45 minutes.
		Paper cutting and folding	1st to 9th	.....	.....	.....	.....	2 or 3	
		Sewing	4th to 9th	.....	.....	.....	.....	2	1 hour.
		Cooking	8th	.....	.....	.....	.....	1	2 hours.
		Sloyd or knife work	7th and 8th	.....	.....	.....	.....	1	2 hours.
		Carpentry	7th and 8th	.....	.....	.....	.....	1	2 hours.
		Wood turning	Mechanical Arts High School.	.....	.....	.....	.....	.....	
		Carving	.....do	.....	.....	.....	.....	.....	
		Pattern making	.....do	.....	.....	.....	.....	.....	
		Forging	.....do	.....	.....	.....	.....	.....	
		Sheet-metal work	.....do	.....	.....	.....	.....	.....	
		Molding (metal)	.....do	.....	.....	.....	.....	.....	
		Vise work	.....do	.....	.....	.....	.....	.....	
		Machine-shop work	.....do	.....	.....	.....	.....	.....	
30	Fall River, Mass	Mechanical drawing	High School	1	62	.....	4	5	50 minutes.
		Carpentry	Freshman High School	1	35	.....	1	4	50 minutes.
		Wood turning	Sophomore High School	1	14	.....	1	4	50 minutes.
		Pattern making	Sophomore and Junior High School.	1	19	.....	1	4	50 minutes.

		Vise work	High School *d*	1	8	.....	1	4	50 minutes.
		Machine shop work							
31	Haverhill, Mass	Free-hand drawing	1st to 9th	(*a*)	.....	.....	.....	3	20 to 40 minutes.
		Mechanical drawing	8th and 9th	*a* 1	.....	.....	10	1	Variable.
		Clay modeling	1st, 2d, and 3d	(*a*)	.....	.....	.....	1	20 to 30 minutes.
		Paper cutting and folding	do	(*a*)	.....	.....	.....	1	20 to 30 minutes.
		Sewing	5th, 6th, and 7th	1	.....	.....	.....	1	1 hour.
		Cooking	8th and 9th	1	.....	.....	10	1	2 to 2½ hours.
		Sloyd or knife work	do	1	.....	.....	10	1	2 to 2½ hours.
		Carpentry	do	1	.....	.....	10	1	2 to 2½ hours.
32	Holyoke, Mass	Free hand drawing	All grades	*e* 1	.. ..	.....	114	2	30 minutes.
		Mechanical drawing	6th to 9th, High School	.....	.....	.....	30	1	30 minutes.
		Clay modeling	1st and 2d	.....	.....	.....	40	4	
		Sewing	6th and 7th	.....	.....	.....	3	.....	
		Sloyd or knife work	(*f*)	.....	.....	.....	12	1	30 minutes.
33	Hyde Park, Mass	Mechanical drawing	All grades	.....	.....	.....	.....	3	30 minutes.
		Clay modeling	Primary	.....	.....	.....	.....	1	20 minutes.
		Paper cutting and folding	do	.....	.....	.....	.....	1	20 minutes.
		Sewing	4th and 5th	2	.....	.....	8	1	1 hour.
		Carpentry	Vacation school	1	54	.....	2	.....	
34	Lowell, Mass	Free-hand drawing	Primary, Grammar	(*e*)	6, 857	6, 257	200	5	25 minutes.
		Mechanical drawing *g*	7th, 8th, and 9th	(*e*)	(1, 450)		30	2	30 minutes.
		Clay modeling	1st year	(*e*)	.....	.....	53	2	15 minutes.
		Paper cutting and folding	Primary	(*e*)	3, 968	3, 526	105	1	20 minutes.
		Sewing	4th, 5th, and 6th	1	0	2, 000	50	1	1 hour
		Carpentry	9th	1	125	0	5	1	2 hours.
35	Lynn, Mass	Free-hand drawing	1st to 7th	113	2, 947	3, 784	*h* 113	3	40 minutes.
		Mechanical drawing *h*	8th and 9th	29	536	634	*h* 29	3	45 minutes.
		Clay modeling	1st to 4th	46	2, 804	2, 618	46	4	30 minutes.
		Paper cutting and folding	1st to 3d	95	2, 502	2, 288	95	4	30 minutes.
36	Malden, Mass	Free-hand drawing	1st to 9th	*e* 1	2, 146	2, 172	96	3	30 minutes.
		Mechanical drawing	8th and 9th	*e* 1	195	221	10	3	30 minutes.
		Clay modeling	1st to 3d	*e* 1	1, 050	952	42	3	30 minutes.
		Paper cutting and folding	1st	*e* 1	467	461	24	3	30 minutes.
37	Medford, Mass	Free-hand drawing	All	*e* 1	.....	.....	.....	2	45 minutes.
		Clay modeling	Primary	*e* 1	.....	.....	.....	.....	
		Sewing	4th, 5th, 6th, and 7th	.....	.....	456	.....	.....	
		Carpentry	8th, 9th, and 10th	.....	190	.....	9	1	2 hours.
38	New Bedford, Mass	Free-hand drawing	13	*e* 2	2, 815	2, 787	158	2 to 4	10 to 30 minutes.
		Mechanical drawing							
		Clay modeling	1st and 2d	.....	750	824	35	1	15 minutes.
		Paper cutting and folding	2d to 9th	.....	2, 000	2, 085	130	(*i*)	

a Taught by regular teachers under the supervision of specialist.
b Included in drawing.
c Evening drawing schools are 5 in number; have 27 teachers and 632 pupils (average).
d Part of junior and all of senior year.
e Taught by regular teachers under supervision.
f 1 building.
g In day schools mechanical drawing is taken only a part of the year in the regular work in drawing.
h This subject is taught in the high school also, having 15 classes under the special instructor, with 1 lesson a week, 50 minutes in length.
i Not regular.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of classes.	Number of lessons a week.	Length of each lesson.
	1	17	18	19	20	21	22	23	24
	New Bedford, Mass.	Sewing	3d to 7th	3	.....	1,900	46	1 in 2 weeks.	1 hour.
		Cooking	8th, 9th, and 10th	1	.....	400	20	1 in 2 weeks.	2 hours.
		Sloyd or knife work	7th, 8th, and 9th	1	420	.....	20	1 in 2 weeks.	2 hours.
		Carpentry	do	1	420	.....	20	1 in 2 weeks.	2 hours.
39	Newburyport, Mass.	Free-hand drawing	All grades	.....	(1,600)			2	30 minutes.
		Clay modeling	1st, 2d, 3d, and 4th	.....	(800)		4	2	30 minutes.
		Paper cutting and folding	do	.....	(800)			2	30 minutes.
40	Northampton, Mass.	Free-hand drawing	1st to 9th	a1	(2,027)		60	b2	30 minutes.
		Mechanical drawing	5th to 9th	a1	(828)		18	b2	30 minutes.
		Clay modeling	1st to 3d	a1	(882)		41	1	30 minutes.
		Paper cutting and folding	1st and 2d	a1	(626)		26	1	30 minutes.
		Knife work	2d to 9th	a1	(1,689)		48	2	30 minutes.
41	Peabody, Mass.	Free-hand drawing	1st to 10th	a1	775	687	10	3	20 to 45 minutes.
		Mechanical drawing	4th to 10th	a1	500	500	7	3	
		Clay modeling	1st to 3d	a1	200	200	3	1	25 minutes.
		Paper cutting and folding	1st to 4th	a1	275	280	4	½	29 minutes.
		Sewing	4th to 7th	a1	20	325	4	1	1 hour.
42	Somerville, Mass.			.....	.....	.....	.....	.....	
43	Springfield, Mass.	Free-hand drawing	All grades	a3	3,916	3,329	.....	.....	
		Mechanical drawing	Grammar and High School	a3	(2,902)		.....	.....	
		Clay modeling	1st, 2d, and 3d	a2	(3,800)		.....	.....	
		Paper cutting and folding	do	a2	(3,800)		.....	.....	
		Sewing	4th to 7th	1	.....	1,026	.....	.....	
		Cooking	8th	.....	.....	111	7	.....	
		Sloyd or knife work	4th to 7th	1	700	4	19	1	60 minutes.
		Carpentry	8th, 9th, and High School	3	199	9	14	6	90 minutes.
		Wood turning	High School	3	18	2	1	5	105 minutes.
		Carving	do	3	10	.....	1	5	105 minutes.
		Pattern making	do	3	10	.....	1	5	105 minutes.
		Forging	do	3	4	.....	1	5	105 minutes.
		Molding (metal)	do	3	10	.....	1	5	105 minutes.
		Vise work	do	3	4	.....	1	5	105 minutes.
		Machine-shop work	do	3	4	.....	1	5	105 minutes.
44	Waltham, Mass.	Free-hand drawing	4th to 11th	a1	625	723	31	1	35 minutes.
		Mechanical drawing	7th to 9th	a1	198	272	12	1	45 minutes.
		Clay modeling	1st to 3d	a1	463	549	28	.....	30 minutes.
		Paper cutting and folding	do	a1	463	549	28	.....	30 minutes.
		Sewing	4th to 9th	a1	481	697	31	.....	30 minutes.
		Sloyd or knife work	6th to 9th	2	305	.....	11	3	

		Carpentry	do	2	305		11	3	
		Wood turning	1st and 2d years High School	1	18	5	2	(c)	
		Carving	do	1	18	5	2	(c)	
		Forging	do	1	18			(c)	
		Vise work							
45	Winchester, Mass	Free-hand drawing	All grades	(d)	490	518	23	2	30 minutes.
		Clay modeling	Primary						
		Paper cutting and folding	do						
		Sewing	4th to 8th	1					
		Cooking	8th and 9th	1		60	5	1	2 hours.
		Carpentry	do	1	48		4	1	2 hours.
46	Bay City, Mich	Free-hand drawing	10 B	1	45		4	3	90 minutes.
		Mechanical drawing	10th and 11th	1	45		4	2	90 minutes.
		Sewing				40		5	2 hours.
		Carpentry	10 A and B						
		Wood turning	11 B						
		Pattern making	11 A						
47	Muskegon, Mich	Free-hand drawing	1st to 8th	d 1	1,890	1,910	76	3	30 minutes.
		Mechanical drawing	6th to 8th	d 1	335	345	20	3	30 minutes.
		Clay modeling	1st to 6th	d 1	1,570	1,580	63	1	40 minutes.
		Paper cutting and folding	1st to 8th	d 1	1,890	1,910	76	1	15 minutes.
48	Minneapolis, Minn	Mechanical drawing	High School	4	280	15	15	5	40 minutes.
		Sewing	4th, 5th, and 6th			4,000	88	1	1 hour.
		Cooking	7th	3		748	30	1	2 hours.
		Sloyd or knife work	4th, 5th, and 6th		4,000		88	1	1 hour.
		Carpentry (sloyd)	7 yr.; 1st and 2d yrs. High School.	4	850	[illegible]	41	6	2 hours 40 minutes.
		Wood turning	2d yr. High School	1	75			2	40 minutes.
		Carving	do	1	75	6	11	3	40 minutes.
		Vise work	1st term High School						
		Machine-shop work	2d term High School						
49	St. Cloud, Minn	Free-hand drawing	1st to 9th	d 1	374	411	21	3	30 minutes.
		Mechanical drawing	6th, 7th, and 8th	1	129	113	5	3	30 minutes.
		Clay modeling	1st, 2d, and 3d	d 1	228	260	11	2	30 minutes.
		Paper cutting and folding	do	d 1	228	260	11	1	20 minutes.
		Sloyd or knife work	7th	1	31	39	2	2	1 hour.
		Vise work	do	1	31	39	2	2	1 hour.
50	St. Paul, Minn	Free-hand drawing	High School	1	95	6	2		45 minutes.
		Mechanical drawing	4th through High School	d 3	2,500		1		30 minutes.
		Clay modeling	Kindergarten through 8th	d 1			5		45 minutes.
		Paper cutting and folding	Kindergarten and 1st						
		Sloyd or knife work	4th, 5th, and 6th	d 2	1,750	70			(e)
		Carpentry	7th, 8th, and High School	1	616	20	5		45 minutes.
		Wood turning	High School	1	33	1	5		45 minutes.
		Carving	do	1	2	1	5		45 minutes.
		Pattern making and cabinetmaking	do	1	32	1	5		45 minutes.
		Forging	do	1	10	1	5		90 minutes.
		Molding (metal)	do	1	22	1	5		45 minutes.
		Vise work	do	1	9	1	5		90 minutes.

a Taught by all the regular class teachers under supervision.
b Part of the year.
c Two hours every day for two weeks.
d Taught by regular teachers under supervision.
e One hour every two weeks.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of classes.	Number of lessons a week.	Length of each lesson.
	1	17	18	19	20	21	22	23	24
	St. Paul, Minn	Machine-shop work	High School	1	9	1	5		90 minutes.
51	Stillwater, Minn	Free-hand drawing	All grades	*a* 1			37	5	20 minutes.
		Mechanical drawing	High School	1	8		1	5	40 minutes.
		Clay modeling	Primary	*a* 1			13	1	50 minutes.
		Paper cutting and folding	Primary						50 minutes.
		Sewing	1st to 8th	1			37	1	50 minutes.
		Sloyd or knife work	High School	1					
		Carpentry	do	1					
52	Hannibal, Mo. *b*								
53	St. Louis, Mo. (L'Ouverture School).	Free-hand drawing	6th, 7th, and 8th	1	32		2	2	1 hour.
		Mechanical drawing	do	1	32		2	2	1 hour.
		Sewing	do	4		36	3	3	1 hour.
		Carpentry	do	1	32		2	5	1 hour.
		Wood turning	do	1	16		1	5	1 hour.
		Carving	do	1	16		1	5	1 hour.
		Pattern making	do	1	16		1	5	1 hour.
		Forging	do	1	16		1	5	1 hour.
		Machine-shop work	do	1	16		1	5	1 hour.
		Printing	7th and 8th	1	4	8	1	5	1 hour.
		Venetian ironwork	8th	1	4		1	5	1 hour.
54	Omaha, Nebr	Mechanical drawing	9th to 12th	1	80		5	1	40 minutes.
		Carpentry	do	1	60		3	4	40 minutes.
		Wood turning	do	1	80		5	1	40 minutes.
		Carving	do	1	10		1	5	40 minutes.
		Pattern making	do	1	20		2	5	40 minutes.
		Molding (metal)	do	1	20		2	5	40 minutes.
55	South Omaha, Nebr	Free-hand drawing	1st to 10th	*a* 40	872	1,020		5	10 to 25 minutes.
		Mechanical drawing	9th and 10th	1	11	33	1	3	30 minutes.
		Clay modeling	1st	*a* 12	361	370	12	1	20 minutes.
		Paper cutting and folding	do	*a* 12	361	370	12	1	20 minutes.
56	Concord, N. H	Free-hand drawing	All grades	*a* 1	1,117	1,221		1	30 minutes.
		Mechanical drawing	High School	1				1	1 hour.
		Clay modeling	All grades	*a* 1	1,117	1,221		1	30 minutes.
		Paper cutting and folding	do	*a* 1	1,117	1,221		1	30 minutes.
		Sewing	All grades	2		485		1	1½ hours.
		Cooking	High School and 9th	1		96	5	1	2 hours.
		Carpentry	Above 13 years of age	1	134	0		1	2 hours.
		Wood turning	Above 13 years of age						
57	Atlantic, N. J	Free-hand drawing	1st to 8th	45	1,125	950	45	3 to 5	20 to 45 minutes.

		Mechanical drawing	9th to 12th	1	49	.....	7	1	40 minutes.
		Clay modeling	1st, 2d, 3d, and 4th	26	375	350	26	.....	20 minutes.
		Paper cutting and folding	1st to 8th	45	1,125	950	45	.....	20 to 45 minutes.
		Sewing	5th, 6th, and 7th	13	.....	345	13	.....	
		Carpentry	9th, 10th, 11th, and 12th	1	49	.....	7	1	40 minutes.
		Carving	....do	1	.....	75	8	1	40 minutes.
		Design in water color	....do	1	.....	75	8	1	40 minutes.
58	Camden, N. J	Free-hand drawing	1st to 11th	204	5,177	5,379	300	2	45 to 60 minutes.
		Mechanical drawing	9th to 11th	1	69	74	6	5	45 minutes.
		Paper cutting and folding	1st to 8th	200	5,108	5,305	294	1	60 minutes.
		Sewing	3d to 11th	101	135	2,504	74	1	60 minutes.
		Carpentry	9th to 11th	1	69	74	6	3 and 2	45 minutes.
		Wood turning	10th and 11th	1	29	0	2	3 and 2	45 minutes.
		Carving	....do	1	26	29	3	3 and 2	45 minutes.
		Pattern making	....do	1	29	0	2	2	45 minutes.
		Forging	....do	1	29	0	2	2	45 minutes.
		Sheet metal work	10th	1	18	0	1	2	45 minutes.
		Vise work	9th to 11th	1	29	0	2	2 and 3	45 minutes.
59	Elizabeth, N. J	Free-hand drawing	All grades	.....	2,175	2,116	85	2	30 to 40 minutes.
		Clay modeling	Primary	.....	1,539	1,424	54	2	30 to 40 minutes. *c*
		Paper cutting and folding	....do	.....					
60	Garfield, N. J	Free-hand drawing	1st to 4th, Primary; 1st to 3d, Grammar.	(*d*)		200	250	10	2	30 minutes.
		Mechanical drawing	4th, 5th, 6th, Grammar, High School.	1	25	40	2	3	45 minutes.
		Clay modeling	Primary	(*d*)		100	125	5	1	30 minutes.
		Paper cutting and folding	....do	(*d*)		100	125	5	1	30 minutes.
		Sewing	Grammar	1	.....	60	2	2	45 minutes.
		Carpentry	Highest Grammar and 1st to 2d High School.	1	25	.....	2	3	1 hour.
61	Hoboken, N. J	Free-hand drawing	4th and 5th	1	288	.....	13	1	30 minutes.
		Mechanical drawing	2d and 3d	1	204	.....	12	1	30 minutes.
		Clay modeling	4th and 5th	1	288	.....	13	1	90 minutes.
		Sewing	2d, 3d, and 4th	1	.....	719	35	1	1 hour.
		Cooking	2 B and 2 A	1	.....	180	12	1	2 hours.
		Carpentry	2d and 3d	1	229	.....	14	1	90 minutes.
		Wood turning	2d	1	10	.....	.....	1	90 minutes.
		Carving	3d and 4th	1	216	.....	13	1	1½ and 2 hours.
62	Montclair, N. J	Free-hand drawing	1st to 10th	*d* 1	775	825	42	2	40 minutes.
		Mechanical drawing	4th, 5th, and 7th	*d* 1	200	213	12	2	40 minutes.
		Clay modeling	6th	1	32	38	2	2	40 minutes.
		Paper cutting and folding	1st, 2d, and 3d	(*d*)	325	378	18	2	30 minutes.
		Sewing	7th	.....	55	61	3	2	40 minutes.
		Cooking	8th	1	0	58	3	2	60 minutes.
		Sloyd or knife work	4th and 5th	.....	174	192	9	2	45 minutes.
		Carpentry	7th	2	52	0	3	2	60 minutes.
		Wood turning	9th	1	66	0	3	1	120 minutes.

a Taught by regular teachers under the supervision of one special teacher.

b One school has done something in the way of wood carving, sewing, and cooking, but this work has not been done during school hours. In the primary departments of all the schools clay modeling and paper cutting and folding are taught.

c In primary classes there are but two lessons per week in this department, and they may be drawing, clay modeling, or paper cutting and folding.

d Taught by regular teachers under supervision.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of classes.	Number of lessons a week.	Length of each lesson.
	1	17	18	19	20	21	22	23	24
	Montclair, N. J	Carving	8th and 9th	2	50	56	6	2	60 minutes.
		Pattern making	4th and 5th	.....	174	192	9	2	45 minutes.
		Vise work	9th	1	66	0	3	1	120 minutes.
		Machine-shop work	do	1	66	0	3	1	120 minutes.
63	Morristown, N. J	Free-hand drawing	All grades	*a* 1	.....	.....	20	2	½ hour to 1½ hours.
		Mechanical drawing	Grammar and High School	*a* 1	.....	.....	8	2	½ to ¾ hour.
		Clay modeling	All grades	*a* 1	.....	.....	20	2	1 hour.
		Paper cutting and folding	Grammar and Primary	*a* 1	.....	.....	16	2	1 hour.
		Sewing	Primary	*a* 1	.....	.....	6	2	1 hour.
64	Newark, N. J	Free-hand drawing	All grades	(*a*)	14,471	14,574	467	5	15 minutes.
		Mechanical drawing	Evening school	8	510	52	14	6	1½ hours.
		Clay modeling	1st and 2d	184	(9,700)		184	5	15 minutes.
		Paper cutting and folding	do	184	(9,700)		184	5	15 minutes.
65	Orange, N. J	Free-hand drawing	All grades	*a* 1	1,179	1,169	48	1	35 to 60 minutes.
		Mechanical drawing	6th to 10th	*a* 1	210	255	12	1	35 to 60 minutes.
		Clay modeling	1st to 4th	29	602	605	30	1	20 to 40 minutes.
		Paper cutting and folding	1st to 5th	35	722	738	36	1	30 to 45 minutes.
		Sewing	5th to 8th	1	.....	300	13	1	45 minutes.
		Cooking	10th and 11th, High School	1	.....	26	3	1	1½ hours.
		Sloyd or knife work	6th year	1	62	.....	4	1	45 minutes.
		Carpentry	7th, 9th, 10th, 11th, and 12th	1	106	.....	9	1	45 minutes.
		Carving	8th	1	30	36	4	1	45 minutes.
66	Passaic, N. J	Free-hand drawing	Primary and Grammar	29	551	550	28	2	40 minutes.
		Mechanical drawing	High School and 2 highest grades.	1	77	73	9	1	1 hour.
		Paper cutting and folding	Primary and Grammar	29	551	550	28	1	40 minutes.
		Cooking	1st, Grammar and High School.	1	.....	120	8	1	1½ hours.
		Sloyd or knife work	3d, Grammar	1	40	10	1	1	1½ hours.
		Carpentry	2d, Grammar and High School.	1	77	73	10	1	1 hour.
		Carving							
67	Ridgewood, N. J	Free-hand drawing	1st to 10th	5	117	144	10	2 to 3	30 minutes.
		Mechanical drawing	5th to 10th	3	65	76	5	2 to 3	30 minutes.
		Clay modeling	1st to 5th	3	72	68	5	1	60 minutes.
		Paper cutting and folding	do	3	72	68	5	1	30 to 60 minutes.
		Sewing	1st to 8th	2	.....	124	8	1	60 minutes.
		Sloyd or knife work	6th and 7th	1	31	.....	2	1	60 minutes.
		Carpentry	9th and 10th	1	13	.....	2	2	60 minutes.
		Carving	8th, 9th, and 10th	1	7	20	1	2	60 minutes.

68	South Orange, N. J	Free-hand drawing	3d, 4th, 5th, and 6th	5	94	107	6	2	45 minutes.
		Mechanical drawing	7th and 8th	3	35	64	3	2	45 minutes.
		Clay modeling	2d, 3d, and 4th	4	132	147			
		Paper cutting and folding	1st, 2d, and 3d	4	49	63	4	5	30 minutes.
		Sewing	4th, 5th, and 6th	1		107	4	2	45 minutes.
		Carpentry	7th and 8th	1	41	28	4	2	45 minutes.
		Carving	9th, 10th, 11th, and 12th	1	43	67	4	2	45 minutes.
69	Albany, N. Y	Free-hand drawing	All grades	(*b*)	6,709	6,782	300	2 to 5	15 to 40 minutes.
		Mechanical drawing	High School	1	313	460	13	1	40 minutes.
		Clay modeling	Kindergarten	17	(1,143)		17	5	15 minutes.
		Paper cutting and folding	do	17	(1,143)		17	5	15 minutes.
		Sloyd or knife work	High School	1		460	7	1 to 5	40 minutes.
		Carpentry	do	1	313		7	1 to 5	40 minutes.
		Wood turning	do	1	313		7	1 to 5	40 minutes.
		Carving	do	1		460	7	1 to 5	40 minutes.
70	Binghamton, N. Y	Free-hand drawing	1st to 12th	88	2,190	2,750	90	2 and 3	30 minutes.
		Mechanical drawing	9th to 12th	1	36	20	2	1	45 minutes.
		Clay modeling	1st and 2d	34	732	796	34	5	20 minutes.
		Paper cutting and folding	1st to 3d	48	1,044	1,120	50		20 minutes.
71	Elmira, N. Y	Free-hand drawing	All grades	*a* 1				3 to 5	15 to 35 minutes.
		Clay modeling	1st, 2d, and 7th	*a* 1					
		Paper cutting and folding	1st, 2d, and 3d						
72	Flushing, N. Y								
73	Glens Falls, N. Y	Free-hand drawing	1st to 10th	*a* 2	416	476	24	5	15 to 40 minutes.
		Clay modeling	1st to 5th	*a* 2	239	276	14	4	15 to 20 minutes.
		Paper cutting and folding							
74	Jamestown, N. Y	Free-hand drawing	All grades	65	1,500	1,640	65	2	20 to 45 minutes.
		Mechanical drawing	9th, 10th, and High School	4	60	90	4	2	45 minutes.
		Clay modeling *c*							
		Paper cutting and folding	3d to 10th, and High School						
		Sewing	5th to 10th, and High School	20	498	826	35	1 to 2	30 min. to 1¼ hours.
		Cooking	High School	1	0	16	2	(*d*)	3 hours.
		Carpentry	7th, 8th, and 9th	1	328	0	13	1 and 2	1¼ hours.
75	Kingston, N. Y	Free-hand drawing	All	*a* 1				10	
		Mechanical drawing	do	*a* 1				10	
		Clay modeling	do	*a* 1				10	
		Paper cutting and folding	do	*a* 1				10	
		Sloyd or knife work	(*e*)						
		Carving	(*e*)						
76	Newburg, N. Y	Free-hand drawing	All	60	1,034	1,023	70	2 to 5	⅓ to 1 hour.
		Mechanical drawing	7th, 8th, 9th, and 10th years	1	138	0	7	1	1 hour.
		Clay modeling	2d and 3d years	20	311	293	9	3	½ hour.
		Paper cutting and folding	4th to 8th year	32	491	520	32	2	⅔ hour.
		Sewing	3d to 6th year	2	0	666	37	1	1 hour.
		Carpentry	7th to 10th year	1	138	0	7	1	2½ hours.
		Wood turning	8th to 10th year	1	92	0	5	1	1 hour.

a Taught by regular teachers under supervision.
b All teachers except high school.
c Experimentally to a few classes.
d One in two weeks.
e Out of school hours, supervised by the special teacher; irregular.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of classes.	Number of lessons a week.	Length of each lesson.
	1	17	18	19	20	21	22	23	24
	Newburg, N. Y.	Carving	8th to 10th year	1	92	0	5	1	1 hour.
77	New York, N. Y.	Free-hand drawing	All	(a)	11,433	11,957	496		
		Mechanical drawing	All grammar	(a)	4,867	4,795	230	(b)	(b)
		Clay modeling	Gram., 2d to 8th; prim., 1st.	(a)	5,187	5,188	240		
		Paper cutting and folding	Gram., 5th to 8th; prim., 1st.	(a)	3,388	3,348	147		
		Sewing	Gram., 4th to 8th; prim., 1st to 3d.	10	0	6,417	144	(c)	(c)
		Cooking	Gram., 2d and 3d	4	0	744	21	(c)	(c)
		Shopwork (wood)	Gram., 1st to 5th	9	2,264	0	56	(d)	(d)
		Carving	Gram., 2d and 3d	9	762	0	19		
78	Sing Sing, N. Y.	Free-hand drawing	All	(a)	408	489	19	2	30 minutes.
		Mechanical drawing	2d	1	35	25	2	(e)	
		Clay modeling	3d	(a)	140	140	7	1	30 minutes.
		Paper cutting and folding	5th	(a)	190	190	11	(f)	30 minutes.
79	Cleveland, Ohio	Free-hand drawing (g)							
		Mechanical drawing	5th to 8th and High School	(h)	1,569	35		1	(i)
		Clay modeling	1st and 2d	(h)	(16,545)			1	(j)
		Paper cutting and folding	2d, 3d, and 4th	(h)	(19,994)				
		Sewing	5th and 6th	(h)	0	745		1	60 minutes.
		Cooking	7th and 8th	(h)	0	590		1	90 minutes.
		Sloyd or knife work	5th and 6th	(h)	750	0		1	60 minutes.
		Carpentry	7th, 8th, and High School	(h)	983	31		(k)	
		Wood turning	High School	(h)	30	4		2	150 minutes.
		Pattern making	do	(h)	30			2	150 minutes.
		Forging	do	(h)	9	0		2	150 minutes.
		Vise work	do	(h)	13	0		2	150 minutes.
		Machine-shop work							
80	Toledo, Ohio	Free-hand drawing	All	l2					
		Mechanical drawing	8th to 11th	3	260				
		Clay modeling	1st, 2d, and 9th	1					
		Paper cutting and folding	All						
		Sewing		21					
		Cooking	7th, 10th, and night	2		260	13		
		Carpentry	8th	1	100				
		Wood turning	9th	1	40				
		Carving	8th to 10th	2	20	100			
		Pattern making	9th	1	40				
		Forging	10th	1	18				
		Molding (metal)	9th	1	40				

		Vise work	11th	1	14				
		Machine-shop work	do	1	14				
81	Youngstown, Ohio	Free-hand drawing	High School	3	80	120	5	5	40 minutes.
		Mechanical drawing	do	1	20	20	2	2	40 minutes.
		Carpentry	do	1	90		5	2	90 minutes.
82	Meadville, Pa	Free-hand drawing	1st to 9th	36	821	803	36	2 to 4	25 to 30 minutes.
		Mechanical drawing	6th to 9th	12	240	300	12	2	30 minutes.
		Clay modeling	1st to 3d	15	353	351	15	2 to 4	25 minutes.
		Paper cutting and folding	1st and 2d	9	240	260	9	(*m*)	
		Sewing	5th and 6th	1		173	8	1	1½ hours.
		Cooking	7th	1		90	4	1	3 hours.
83	Norristown, Pa	Free-hand drawing	4th year to High School	1	500	650			
		Mechanical drawing	6th year to High School	1	250	30			
		Sewing	4th year to High School	1		700			
		Wood turning	High School						
		Carving	do						
84	Philadelphia, Pa	Free-hand drawing	All grades	2,900	61,252	63,928	2,900	2	45 minutes.
		Mechanical drawing	do	2,900	61,252	63,928	2,900	2	45 minutes.
		Clay modeling	1st to 8th	2,214	46,622	45,950	2,214	2	45 minutes.
		Paper cutting and folding	do	2,214	46,622	45,950	2,214	2	45 minutes.
		Sewing	5th to 12th		0	31,531	880	2	45 minutes.
		Cooking	10th and 11th	5	0	1,300	60	2	45 minutes.
		Sloyd or knife work	One school	1	219	0	6	3	45 minutes.
		Carpentry	Two manual-training high schools.	15	673	0	32	3	45 minutes.
		Wood turning							
		Carving							
		Pattern making							
		Forging							
		Sheet-metal work							
		Molding (metal)							
		Vise work							
		Machine shop work							
85	Shenandoah, Pa	Free-hand drawing	All		1,136	1,395	53	5	20 minutes.
		Clay modeling	do		1,136	1,395	53		
86	West Chester, Pa	Free-hand drawing	do	(*a*)	562	680			
		Mechanical drawing	High School	1	68	10	4	1	1 hour.

a Taught by regular teachers under supervision.

b These four subjects are included in one group in the apportionment of time. In the grammar grades they receive not less than two hours a week, and in the primary grades not less than one and one-half hours. Within certain limits this time may be increased at the discretion of principals.

c Not less than one hour per week.

d Not less than two hours per week.

e Occasional.

f Two to 20 a year.

g Free-hand drawing is not taught as a part of manual-training work. Is taught in all the 8 elementary grades by regular teachers and in the 2 high schools by special teachers (2), all under direction of one master of drawing. Elementary school, 15,093 boys, 15,432 girls; total 31,425. High school, 728 boys, 1,175 girls; total 1,903.

h There are 10 manual training teachers, including supervisor and 2 cooking teachers. Excepting the cooking teachers, no two of these taught one subject alone.

i 5th and 6th grades, 60 minutes; 7th and 8th grades, 90 minutes; high school, 150 minutes.

j 1st grade, 20 minutes; 2d and 3d grades, 30 minutes; 4th grade, 60 minutes.

k 7th and 8th grades, one lesson. 90 minutes; high school, two lessons of 150 minutes each.

l Regular teachers under supervision.

m Irregular.

TABLE 20.—*Statistics of manual training in city public schools.*—PART II—Continued.

	City.	Branch of instruction.	Grades in which each branch is taught.	Number of instructors.	Number of pupils.		Number of classes.	Number of lessons a week.	Length of each lesson.
					Male.	Female.			
	1	17	18	19	20	21	22	23	24
	West Chester, Pa	Paper cutting and folding	All	(*a*)	562	680			
		Sloyd or knife work	Upper grammar	1	26	0	1	1	1 hour.
		Carpentry	High School	1	68	10	8	3	1 hour.
		Wood turning	do	1	68	10	8	3	1 hour.
		Carving	do	1	68	10	8	3	1 hour.
		Pattern making	do	1	68	10	8	3	1 hour.
87	Newport, R. I	Free-hand drawing (Prang's course)	All grades	(*a*)	1,200	1,186	2	1	20 to 45 minutes.
		Mechanical drawing	High School	1	58	105	51	1	45 minutes.
		Clay modeling	Kindergartens and 3d primary.	(*b*)	333	281	11	1	30 minutes.
		Paper cutting and folding	do	(*b*)	333	281	11	1	30 minutes.
		Sewing	Grammar and intermediate	2		445	28	1	1½ to 2 hours.
		Cooking	do	2		371	31	1	1½ to 2 hours.
		Sloyd	All grammar	1	260		13	1	2 hours.
88	Providence R. I. (high school).	Free-hand drawing	All	2	170	30	11	5	60 minutes.
		Mechanical drawing							
		Clay modeling	2d year	1	50	30	3	5	90 minutes.
		Cooking	do	1		5	1	5	90 minutes.
		Carpentry	1st year	1	40	25	3	5	90 minutes.
		Wood turning	2d year	1	50		2	5	90 minutes.
		Carving	do	1	50		2	5	90 minutes.
		Pattern making	do	1	50		2	5	90 minutes.
		Forging	1st year	1	60		3	5	90 minutes.
		Molding (metal)	2d year	1	50		2	5	90 minutes.
		Vise work	3d year	1	36		2	5	90 minutes.
		Machine shop work	do	1	36		2	5	90 minutes.
89	Seattle, Wash	Free-hand drawing	9th, 10th, and 11th	1	25	120	8	2	1 hour.
		Mechanical drawing	do	1	97	19	5	2	1 hour.
		Carpentry	do	1	35	18	5	3	1 hour.
		Wood turning	do	1	12		2	3	1 hour.
90	Spokane, Wash	Free-hand drawing	1st to 11th	64	(3,156)		67	5	20 to 45 minutes.
		Mechanical drawing	9th to 11th	1	18	10	2	5	45 minutes.
		Clay modeling	1st and 2d	18	(1,168)		18	5	30 minutes.
		Paper cutting and folding	1st to 4th		(200)		5	(*c*)	20 minutes.
		Sloyd or knife work	11th	1	16		1	3	45 minutes.
		Carpentry	9th to 10th	1	17		1	3	1 to 1½ hours.
		Carving	9th to 11th	1	1	9	1	5	1 to 1½ hours.
91	Appleton, Wis	Carpentry							
		Wood turning							

		Carving							
		Forging							
92	Eau Claire, Wis	Free-hand drawing	All					2	30 minutes.
		Mechanical drawing	7th and 8th and High School	1	117	10	8	2	1 hour.
		Carpentry	do	1	115		8	3	1 hour.
		Wood turning	High School	1	21		3	3	1 hour.
		Carving	do	1		8	1	3	1 hour.
93	La Crosse, Wis	Free-hand drawing	All	(a)	1, 251	1, 259	91	32	(d)
		Mechanical drawing	High School	1	14		1	2	45 minutes.
		Clay modeling	High School and primary	a 1	1, 299	1, 239	47	4	(e)
		Paper cutting and folding	Primary	a 1	1, 298	1, 233	46	2	15 minutes.
94	Menomonee, Wis	Free-hand drawing	1st to 9th	23	300	375	12	3 to 5	20 to 50 minutes.
		Light and shade, water color, etc	High School	1		54	4	2 to 5	50 minutes.
		Mechanical drawing	do	1	47		4	2	50 minutes.
		Clay modeling	1st, 2d, and 3d	6	225	250			
		Paper cutting and folding	do	6	225	250			
		Sewing	4th to 8th and High School	2		274	12	3	50 minutes.
		Cooking	High School, 1st and 2d years.	1		42	2	3	50 minutes.
		Sloyd or knife work	7th and 8th	1	52		2	2	50 minutes.
		Carpentry	High School, 1st year	1	32		2	3	50 minutes.
		Wood turning	High School, 2d year	1	34		3	3	50 minutes.
		Pattern making	High School, 3rd year	1	22		2	3	50 minutes.
		Forging	High School, 4th year	1	15		1	3	50 minutes.
		Molding (metal)	High School, 3d year	1	22		2	3	50 minutes.
		Vise work	High School, 4th year	1			1	3	50 minutes.
95	Milwaukee, Wis	Free hand drawing	High School	1			5	5	¾ to 1½ hours.
		Mechanical drawing	do	1			3	5	¾ hour.
		Carpentry	do	1	35	1	1		
		Wood turning	do	1	35	1	1		
		Carving	do	1	22		1		
		Pattern making	do	1	22		1		
		Molding (metal)	do	1	8				
		Vise work	do	1	8		1		
		Machine-shop work	do	1	8		1		

a Taught by regular teachers under supervision.
b Taught by regular teachers.
c Occasional.
d Primary, 15 minutes; 3d grade, 30 minutes; high school, 45 minutes.
e Primary, 15 minutes; high school, 45 minutes.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools for the feeble-minded, (8) reform schools schools.*—PART I.

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		INSTITUTIONS OF COLLEGIATE GRADE.		
1	Auburn, Ala	Agricultural and Mechanical College.	Wm. LeRoy Brown	(*a*)
2	Fayetteville, Ark	Arkansas Industrial University	John L. Buchanan	(*c*)
3	Berkeley, Cal	University of California	Martin Kellogg	(*e*)
4	Fort Collins, Colo	State Agricultural College	Alston Ellis	Obligatory
5	Storrs, Conn	Storrs Agricultural College	B. F. Koons	do
6	Newark, Del	Delaware College	Albert N. Raub	(*g*)
7	Lake City, Fla	Florida Agricultural College	O. Clute	Obligatory
8	Moscow, Idaho	University of Idaho	Franklin B. Gault	(*h*)
9	Chicago, Ill	National University	F. W. Harkins	Optional
10	Lafayette, Ind	Purdue University	James H. Smart	Obligatory
11	Terre Haute, Ind	Rose Polytechnic Institute	C. Leo Mees	do
12	Manhattan, Kans	Kansas State Agricultural College.	George T. Fairchild	do
13	Lexington, Ky	Agricultural and Mechanical College of Kentucky.	James K. Patterson	do
14	Baton Rouge, La	Louisiana State University and Agricultural and Mechanical College.	J. W. Nicholson	Optional
15	New Orleans, La	Tulane University of Louisiana	Wm. Preston Johnston	(*c*)
16	Orono, Me	Maine State College	Abram W. Harris	Obligatory
17	Annapolis, Md	United States Naval Academy	P. H. Cooper	do
18	College Park, Md	Maryland Agricultural College	Richard W. Silvester	(*k*)
19	Amherst, Mass	Massachusetts Agricultural College.	Henry H. Goodell	Optional
20	Boston, Mass	Massachusetts Institute of Technology.	Francis A. Walker	(*l*)
21	Cambridge, Mass	Lawrence Scientific School of Harvard University	N. S. Shaler	Obligatory
22	Jamaica Plain, Mass	Bussey Institution of Harvard University.	Charles W. Eliot	Optional
23	Agricultural College, Mich.	Michigan State Agricultural College.	Lewis G. Gorton	Obligatory
24	Houghton, Mich	Michigan Mining School	M. E. Wadsworth	do
25	Minneapolis, Minn	University of Minnesota	Cyrus Northrop	(*c*)
26	Agricultural College, Miss.	Mississippi Agricultural and Mechanical College.	Stephen D. Lee	Obligatory
27	Columbia and Rolla, Mo.	University of the State of Missouri.	R. H. Jesse	(*n*)
28	Lincoln, Nebr	University of Nebraska	James Hulme Canfield	(*o*)
29	Reno, Nev	Nevada State University	J. E. Stubbs	(*p*)
30	Hoboken, N. J	Stevens Institute of Technology.	Henry Morton	Obligatory
31	Newark, N. J	Newark Technical School	Chas. A. Colton	Optional
32	Mesilla Park, N. Mex.	New Mexico College of Agriculture and Mechanic Arts.	Samuel P. McCrea	Obligatory
33	Ithaca, N. Y	Cornell University	Jacob Gould Schurman.	*q* Obligatory.
34	Fargo, N. Dak	North Dakota Agricultural College.	J. B. Power	Obligatory
35	Cleveland, Ohio	Case School of Applied Science	Cady Staley	do
36	Columbus, Ohio	Ohio State University (Dept. of Industrial Arts. Dept. of Horticulture and Forestry.)	W. H. Scott	do

a Obligatory in freshman and sophomore classes, optional in other classes.
b Buildings not included.
c Obligatory for engineering students.
d Including engineering.
e Required in connection with course in mechanics.
f Materials, new tools, repairs, and incidentals, $582.
g Obligatory in departments of agriculture and engineering.
h Obligatory in preparatory department.
i Total, $560.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools and reformatories, (9) charity schools, (10) trade schools, and (11) United States Indian

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893-94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Collegiate	1872	1885	4	0	4	200	0	200	*b* $17,500	$3,250	$550	$450	$250	1
Secondary and collegiate.	1871	1885	7	0	7	150	0	150	*d* 15,000	7,440	500	2,000	500	2
Collegiate	1868	1874	3	0	3	84	0	84	24,000	4,100	1,715	1,220	575	3
All grades	1879	1879	2	0	2	117	20	137	25,000	3,000	300	300	300	4
Collegiate	1881	1881	3	1	4	122	23	145	1,000	2,500	(*f*)	(*f*)	(*f*)	5
do	1870	1891	3	0	3	23	0	23	10,860	5,188	21	251	.....	6
Secondary and collegiate.	1872	1888	2	0	2	53	9	62	2,911	1,983	.....	170	.....	7
do	1892	1892	1	1	2	145	87	232	1,500	3,000	(*i*)	(*i*)	(*i*)	8
do	1890	1890	3	2	5	200	100	300	10,000	4,000	500	200	300	9
Collegiate	1874	1874	8	2	10	220	60	280	60,000	8,100	1,439	96	.....	10
do	1883	1883	6	0	6	.....	.....	.....	50,000	5,000	.....	.....	.....	11
do	1863	1873	16	4	20	332	198	530	*j* 89,700	13,800	2,500	3,000	2,000	12
do	1891	1891	3	0	3	31	0	31	33,912	3,140	754	1,200	458	13
Secondary and collegiate.	1860	1880	1	0	1	50	0	56	3,000	1,800	106	131	.....	14
Collegiate	1884	1884	6	0	6	114	0	114	*b* 25,000	6,900	.....	.....	.....	15
do	1862	1864	13	0	13	190	1	191	*b* 30,000	13,600	277	0	500	16
do	1845	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17
do	1859	1892	2	0	2	102	0	102	10,000	.....	2,000	.....	.....	18
do	1863	1867	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19
do	1865	1876	6	0	6	222	0	222	80,000	5,000	.....	.....	.....	20
do	1847	1891	9	0	9	64	0	64	.....	.....	.....	.....	.....	21
do	1871	1871	5	0	5	16	0	16	.....	.....	.....	.....	.....	22
do	1855	1857	14	0	14	332	0	332	17,000	9,900	1,500	1,650	3,050	23
(*m*)	1886	1886	11	0	11	82	0	82	216,967	22,447	2,523	5,979	6,551	24
Collegiate	1858	1869	6	3	9	118	41	159	17,868	7,000	615	485	.....	25
Elementary and collegiate.	1880	1880	3	0	3	.....	.....	.....	15,907	2,800	756	245	277	26
Secondary and collegiate.	1870	1891	2	0	2	130	15	145	11,450	.....	175	25	30	27
Collegiate	1871	1891	2	1	3	160	50	210	3,000	.....	450	1,400	200	28
do	1872	1891	1	0	1	80	26	106	7,320	3,600	728	964	42	29
do	1871	1871	22	0	22	256	0	256	50,000	51,000	5,000	1,000	24,000	30
do	1885	.....	6	0	6	250	0	250	8,000	6,000	150	300	2,500	31
Secondary and collegiate.	1890	1890	5	0	5	59	28	87	29,000	2,800	150	875	100	32
Collegiate	1865	1865	36	0	36	580	19	599	335,302	44,851	26,677	.....	.....	33
do	1890	1892	1	1	2	15	9	24	733	2,400	358	124	88	34
do	1880	1886	5	0	5	215	0	215	.....	.....	.....	.....	.....	35
do	1873	1873	9	0	9	373	0	373	29,000	7,970	.....	.....	.....	36

j Exclusive of farm and building.
k One of the four independent courses.
l Shop work is required in certain courses; all regular students take free-hand and mechanical drawing.
m No literary instructions given; the school is strictly technical for graduates.
n Obligatory in agricultural and mechanical college and in the coordinate department of engineering.
o Obligatory upon students in the second year of preparatory course.
p Obligatory in some courses and optional in others.
q For all taking mechanical course.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		INSTITUTIONS OF COLLEGIATE GRADE—continued.		
37	Stillwater, Okla	Oklahoma Agricultural and Mechanical College.	Henry E. Alvord	(a)
38	Corvallis, Oreg	Oregon State Agricultural College.	John M. Bloss	Obligatory
39	Salem, Oreg	Friends' Polytechnic Institute of Oregon.	Edwin Morrison	(b)
40	Clemson College, S. C.	Clemson Agricultural College	E. B. Craighead	Obligatory
41	Brookings, S. Dak	Agricultural College of South Dakota.	Lewis McLouth	do
42	Knoxville, Tenn	University of Tennessee	Chas. W. Dabney, jr.	(c)
43	College Station, Tex.	Agricultural and Mechanical College of Texas.	L. S. Ross	Obligatory
44	Logan, Utah	Agricultural College of Utah	J. H. Paul	do
45	Burlington, Vt	University of Vermont and State Agricultural College.	M. H. Buckham	Optional
46	Blacksburg, Va	Virginia Agricultural and Mechanical College.	John M. McBryde	Obligatory
47	Morgantown, W. Va.	West Virginia University	P. B. Reynolds	Optional
48	Madison, Wis	University of Wisconsin College of Agriculture.	C. K. Adams	Obligatory
49	Laramie, Wyo	University of Wyoming	Albinus Alonzo Johnson.	Optional
		NORMAL SCHOOLS.		
50	Livingston, Ala	Alabama Normal College for Girls.	Miss Julia Strudwick Tutwiler.	Optional
51	Los Angeles, Cal	State Normal School	Edward T. Pierce	(b)
52	San Jose, Cal	State Normal School	Chas. W. Childs	Obligatory
53	New Britain, Conn	State Normal Training School	Clarence F. Carroll	do
54	Augusta, Ga	Haines Normal and Industrial Institute.	Lucy C. Laney	do
55	Milledgeville, Ga	Georgia Normal and Industrial College.	J. Harris Chappell	do
56	Station O, Chicago, Ill.	Cook County Normal School	Francis W. Parker	do
57	Framingham, Mass	State Normal School	Ellen Hyde	do
58	Westfield, Mass	Westfield Normal School	J. C. Grenough	Optional
59	Columbus, Miss	Mississippi Industrial Institute and College (for girls).	Robert Frazer	Obligatory
60	Santee Agency, Nebr.	Santee Normal Training School	A. L. Riggs	do
61	Trenton, N. J	New Jersey State Normal and Model schools.	James M. Green	(d)
62	New York, N. Y	Normal College of the State of New York.	Thomas Hunter	Optional
63	New York, N. Y	Teachers' College (including Horace Mann School).	Walter L. Hervey	(b)
64	Greensboro, N. C	Normal and Industrial School	Charles McIver	Obligatory
65	Kutztown, Pa	Keystone State Normal School	G. B. Hancher	(b)
66	West Chester, Pa	West Chester State Normal School	Geo. Morris Philips	Obligatory
67	Farmville, Va	State Female Normal School	John A. Cunningham	Optional
68	Whitewater, Wis	State Normal School	Albert Salisbury	Obligatory
		MANUAL TRAINING SCHOOLS.		
69	Pasadena, Cal	Thorp Polytechnic Institute	Charles H. Keys	Optional
70	Denver, Colo	Haish Manual Training School	Edgar L. Brother	do

a Obligatory in agricultural and horticultural departments.
b Obligatory in some courses and optional in others.
c Obligatory in agricultural and mechanical courses; optional in literary course.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893–94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Collegiate	1891	1894	2	0	2	24	22	46	.....	.....	.....	.....	.....	37
Secondary and collegiate.	1868	1888	8	1	9	152	85	237	$43,000	$6,500	$500	$200	.....	38
do	1892	1892	3	1	4	30	0	30	10,000	800	100	25	$25	39
Collegiate	1889	1893	9	0	9	635	0	635	256,280	11,100	3,460	1,000	1,000	40
Secondary and collegiate.	1881	1887	8	3	11	16	0	160	20,000	7,100	760	720	1,113	41
Collegiate	1794	1869	6	0	6	134	16	150	14,500	4,000	400	700	400	42
do	1871	1876	16	0	16	313	0	313	25,755	21,070	.....	5,000	.....	43
Secondary	1888	1889	5	2	7	47	72	119	8,711	3,900	260	4,552	.....	44
Collegiate	1865	1865	11	0	11	119	0	119	16,350	8,750	250	1,200	850	45
do	1872	1880	18	0	18	190	0	190	30,000	4,000	1,000	1,500	1,000	46
do	1867	1892	5	0	5	79	0	79	24,077	5,382	846	12,432	.....	47
None	1866	1885	10	0	10	165	0	165	64,000	.....	.....	.....	.....	48
Collegiate and secondary.	1886	1891	....	....	....	.....	.....	.....	20,000	.....	.....	.....	.....	49
Elementary and secondary.	1882	.....	....	....	....	.....	.....	.....	.....	2,320	50	79	.....	50
Secondary	1881	1894	1	1	2	75	400	475	1,000	.....	.....	.....	.....	51
Elementary and secondary.	1862	1890	2	1	3	100	600	700	1,200	3,200	700	300	100	52
do	1849	1884	....	....	....	2	251	253	.....	.....	.....	.....	.....	53
All	1886	1888	1	3	4	.....	.....	.....	1,200	860	16	55	25	54
Secondary	1891	1891	3	12	15	0	284	284	.....	21,890	1,000	1,145	450	55
Elementary and normal.	1867	1883	1	0	1	320	537	857	2,000	.....	.....	.....	.....	56
.....	1839	1893	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	57
.....	1839	1893	0	1	1	5	65	70	.....	500	10	15	5	58
Secondary and collegiate.	1884	1885	....	....	....	0	300	300	.....	5,200	200	500	.....	59
Elementary and secondary.	1870	1870	4	8	12	35	37	72	3,200	3,250	150	.....	150	60
do	1855	1891	1	0	1	75	150	225	6,000	1,000	200	.....	.....	61
.....	1870	1890	....	....	....	0	12	12	.....	106,000	6,500	6,150	6,350	62
All	1884	1884	5	7	12	115	142	257	250,000	.....	.....	.....	.....	63
Secondary and collegiate.	1892	1892	1	4	5	0	300	300	2,000	3,000	.....	.....	.....	64
Secondary	1866	1892	1	1	2	63	43	106	.....	11,669	.....	.....	31,576	65
Secondary and higher.	1871	1889	1	1	2	79	141	220	.....	.....	.....	.....	.....	66
Secondary	1884	1891	0	2	2	0	75	75	300	1,600	150	.....	.....	67
do	1868	1883	1	1	2	30	70	100	500	1,400	50	.....	.....	68
(e)	1891	1892	5	3	8	200	100	300	70,000	7,600	1,000	12,300	400	69
None	1886	1886	2	0	2	11	0	11	.....	1,600	80	120	.....	70

d Optional in Model School, obligatory in Normal School.
e Elementary in Sloyd School; secondary in Manual Training High School; collegiate in Technical College.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		MANUAL TRAINING SCHOOLS—continued.		
71	Chicago, Ill.	Chicago Manual Training School.	Henry H. Belfield	Obligatory.
72	Boston, Mass	Sloyd Normal Training School	Gustaf Larsson	
73	St. Louis, Mo	Manual Training School of Washing University.	C. M. Woodward	Obligatory.
74	Brooklyn, N.Y.	Pratt Institute High School	Wm. A. McAndrew	do
75	New York, N. Y	Hebrew Technical Institute	Edgar S. Barney	do
76	do	Workingman's School	Maximilian P.E.Groszmann.	do
77	Philadelphia, Pa	Friends' Select School	J. Henry Bartlett	do
78	do	Pennsylvania Museum and School of Industrial Art.	Leslie W. Miller	
79	do	Girard College for Orphans	Adam H. Fetterolf	Obligatory.
80	Cincinnati, Ohio	Technical School of Cincinnati	James B. Stanwood	do
81	Newport, R. I.	Miss Sayer's School	Miss M. A. Sayer	Optional
82	Providence, R. I	Providence Training School for Sloyd.	Miss Hilda C. Carling	do
83	do	Tyler School	Wm. Stang	Obligatory.
84	Crozet, Va	Miller Manual Labor School of Albemarle.	C. E. Vawter	do
85	Milwaukee, Wis	Milwaukee Cooking School	Mary Lamson Clarke	
		SCHOOLS FOR THE COLORED RACE.		
86	Normal, Ala	State Colored Normal and Industrial School.	W. H. Councill	Obligatory.
87	Selma, Ala	Burrell Academy	A. T. Burnell	do
88	Tuskegee, Ala	Tuskegee Normal and Industrial Institute.	Booker T. Washington	do
89	Arkadelphia, Ark	Shorter University	James E. Carter	(a)
90	Pinebluff, Ark	Branch Normal College of Arkansas Industrial University.	W. F. Harris	Optional
91	Southland, Ark	Southland College and Normal Institute.	Wm. Russell	do
92	Washington, D. C	Howard University		Obligatory.
93	Jacksonville, Fla	Cookman Institute	Lillie M. Whitney	
94	Ocala, Fla	Emerson Memorial Home School.	Miss C. M. Buckbee	Obligatory.
95	Tallahassee, Fla	State Normal and Industrial College.	D. W. Onley	do
96	Athens, Ga	Knox Institute	L. S. Clark	do
97	Atlanta, Ga	Spelman Seminary	Harriet E. Giles	do
98	do	Storrs School	Ella E. Roper	do
99	Augusta, Ga	Walker Baptist Institute	Geo. A. Goodwin	Optional
100	Macon, Ga	Ballard Normal and Industrial School.	F. T. Waters	Obligatory.
101	Savannah, Ga	Beach Institute	Julia B. Ford	do
102	Thomasville, Ga	Allen Normal and Industrial School.	Miss Amelia Merriam	do
103	Berea, Ky	Berea College	Wm. G. Frost, Ph. D	do
104	Frankfort, Ky	State Normal School for Colored Persons.	John H. Jackson	do
105	Lexington, Ky	Chandler Normal School	Mrs. L. A. Shaw	do

a Boys, optional; girls, obligatory.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893-94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary	1883	1883	12	1	13	263	0	263	$135,500	$21,902	$336	$360	$2,195	71
	1889		2	1	3	31	73	104						72
Secondary	1879	1880	11	3	14	292	0	292						73
do	1887	1887				74	51	125						74
Elementary	1883	1883	11	0	11	254	0	254	77,500	13,787	1,321	904	4,935	75
do	1878	1878	6	13	19	175	178	353	65,000	20,900	897			76
Secondary		1892				81	42	123						77
do	1876									22,000				78
Elementary and secondary.	1848	1882	10	1	11	650	0	650		10,430	5,662			79
Secondary	1886	1886	8	1	9	169	0	169	12,436	10,990	532	366	4,237	80
Elementary and secondary.	1891	1891	0	2	2	5	15	20						81
	1893		0	1	1	29	20	49	239		5	2		82
All	1890	1890	1	5	6	90	240	330	3,000	1,500	120	140	100	83
Secondary	1878	1878				104	94	198		15,816	1,000	2,818	40,423	84
	1884		0	2	2									85
Secondary			6	4	10	112	136	248		8,060	479	206		86
Elementary	1869	1890	2	6	8	118	120	238						87
Secondary	1881	1882				400	261	661		25,143	6,791	6,530		88
Elementary and secondary.	1886	1894				0	21	21					1,812	89
Secondary	1873	1892	5	1	6	42	20	62		3,380	260	246	1,063	90
All	1864	1876				16	40	56		1,458	100	75	4,725	91
		1887												92
Secondary	1873									2,538	572	111	2,030	93
Elementary and secondary.	1890	1890	0	2	2	0	30	30						94
Secondary	1887	1890				27	31	58		8,126				95
Elementary and secondary.		1894	1	1	2	6	75	81	300					96
do	1881	1883	0	16	16	0	375	375						97
Elementary	1865	1865				0	120	120						98
Secondary	1892	1894				6	87	93		800		5	25	99
Elementary and secondary.	1868	1883	2	10	12	45	370	415			22	50		100
do	1867		0	7	7	19	66	85		3,355	80	129		101
Secondary			0	2	2	7	73	80						102
Secondary and collegiate.	1866	1892				30	45	75		13,264		479	2,945	103
Secondary	1887	1890	2	1	3	22	24	46	3,768	2,200	900	75	57	104
Elementary and secondary.	1889	1894	0	2	2	0	150	150						105

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		SCHOOLS FOR THE COLORED RACE —continued.		
106	New Orleans, La	Leland University	Jonas Henderson	Obligatory
107	do	New Orleans University	L. G. Adkinson	
108	do	Southern University	H. A. Hill	Obligatory
109	do	Straight University	Oscar Atwood	do
110	Princess Ann, Md	Princess Ann Academy and East Branch of Maryland Agricultural College.	B. O. Bird	do
111	Clinton, Miss	Mount Hermon Female Seminary.	Sarah A. Dickey	do
112	Holly Springs, Miss	Mississippi State Normal School.	E. D. Miller	
113	Tougaloo, Miss	Tougaloo University	Frank G. Woodworth	Obligatory
114	Westside, Miss	Alcorn Agricultural and Mechanical College.	Thos. J. Calloway	do
115	Bordentown, N. J	Colored Industrial School	W. A. Rice	do
116	Beaufort, N. C	Washburn Seminary	F. S. Hitchcock	do
117	Charlotte, N. C	Biddle University	D. J. Sanders	(a)
118	Goldsboro, N. C	State Normal School	R. S. Rives	Optional
119	Concord, N. C	Scotia Seminary	D. J. Satterfield	Obligatory
120	Elizabeth City, N. C	State Colored Normal School	P. W. Moore	Optional
121	Franklinton, N. C	Albion Academy and Normal School.	John A. Savage	Obligatory
122	Kings Mountain, N. C.	Lincoln Academy	Miss L. S. Cathcart	do
123	Plymouth, N. C	Plymouth State Normal School	H. C. Crosby	
124	Raleigh, N. C	St. Augustine's School	A. B. Hunter	Obligatory
125	do	Shaw University	Chas. F. Meserve	Optional
126	Salisbury, N. C	State Colored Normal School	John A. Ramsay	do
127	Windsor, N. C	Rankin-Richards Institute	Rhoden Mitchell	
128	Wilberforce, Ohio	Wilberforce University	S. T. Mitchell	Obligatory
129	Aiken, S. C	Schofield Normal and Industrial School.	Martha Schofield	Optional
130	Columbia, S. C	Allen University	John Q. Johnson	Obligatory
131	Frogmore, Beaufort County, S. C.	Penn Normal and Industrial School.	Laura M. Towne and Ellen Murray.	do
132	Greenwood, S. C	Brewer Normal School	J. M. Robinson	do
133	Orangeburg, S. C	Claflin University, Agricultural College and Mechanics Institute.	L. M. Dunton	do
134	Knoxville, Tenn	Knoxville College	J. S. McCulloch	Optional (b)
135	do	Slater Training School	Ida F. Hubbard	
136	Nashville, Tenn	Central Tennessee College	J. Braden	Obligatory
137	do	Fisk University	Dudley J. Smith	(c)
138	do	Roger Williams University	A. Owen	Optional
139	Austin, Tex	Tillotson Normal and Collegiate Institute.	James S. Bingham	Obligatory
140	Crockett, Tex	Mary Allen Seminary	Miss Stella E. Gailey	do

a Obligatory in preparatory school.
b Sewing obligatory for girls.
c Obligatory in English and college preparatory department.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893–94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary and collegiate.	1870	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	106
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
All.....	1880	1890	4	1	5	64	43	107	$10,500	$8,559	.....	$454	$1,352	108
Secondary.....	1869	1887	1	2	3	50	....	50	.....	.....	.....	.....	.....	109
.....do.....	1876	1878	6	1	7	55	46	101	1,000	2,693	$450	250	307	110
.....do.....	1875	1875	0	2	2	2	14	16	.....	.....	.....	.....	.....	111
.....do.....	1877	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	112
All.....	1869	1882	....	....	....	80	95	175	.....	9,000	300	500	5,200	113
Collegiate.....	1871	1890	5	0	5	298	0	298	.....	2,991	.....	.....	.....	114
Elementary and secondary.	1889	1892	2	4	6	25	29	54	4,000	2,400	2,000	250	250	115
.....do.....	.....	1894	0	1	1	0	77	77	750	225	50	.....	.....	116
All.....	1867	1885	6	0	6	136	0	136	3,000	1,240	600	75	10	117
Secondary.....	1878	1890	1	3	4	59	104	163	500	75	100	25	20	118
Elementary and secondary.	1870	1883	1	15	16	0	286	286	.....	5,200	.....	.....	.....	119
Secondary.....	1890	.....	....	....	....	.....	.....	.....	.....	1,300	.....	.....	.....	120
.....do.....	1878	1882	2	3	5	40	60	100	1,000	800	250	.....	10	121
Elementary and secondary.	1889	1890	0	6	6	26	160	186	.....	.....	.....	.....	.....	122
Secondary.....	1881	.....	2	1	3	50	111	161	.....	.....	.....	.....	.....	123
All.....	1867	1890	4	2	6	.....	.....	.....	.....	.....	.....	.....	.....	124
Collegiate.....	1865	1865	4	2	6	122	94	216	4,000	1,980	100	10	.....	125
Elementary and secondary.	1881	1881	3	1	4	48	70	118	.....	1,500	15	.....	75	126
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	127
Elementary and secondary.	1856	1888	3	4	7	51	82	133	3,000	2,750	500	300	100	128
Elementary...	1868	1889	....	....	....	43	122	165	.....	3,786	2,225	.....	.....	129
All.....	1881	1881	3	1	4	157	175	332	.....	.....	.....	.....	.....	130
Secondary.....	1862	1880	2	1	3	102	62	164	350	145	50	50	10	131
Elementary and secondary.	1872	1893	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	132
.....do.....	1869	.....	11	9	20	260	194	454	.....	4,000	1,000	1,000	.....	133
.....do.....	1875	1879	1	3	4	35	90	125	.....	12,000	100	200	950	134
.....do.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	135
All.....	1866	1884	6	1	7	43	60	103	8,375	2,095	225	75	25	136
Elementary and secondary.	1866	1885	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	137
Secondary and collegiate.	1865	1885	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	138
.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	300	100	.....	139
Elementary and secondary.	1886	1888	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	140

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		SCHOOLS FOR THE COLORED RACE —continued.		
141	Hearne, Tex	Hearne Academy	M. H. Broyles	Obligatory
142	Marshall, Tex	Bishop College	F. N. Goble	do
143	do	Wiley University	I. B. Scott	
144	Waco, Tex	Paul Quinn College	H. T. Kealing	
145	Hampton, Va	Hampton Normal and Agricultural Institute.	H. B. Frissell	Obligatory
146	Norfolk, Va	Norfolk Mission College	J. B. Work	do
147	Petersburg, Va	Virginia Normal and Collegiate Institute.	James Hugo Johnstone.	
148	Richmond, Va	Hartshorn Memorial College	Lyman B. Tefft	Obligatory
149	Harpers Ferry, W.Va.	Storer College	N. C. Brackett	Optional
		SCHOOLS FOR THE DEAF.		
150	Talladega, Ala	Alabama Institute for the Deaf	J. H. Johnson	Obligatory
151	Little Rock, Ark	Arkansas Deaf-Mute Institute	Frank B. Yates	do
152	Berkeley, Cal	California Institution for the Deaf and Dumb and the Blind (*a*).	Warring Wilkinson	Optional
153	Colorado Springs, Colo.	Colorado Institute for the Education of the Mute and Blind.	D. C. Dudley	Obligatory
154	Hartford, Conn	American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb.	Job Williams	do
155	Mystic, Conn	Whipple's Home School for the Deaf.	Mrs. Margaret M. Hammond.	do
156	Washington, D. C.	Columbia Institution for the Deaf and Dumb.	Edward M. Gallaudet	(*b*)
157	Cavespring, Ga	Georgia School for the Deaf	Wesley O. Connor	Obligatory
158	Chicago, Ill	Chicago Day Schools for the Deaf.	H. C. Hammond	Optional
159	do	Ephpheta School for the Deaf		Obligatory
160	Chicago, Ill. (6550 Yale street).	McCowen Oral School for Young Deaf Children.	Miss Mary McCowen	do
161	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb.	S. T. Walker	do
162	Council Bluffs, Iowa	Iowa School for the Deaf	Henry W. Rothert	Optional
163	Olathe, Kans	Kansas Institution for Education of Deaf and Dumb.	A. A. Stewart	Obligatory
164	Danville, Ky	Kentucky Institution for Deaf-Mutes.	John E. Ray	do
165	Baton Rouge, La	Louisiana Institution for the Deaf and Dumb.	John Jastremski	(*c*)
166	Chinchuba, La	Deaf-Mute Institution of the Holy Rosary.	Very Rev. Canon H. C. Mignot.	(*c*)
167	Portland, Me	Portland School for the Deaf	Elizabeth R. Taylor	
168	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Morrison	(*c*)
169	Frederick, Md	Maryland School for the Deaf and Dumb.	Chas. W. Ely	Obligatory
170	Boston, Mass	Horace Mann School for the Deaf.	Miss Sarah Fuller	Optional
171	Northampton, Mass	Clarke Institution for Deaf-Mutes	Caroline A. Yale	Obligatory

a No industrial training for the blind.
b Obligatory on the pupils of the Kendall School.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893–94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For material.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary	1882	1893	....	....	....	0	35	35	.....	.....	.....	.....	.....	141
Elementary and secondary.	1881	1892	3	2	5	71	38	109	.....	$7,440	.....	$1,384	$9,375	142
Collegiate	1873	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	143
Secondary	1881	1885	1	2	3	6	25	31	.....	4,500	$10	100	1,600	144
Elementary and secondary.	1868	1868	28	20	48	410	248	658	$194,000	20,795	.....	.....	19,382	145
.....	1883	1886	....	....	....	.....	.....	.....	.....	10,000	.....	.....	.....	146
Secondary	1882	1888	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	147
.....do	1883	1884	1	7	8	0	108	108	.....	.....	.....	.....	.....	148
.....	1867	1867	4	5	9	40	81	121	.....	.....	.....	.....	.....	149
Secondary	1858	1860	4	3	7	58	50	108	10,000	2,500	.....	.....	.....	150
Elementary and secondary.	1868	1872	6	3	9	93	96	189	10,000	3,000	3,000	500	200	151
.....do	.....	1868	2	0	2	.....	.....	.....	2,000	1,800	.....	.....	.....	152
.....do	1874	1875	5	2	7	34	31	65	2,000	2,390	1,500	.....	.....	153
.....do	1817	1822	....	....	....	65	40	105	.....	.....	.....	.....	.....	154
.....do	1869	1869	1	3	4	5	6	11	.....	.....	.....	.....	.....	155
All	1857	1862	2	1	3	18	24	42	.....	.....	.....	.....	.....	156
Secondary	1846	1849	2	2	4	.....	.....	.....	.....	.....	.....	.....	.....	157
Elementary and secondary.	1874	.....	....	....	....	5	0	5	.....	.....	.....	.....	.....	158
.....do	1884	1887	0	6	6	43	52	95	.....	.....	.....	.....	.....	159
Elementary	1883	1883	0	3	3	23	13	36	.....	520	.....	.....	.....	160
Elementary and secondary.	1846	1854	6	3	9	163	180	343	30,000	6,400	1,000	400	.....	161
.....do	1855	1872	6	2	8	85	84	169	75,000	2,620	1,400	143	.....	162
.....do	1861	1875	4	1	5	65	61	126	15,000	2,500	300	100	.....	163
Elementary	1823	1874	4	1	5	50	50	100	10,000	2,000	1,000	500	100	164
.....do	1853	1890	3	1	4	25	30	55	2,000	1,100	1,000	400	100	165
.....do	1890	.....	2	4	6	.....	.....	.....	.....	.....	.....	.....	.....	166
Elementary and secondary.	1876	1894	25	10	35	.....	.....	.....	.....	.....	.....	.....	.....	167
Elementary	1872	1872	2	1	3	30	17	47	3,250	900	470	13	.....	168
Elementary and secondary.	1868	1871	3	1	4	41	38	79	6,727	1,620	1,995	.....	.....	169
Elementary	1869	1877	1	2	3	25	45	70	.....	1,100	52	35	.....	170
Elementary and secondary.	1867	1867	1	4	5	35	40	75	.....	.....	.....	.....	.....	171

c Obligatory for some courses, optional for others.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		SCHOOLS FOR THE DEAF—cont'd.		
172	West Medford, Mass..	Sarah Fuller Home	Elizabeth B. Wheelwright.	Obligatory..
173	Flint, Mich	Michigan School for the Deaf	Francis D. Clarke	do
174	Faribault, Minn	Minnesota School for the Deaf	J. L. Noyes	do
175	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	do
176	Fulton, Mo	Missouri School for the Deaf and Dumb.	James N. Tate	do
177	St. Louis, Mo	Mariæ Consilia Deaf-Mute Institute.	Sister M. Adele	do
178	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	J. A. Gillespie	do
179	Trenton, N. J	New Jersey School for Deaf-Mutes	Weston Jenkins	do
180	Albany, N. Y	Albany Home School for the Oral Instruction of the Deaf.	Miss Anna M. Black..	do
181	Buffalo, N. Y	Le Couteulx, St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	(c)
182	New York, N. Y. (Lexington ave., 67-68 sts.).	Institution for the Improved Instruction of Deaf-Mutes.	D. Greene	Obligatory..
183	Station M, New York City.	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier.	Obligatory..
184	Rochester, N. Y. (945 N. St. Paul st.)	Western New York Institution for Deaf Mutes.	Z. T. Westervelt	do
185	Westchester, New York, Brooklyn, N. Y.	St. Joseph's Institute for Improved Instruction of Deaf Mutes.	Ernestine Nardin	do
186	Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young	do
187	Devils Lake, N. Dak..	School of the Deaf of North Dakota.	A. R. Spear	do
188	Cincinnati, Ohio	Oral School for the Deaf	Miss Virginia A. Osborn.	Optional
189	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	W. S. Eagleson	Obligatory..
190	Salem, Oregon	Oregon School for Deaf Mutes	Jos. B. Early	Optional
191	Edgewood Park, Pa ..	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	John G. Brown	Obligatory..
192	Philadelphia, Pa., (Belmont and Monument aves.).	Home for the Training in Speech of Deaf Children before they are of School Age.	Mary S. Garrett	do
193	Providence, R. I	Rhode Island Institute for the Deaf.	Laura De L. Richards.	Optional
194	Cedarsprings, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	Obligatory..
195	Sioux Falls, S. Dak	South Dakota School for Deaf Mutes.	James Simpson	do
196	Knoxville, Tenn	Tennessee Deaf and Dumb School.	Thomas L. Moses	(d)
197	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youths.	W. H. Holland	Obligatory..
198	do	Texas Deaf and Dumb Asylum ..	W. A. Kendall	(d)
199	Salt Lake City, Utah..	Utah School for the Deaf	Frank W. Metcalf. ..	Obligatory..
200	Vancouver, Wash	Washington School for Defective Youth.	James Watson	do

a Materials, new tools, and repairs, and for incidentals, $3,116.
b Same as common schools.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893-94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Elementary	1888	1888	0	4	4	21	11	32	.....	.....	.....	.....	.....	172
Elementary and secondary.	1854	.....	5	2	7	90	84	174	$8,023	$2,934	(a)	(a)	(a)	173
Elementary	1863	1870	3	2	5	91	52	143	12,788	2,241	$1,303	$25	.....	174
(b)	1854	1882	3	3	6	37	41	78	.....	1,500	.....	.....	.....	175
Elementary and secondary.	1851	1866	5	3	8	151	138	289	.....	3,925	.....	.....	.....	176
Secondary	1885	.....	0	5	5	3	18	21	.....	.....	.....	.....	.....	177
(b)	1869	1870	2	2	4	68	64	132	3,360	2,379	434	.....	.....	178
Elementary	1883	1886	3	1	4	.....	.....	.....	2,000	2,720	750	100	.....	179
.....do	1889	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	180
.....do	1854	1874	2	3	5	40	45	85	10,000	1,600	1,378	160	$25	181
Secondary	1867	1886	4	4	8	51	40	91	26,000	.....	.....	.....	.....	182
Elementary and secondary.	1818	.....	7	7	14	137	108	245	.....	,413	.....	.....	.....	183
Secondary	1876	1878	4	4	8	97	84	181	.....	2,630	799	23	.....	184
Elementary and secondary.	1869	1877	5	3	8	65	133	198	3,967	3,357	792		.....	185
Elementary	1845	.....	1	1	2	.....	.....	.....	.....	1,000	.....	.....	.....	186
.....do	1890	1891	1	1	2	5	15	20	.....	.....	.....	.....	.....	187
Secondary	1886	1894	1	2	3	10	12	22	50	.....	.....	.....	.....	188
Elementary	1827	1863	6	1	7	98	67	165	.....	3,690	2,669	83	410	189
Secondary	1870	.....	2	2	4	10	0	10	700	640	75	25	50	190
Elementary and secondary.	1876	1876	3	2	5	52	75	127	2,087	2,865	.....	775	.....	191
Elementary	1892	1892	0	4	4	10	10	20	.....	.....	.....	.....	.....	192
.....do	1876	1894	3	1	4	12	0	12	1,050	.....	.....	.....	.....	193
Secondary	1849	1849	2	2	4	.....	.....	.....	.....	.....	.....	.....	.....	194
.....do	1880	1882	3	2	5	14	15	29	.....	.....	.....	.....	.....	195
Elementary and secondary.	1845	1853	2	2	4	35	50	85	.....	1,000	.....	.....	.....	196
Elementary	1887	1888	1	1	2	12	11	23	615	720	469	65	.....	197
.....do	1857	1881	4	2	6	68	65	133	6,000	3,660	.....	.....	.....	198
.....do	1884	1888	3	2	5	18	17	35	.....	.....	.....	.....	.....	199
.....do	1886	1892	1	1	2	9	10	19	700	.....	.....	.....	.....	200

c Obligatory for older pupils.
d Optional in some cases, obligatory in others.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		SCHOOLS FOR THE DEAF—cont'd.		
201	Romnay, W. Va	West Virginia Schools for the Deaf and the Blind.	C. H. Hill	Obligatory
202	Delavan, Wis	Wisconsin School for the Deaf	John W. Swiler	do
203	La Crosse, Wis	Public School for the Deaf	Albert Hardy	do
204	St. Francis, Wis	St. Francis Art Institute	M. M. Gerend	do
205	Wausau, Wis	Wausau Oral School for the Deaf.	Margaret Sullivan	Optional
		SCHOOLS FOR THE BLIND.		
206	Talladega, Ala	Alabama Academy for the Blind.	Carleton Mitchell	Obligatory
207	Colorado Springs, Colo	Colorado Institute for the Education of the Mute and Blind.	D. C. Dudley	do
208	Chicago, Ill. (19th st. and Douglas boulevard).	Illinois Industrial Home for the Blind.	E. A. Kimball	do
209	Jacksonville, Ill	Illinois Institution for the Education of the Blind.	Wm. F. Short	do
210	Indianapolis, Ind	Indiana Institute for Education of the Blind.	W. H. Glascock	do
211	Vinton, Iowa	Iowa College for the Blind	T. F. McCune	do
212	Kansas City, Kans	Institution for the Education of the Blind.	W. G. Todd	do
213	Louisville, Ky	Kentucky Institution for Education of the Blind.	B. B. Hunton	do
214	Baton Rouge, La	Louisiana Institution for Education of the Blind and Industrial Home for the Blind.	W. H. H. Magruder	do
215	Baltimore, Md	Maryland School for the Blind	Frederick D. Morrison	do
216	South Boston, Mass	Perkins Institution and Massachusetts School for the Blind.	M. Anagnos	do
217	Faribault, Minn	Minnesota School for the Blind	James J. Dow	do
218	Jackson, Miss	Institution for the Blind of Mississippi.	P. Fairly	do
219	Nebraska City, Nebr	Nebraska Institution for the Blind.	Wm. Ebright	Optional
220	Batavia, N. Y	New York State Institution for the Blind.	Lee R. Sanborn	Obligatory
221	Station E, New York, N. Y.	The New York Institution for the Blind.	Wm. B. Wait	(*b*)
222	Raleigh, N. C	North Carolina Institution for Deaf and Dumb and the Blind.	W. J. Young	Obligatory
223	Columbus, Ohio	Ohio Institution for the Education of the Blind.	S. S. Burrows	do
224	Salem, Oreg	Oregon Institute for the Blind	E. S. Bollinger	do
225	Philadelphia, Pa. (20th and Race sts.).	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen	do
226	Cedarspring, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	do
227	Nashville, Tenn	Tennessee School for the Blind	David Lipscomb, jr	do
228	Austin, Tex	Institution for the Blind	Frank Rainey	do

a Not including cost of building.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893–94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Elementary and secondary.	1870	1872	4	1	5	53	41	94	*a* $600	$2,070	$1,370	.....	.....	201
Secondary.....	1852	1854	4	2	6	120	83	203	5,936	2,500	750	$550	$200	202
Elementary ...	1887	1887	0	1	1	3	5	8	.....	.....	.....	.....	.....	203
.....do.....	1876	1890	3	0	3	14	0	14	.....	.....	.....	.....	.....	204
.....do.....	1890	.....	...	...	...	...	...	...	.....	.....	.....	.....	.....	205
Elementary and secondary.	1857	1875	2	2	4	36	29	65	5,000	500	100	20	.....	206
.....do.....	1874	1875	5	2	7	34	31	65	2,000	2,390	1,500	.....	.....	207
None.....	1895	.....	...	...	...	...	...	...	.....	.....	.....	.....	.....	208
Elementary and secondary.	1849	1882	2	3	5	60	41	101	15,000	900	4,466	.....	.....	209
Secondary.....	1847	1847	2	1	3	49	67	116	404	1,275	618	51	5	210
Elementary and secondary.	1852	1852	2	2	4	87	92	179	.....	.....	.....	.....	.....	211
Elementary ...	1868	1872	1	1	2	24	36	60	500	500	.....	.....	.....	212
Elementary and secondary.	1842	1842	2	2	4	60	64	124	.....	1,650	.....	.....	.....	213
Primary and secondary.	1871	.....	1	1	2	13	17	30	200	541	2,280	25	403	214
Elementary and secondary.	1853	.....	3	1	4	37	25	62	7,500	2,050	1,500	.....	.....	215
All.....	1832	1832	3	4	7	93	74	167	.....	.....	.....	.....	.....	216
Elementary and secondary.	1866	1866	1	2	3	33	27	60	.....	.....	.....	.....	.....	217
Collegiate.....	1848	1848	2	1	3	15	16	31	1,800	650	300	75	.....	218
Secondary.....	1875	1875	1	1	2	14	12	26	5,000	650	500	80	.....	219
.....do.....	1865	1867	5	1	6	80	44	124	1,000	1,200	900	200	100	220
Kindergarten . Elementary ... Academic	1831	1832	3	4	7	120	100	220	4,040	1,994	662	.....	.....	221
Secondary.....	1845	.....	2	2	4	.....	.....	.....	1,000	.....	.....	.....	.....	222
Elementary and secondary.	1837	1837	1	2	3	93	133	226	2,000	1,600	1,500	12	20	223
Secondary.....	1872	1890	1	1	2	4	18	22	.....	.....	.....	.....	.....	224
Elementary and secondary.	1833	1833	4	4	8	93	108	201	.....	.....	.....	.....	.....	225
Secondary.....	1855	1856	1	1	2	.....	.....	.....	.....	.....	.....	.....	.....	226
.....do.....	1844	.....	1	3	4	56	54	110	500	550	300	.....	.....	227
.....do.....	1857	.....	2	2	4	43	30	73	*c* 500	1,210	.....	160	.....	228

b Obligatory for some courses; optional for others.

c Buildings not included.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		SCHOOLS FOR THE BLIND—cont'd.		
229	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youths.	W. H. Holland	
230	Vancouver, Wash	Washington School for Defective Youth.	James Watson	
231	Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	C. H. Hill	Obligatory
232	Janesville, Wis	Wisconsin School for the Blind	Lynn S. Pease	do
		SCHOOLS FOR THE FEEBLE-MINDED.		
233	Lakeville, Conn	Connecticut School for Imbeciles.	Geo. H. Knight	Obligatory
234	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.	Ambrose M. Miller	Optional
235	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell	do
236	Frankfort, Ky	Kentucky Institution for Feeble-Minded Children.	I. T. Berry	do
237	Ellicott City, Md	Fort Hill Private Institution for Feeble-Minded and Epileptic Children.	Samuel J. Fort	Obligatory
238	Amherst, Mass	Home School for Nervous and Delicate Children and Youths	Mrs. W. D. Herrick	do
239	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	Catherine W. Brown and Geo. A. Brown.	do
240	Fayville, Mass	Hillside School	Mesdames Knight and Green.	Optional
241	Waverly, Mass	Massachusetts School for the Feeble-Minded.	Walter E. Fernald	Obligatory
242	Kalamazoo, Mich	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur	Optional
243	Faribault, Minn	Minnesota School for Feeble-Minded.	A. C. Rogers	Obligatory
244	Haddonfield, N. J	Haddonfield Training School	Margaret Bancroft, Jean W. Cox.	
245	Vineland, N. J	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap	Obligatory
246	do	New Jersey Training School for the Education and Care of Feeble-Minded Children.	S. Olin Garrison	do
247	Amityville, Long Island, N. Y.	Brunswick Home	I. E. Ireland	Optional
248	Newark, N. Y	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	do
249	New York, N. Y	Randall's Island Industrial School.	M. C. Dunphy	do
250	Orange, N. J	The Seguin School for Children of Arrested Development.	Mrs. Elsie M. Seguin	
251	Elwyn, Delaware County, Pa.	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr	Obligatory
252	Vancouver, Wash	Washington School for Defective Youth.	James Watson	
		REFORM SCHOOLS AND REFORMATORIES.		
253	Ione Cal	Preston School of Industry	E. Carl Bank	Obligatory
254	Golden, Colo	State Industrial School	G. A. Garard	do
255	Meriden Conn	Connecticut School for Boys	John L. Houston	do
256	Wilmington, Del	Delaware Industrial School for Girls.	Mrs. E. Marks	do

a Beginning with kindergarten, through all intermediate grades, through four years' English high school course.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893-94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary	1887													229
Elementary	1886		0	1	1	2	4	6						230
Elementary and secondary.	1870	1872	1	1	2	19	22	41	$125	$950	$479			231
(*a*)	1849	1853	2	3	5	50	43	93	569	1,200	200			232
Elementary	1858		0	1	1									233
Elementary and secondary.	1865	1873	0	2	2				500	1,300	300	$20	$10	234
Elementary	1876	1876	2	6	8				3,000	300	300	250	100	235
do	1861		3	5	8	54	53	107						236
Elementary and secondary.	1886	1892	0	2	2									237
Secondary	1882		1	2	3									238
Elementary and secondary.	1848	1848	6	10	16	30	15	45						239
Elementary	1870		1	2	3									240
do	1848	1855	4	2	6	180	140	320						241
do	1884	1884	3	3	6									242
do	1879	1886	1	7	8									243
do	1881		0	1	1	4	9	13	100					244
do	1888	1889	0	6	6	0	75	75						245
do	1888	1888	2	11	13									246
Elementary and secondary.	1884	1894	2	2	4	15	10	25	50			50		247
Elementary	1878	1879	0	2	2	0	60	60	500	414	450	10	25	248
do	1889	1889	7	3	10	81	11	92						249
														250
Elementary	1853	1853	9	5	14	226	137	363						251
do	1892	1892	2	2	4	22	15	37						252
Elementary	1889	1894	1	0	1	28	0	28						253
do	1882	1882	5	4	9	74	0	74		4,800				254
do	1851	1893	4	1	5	80	0	80	3,000	1,428	500	50		255
do	1893		0	2	2	0	12	12						256

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		REFORM SCHOOLS AND REFORMATORIES—continued.		
257	Washington, D. C.	Reform School of the District of Columbia.	A. J. Falls	Obligatory.
258	Chicago, Ill	Chicago Industrial School for Girls.	Mary McCullough	
259	Chicago, Ill. (5024 Ind. ave.).	Erring Woman's Refuge	Mrs. L. B. Doud	Obligatory.
260	Glenwood, Cook County, Ill.	Illinois School of Agriculture and Manual Training for Boys.	I. T. Chumasero	Optional.
261	South Evanston, Ill.	Illinois Industrial School for Girls	Mrs. M. R. M. Wallace	Obligatory.
262	Indianapolis, Ind	Indiana Reform School for Girls and Woman's Prison.	Sarah F. Keely	do
263	Plainfield, Ind	Indiana Reform School for Boys.	T. J. Charlton	do
264	Beloit, Kans	Girls' Industrial School	M. A. Housholder	do
265	North Topeka, Kans.	Kansas State Reform School	E. C. Hitchcock	do
266	Hallowell, Me.	Maine Industrial School for Girls.	E. Rowell	do
267	Portland, Me	State Reform School	J. R. Farrington	do
268	Baltimore, Md	House of Refuge	Robert J. Kirkwood	do
269	Carroll Station, Md	St. Mary's Industrial School	Brother Dominic	Optional
270	Cheltenham, Md	House of Reformation	John W. Horn	Obligatory.
271	Melvale, (Baltimore County) Md.	Industrial Home for Colored Girls	G. S. Griffith	do
272	Lancaster, Mass	State Industrial School for Girls	L. L. Brackett	do
273	Palmer, Mass	Massachusetts State Primary School.	Walter A. Wheeler	do
274	Salem, Mass	Plummer Farm School	Wm. I. Bowditch	do
275	Walpole, Mass	Norfolk, Bristol, and Plymouth Union Truant School.	M. P. Merrell	Optional
276	Westboro, Mass	Lyman School for Boys	M. H. Walker	Obligatory.
277	Adrian, Lenawee County, Mich.	State Industrial Home for Girls.	Lucy M. Sickels	do
278	Detroit, Mich	House of Good Shepherd	Anna Margaret Müller	do
279	Ionia, Mich	State House of Correction and Reformatory.	Otis Fuller	do
280	Lansing, Mich	Industrial School for Boys	J. E. St. John	do
281	Red Wing, Minn	Minnesota State Reform School.	J. W. Brown	do
282	St. Cloud, Minn	Minnesota State Reformatory	Wm. E. Lee	do
283	Boonville, Mo	Missouri State Reform School	Lyman D. Drake	do
284	Miles City, Mont	Montana State Reform School	A. J. Hylton	Optional
285	Manchester, N. H	State Industrial School	J. C. Ray	Obligatory.
286	Jamesburg, N. J	New Jersey State Reform School.	Nathaniel S. Rue	do
287	Trenton, N. J	State Industrial School for Girls.	Geo. C. Maddock	do
288	Verona, N. J	Newark City Home	C. M. Harrison	
289	Canaan Four Corners, N. Y.	Burnham Industrial Farm	John Dooly	Obligatory.
290	Elmira, N. Y.	New York State Reformatory	Z. R. Brockway	do
291	New York, N. Y.	Home for Fallen and Friendless Girls.	Z. Stiles Ely	do
292	do	New York Juvenile Asylum	Frederick W. Devoe	do
293	Station L, Harlem, N. Y.	Society for the Reformation of Juvenile Delinquents in the City of New York.	Vincent M. Masten	do
294	Rochester, N. Y.	State Industrial School	Franklin H. Briggs	do
295	Lancaster, Ohio	Boys' Industrial School	D. M. Barrett	Optional

a A month.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893–94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Elementary and secondary.	1870	.....	15	8	23	200	0	200	$1,500	$1,980	.....	.....	.....	257
Elementary...	1889	.....	0	8	8	0	165	165	.....	.....	.....	.....	.....	258
Elementary and secondary.	.....	.....	0	6	6	0	78	78	3,000	3,000	.....	.....	.....	259
.....do.....	1887	1888	6	24	30	262	0	262	.....	.....	.....	.....	.....	260
Elementary...	1877	1877	1	13	14	0	150	150	.....	.....	.....	.....	.....	261
.....do.....	1871	1873	0	4	4	0	170	170	.....	.....	.....	.....	.....	262
.....do.....	1868	1894	15	0	15	240	0	240	.....	.....	.....	.....	.....	263
Elementary and secondary.	1889	1889	0	10	10	0	100	100	65,000	4,044	$9,000	$1,000	$2,000	264
.....do.....	1881	1881	4	6	10	200	0	200	.....	3,000	.....	.....	.....	265
Secondary.....	1875	1875	0	2	2	0	75	75	.....	.....	.....	.....	.....	266
Elementary...	1850	1883	1	0	1	24	0	24	4,000	540	.....	.....	.....	267
.....do.....	1855	1891	....	....	....	100	0	100	.....	13,464	637	.....	21,159	268
.....do.....	1866	1892	....	....	....	60	0	60	.....	7,430	250	347	679	269
Secondary....	1872	1873	10	1	11	125	0	125	.....	.....	.....	.....	.....	270
Elementary...	1883	1883	0	6	6	0	430	430	5,000	2,000	600	2,500	.....	271
.....do.....	1856	.....	0	4	4	0	125	125	.....	.....	.....	.....	.....	272
Elementary and secondary.	1866	.....	0	1	1	100	15	115	500	360	25	25	.....	273
.....	1870	1884	1	0	1	15	0	15	700	100	.....	5	.....	274
Elementary...	1889	1890	1	1	2	29	0	29	.....	.....	.....	.....	.....	275
.....do.....	1848	1889	4	1	5	85	0	85	6,000	1,167	100	.....	.....	276
Elementary and secondary.	1879	1881	0	27	27	0	250	250	.....	6,737	.....	.....	.....	277
Elementary...	1883	1883	0	24	24	0	220	220	.....	.....	.....	.....	.....	278
.....do.....	1877	1877	8	0	8	500	0	500	40,000	9,600	93,910	10,000	2,500	279
Elementary and secondary.	1856	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	280
.....do.....	1868	1868	9	5	14	162	34	196	.....	.....	.....	.....	.....	281
Elementary...	1889	1889	6	0	6	125	0	125	20,000	a 300	.....	.....	.....	282
.....do.....	1889	1890	7	0	7	54	0	54	.....	3,865	.....	250	.....	283
.....do.....	1892	1894	6	4	10	30	6	36	7,200	500	600	.....	.....	284
Secondary.....	1857	1889	3	3	6	100	15	115	10,000	1,200	.....	.....	.....	285
Elementary...	1865	.....	12	4	16	150	0	150	.....	.....	.....	.....	.....	286
.....do.....	1871	.....	0	6	6	0	110	110	.....	.....	.....	.....	.....	287
.....	1874	1890	3	1	4	54	15	69	1,700	1,740	.....	100	.....	288
Elementary and secondary.	1887	1887	7	3	10	64	0	64	.....	.....	.....	.....	.....	289
Elementary...	1876	1888	b71	0	b71	1804	0	1804	c 53,250	14,400	5,250	.....	.....	290
.....do.....	1865	1865	0	2	2	0	300	300	.....	600	.....	.....	.....	291
Elementary and secondary.	1851	1851	12	52	64	700	150	850	.....	47,547	29,123	19,528	13,866	292
Elementary...	1825	1825	16	5	21	540	88	628	30,000	.....	.....	.....	30,008	293
.....do.....	1847	1886	21	1	22	625	125	750	c 50,000	22,000	5,000	10,000	2,000	294
Secondary.....	1858	1860	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	295

b Citizens, 29; inmates, 42.

c Exclusive of buildings.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6) schools for the blind, (7) schools*

	Location	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		REFORM SCHOOLS AND REFORMATORIES—continued.		
296	Salem, Oreg	Oregon State Reform School	R. J. Hendricks	Obligatory
297	Glen Mills, Pa	House of Refuge (Boys' Department).	F. H. Nibecker	do
298	Philadelphia, Pa. (22d and Poplar).	House of Refuge (Girls' Department).	Mrs. M. A. Campbell	do
299	Howard, R. I	Sockanosset School for Boys	W. W. Murray	Optional
300	Plankinton, S. Dak	State Reform School	C. W. Ainsworth	Obligatory
301	Gatesville, Tex	Texas House of Correction and Reformatory.	J. F. McGuire	do
302	Ogden Utah	Territorial Reform School of Utah	James H. Moyle	Optional
303	Vergennes, Vt	Vermont Reform School	S. A. Andrews	Obligatory
304	Glen Allen, Va	Industrial School	Wm. C. Sampson	do
305	Pruntytown, W. Va	West Virginia Reform School	D. W. Shaw	do
306	Milwaukee, Wis	Wisconsin Industrial School for Girls.	Mrs. Wm. Pitt Lynde	do
		CHARITY SCHOOLS.		
307	Washington, D. C. (32d st. ext.).	Industrial Home School	Henry Blount	Obligatory
308	Chicago, Ill	Chicago Waif Mission and Training School.	T. E. Daniels	Optional
309	do	Jewish Training School	Gabriel Bamberger	Obligatory
310	Knightstown, Ind	Indiana Soldiers' and Sailors' Orphan Home.	A. H. Graham	(a)
311	Arbutus, Md	Baltimore Manual Labor School	James C. Thomas	Obligatory
312	Baltimore, Md	Samuel Ready School for Female Orphans.	Geo. W. Corner	do
313	McDonogh, Md	McDonogh School	James T. Edwards	do
314	Boston, Mass. (Rugles st.).	Friendford Industrial School	Mrs. Henry Hinckley	Optional
315	Roxbury, Mass	South End Industrial School	Miss S. A. M. Edes	
316	Kalamazoo, Mich	Kalamazoo Industrial School	Mrs. Wm. Coddington	Optional
317	Brooklyn, N. Y	Brooklyn Industrial School Association and Home for Destitute Children.	Mrs. Wm. H. Lyon	Obligatory
318	do	Industrial School Association of Brooklyn, (E. D.).	Miss M. E. Whittelsey	
319	New York, N. Y	Five Points House of Industry	Wm. F. Barnard	Obligatory
320	New York, N. Y. (520 E. 11th st.).	St. George's Boys' Industrial Trade School.	Arthur A. Hamerschlag.	do
321	New York, N. Y. (125 St. Mark's place).	Wilson Industrial School for Girls.	Mrs. H. H. G. Sharpless.	do
322	Rochester, N. Y. (133 Exchange st.).	Industrial School of Rochester	Mrs. Wm. Alling	do
323	Blowing Rock, N. C	Skyland Institute	Miss F. Annette Jackson.	do
324	Cleveland, Ohio	Jewish Orphan Asylum I. O. B. B.	L. Wolfenstein	do
325	Burlington, Vt	Howard Relief Society	Mrs. Ira P. Russell	Optional
		TRADE SCHOOLS.		
326	Springfield, Mass	Christian Industrial and Technical Institute.	David Allen Reed	Optional

a Obligatory after 13 years of age.

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditures for industrial training during 1893-94.				
			Male.	Female.	Total	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Elementary and secondary.	1891	1891	9	7	16	102	0	102	$50,000	.....	.....	.....	.....	296
.....do.....	1828	1828	7	0	7	327	0	327	.....	.....	.....	.....	.....	297
Elementary ...	.....	.....	....	....	....	0	159	159	.....	.....	.....	.....	.....	298
.....do.....	1882	1892	8	0	8	82	0	82	4,500	$4,650	$475	.....	.....	299
Elementary and secondary.	1888	1888	7	7	14	67	21	88	.....	.....	.....	.....	.....	300
Secondary.....	1889	1891	4	0	4	30	0	30	1,000	1,200	.....	$1,000	.....	301
Elementary and secondary.	1888	1892	1	1	2	7	2	9	500	140	400	200	$60	302
Elementary ...	1865	1892	1	0	1	45	0	45	400	1,000	75	50	10	303
.....do.....	1890	1890	7	3	10	77	0	77	.....	.....	.....	.....	.....	304
.....do.....	1889	1889	8	0	8	110	0	110	2,500	3,000	2,000	250	25	305
Elementary and secondary.	1875	1875	0	17	17	0	200	200	.....	.....	.....	.....	.....	306
Elementary ...	1867	.....	2	4	6	30	30	60	4,000	1,940	1,500	75	.....	307
Elementary and secondary.	1887	1888	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	308
Elementary ...	1890	1890	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	309
.....do.....	1867	1885	....	....	....	50	30	80	.....	.....	.....	.....	.....	310
.....do.....	1841	1841	2	0	2	60	0	60	3,000	1,000	380	450	37	311
Secondary.....	1887	1887	0	3	3	0	60	60	.....	.....	.....	.....	.....	312
Elementary and secondary.	1873	1873	5	0	5	140	0	140	20,000	1,200	400	200	100	313
None.....	1888	1888	2	59	61	120	183	303	394	302	77	.....	15	314
.....	1884	1884	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	315
.....	1877	1889	0	18	18	0	224	224	78	.....	200	.....	.....	316
Elementary ...	1854	1888	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	317
.....do.....	1854	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	318
Secondary.....	1854	1885	1	8	9	175	156	331	.....	.....	.....	.....	.....	319
None.....	1892	1892	6	0	6	259	0	259	.....	.....	.....	.....	.....	320
Elementary and secondary.	1853	1853	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	321
Elementary ...	1857	1890	0	5	5	56	64	120	.....	3,985	220	239	2,280	322
Elementary and secondary.	1886	1886	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	323
Elementary ...	1878	1891	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	324
.....	.....	.....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	325
None.....	1891	1891	9	0	9	77	0	77	.....	700	150	300	.....	326

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, for the deaf, (6 (schools for the blind, (7) schools*

	Location.	Name of institution.	Name of president (or director).	Is industrial training optional or obligatory?
	1	2	3	4
		TRADE SCHOOLS—continued.		
327	New York, N. Y. (225 and 227 E. 9th st.).	Baron de Hirsh Trade School	J. Ernest G. Yalden	Optional
328	New York, N. Y	New York Trade School	R. Fulton Cutting	
329	Rochester, N. Y.	Rochester Athenæum and Mechanics Institute.	E. R. Andrews	Obligatory
330	Philadelphia, Pa	Master Builders' Mechanical Schools of Philadelphia.	Wm. A. H. Allen	do
331	Williamson School, Pa	Williamson Free School of Mechanical Trades.	John M. Shrigley	do
		UNITED STATES INDIAN SCHOOLS.		
332	Fort Mohave, Ariz	United States Indian School	S. M. McCowan	
333	Keams Canyon, Ariz	United States Indian School	C. W. Goodman	
334	Phœnix, Ariz	United States Indian School	Harwood Hall	
335	Fort Yuma, Cal	Fort Yuma Indian Industrial School.	Mary O'Neil	
336	Greenville, Cal	United States Indian School	Edward N. Ament	
337	Perris, Cal	Indian Industrial Training School	Wm. F. T. Bray	
338	Fort Lewis, Colo	United States Indian Industrial School.	Thos. H. Breen	
339	Grand Junction, Colo.	United States Indian School	Theo. G. Lemmon	
340	Myers, Fla	United States Indian School	J. E. Brecht	
341	Fort Lapwai, Idaho	Fort Lapwai Industrial School	Ed. McConville	
342	Lawrence, Kans	Haskell Institute	J. A. Swett	
343	Mount Pleasant, Mich	Mount Pleasant School	Andrew Spencer	
344	Pipestone, Minn	United States Indian School	C. J. Crandall	
345	Fort Shaw, Mont	United States Indian School	W. H. Winslow	
346	Carson City, Nev	Indian Training School	Eugene Mead	
347	Albuquerque, N. Mex.	United States Indian School	Wm. M. Moss	
348	Santa Fe, N. Mex	United States Indian School	Thos. M. Jones	
349	Cherokee, N. C	Cherokee Training School	Thomas W. Potter	
350	Fort Stevenson, N. Dak	United States Indian School	O. H. Gates	
351	Fort Totten, N. Dak	United States Indian School	Wm. T. Canfield	
352	Chilocco, Okla	United States Indian School	Benjamin S. Coppock	
353	Seger, Okla	Seger Colony School	John H. Seger	
354	Carlisle, Pa	Indian Industrial School	Capt. R. H. Pratt, U. S. A.	Obligatory
355	Flandreau, S. Dak	United States Indian School	Leslie D. Davis	
356	Pierre, S. Dak	Pierre Indian Industrial School	Crosby G. Davis	
357	Hampton, Va	Hampton Normal and Agricultural Institute.	H. B. Frissell	
358	Tomah, Wis	Tomah Indian Industrial School	S. C. Sanborn	
359	Wittenberg, Wis	United States Indian School	Axel Jacobson	

(2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the feeble-minded, etc.—PART I—Continued.

Grade of literary instruction.	Date of establishment of school.	Date of introduction of industrial training.	Number of different teachers of industrial training.			Number of different pupils who received industrial training.			Cost of equipment for industrial training.	Expenditure for industrial training during 1893-94.				
			Male.	Female.	Total.	Male.	Female.	Total.		For teachers.	For materials.	For new tools and repairs.	For incidentals.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary	1891	1891	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	327
None	1881	1881	26	0	26	556	0	556	$256,000	$14,841	.....	.....	.....	328
Secondary	1885	1893	7	8	15	510	462	972	4,000	7,744	$347	$500	$1,970	329
Elementary	1890	1890	6	0	6	67	0	67	.....	3,586	343	33	2,029	330
do	1891	1891	7	3	10	160	0	160	.....	.....	.....	.....	.....	331
Elementary	.....	.....	.....	.....	.....	.....	.....	150	.....	.....	.....	.....	.....	332
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	333
do	.....	.....	.....	.....	.....	.....	.....	170	.....	.....	.....	.....	.....	334
do	.....	.....	.....	.....	.....	122	60	182	.....	.....	.....	.....	.....	335
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	336
do	.....	.....	.....	.....	.....	63	54	117	.....	.....	.....	.....	.....	337
do	.....	.....	.....	.....	.....	111	21	132	.....	.....	.....	.....	.....	338
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	339
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	340
do	.....	.....	.....	.....	.....	.....	.....	196	.....	.....	.....	.....	.....	341
do	.....	.....	.....	.....	.....	430	230	660	.....	.....	.....	.....	.....	342
do	1893	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	343
do	.....	.....	.....	.....	.....	.....	.....	70	.....	.....	.....	.....	.....	344
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	345
do	.....	.....	.....	.....	.....	.....	.....	122	.....	.....	.....	.....	.....	346
do	.....	.....	.....	.....	.....	.....	.....	283	.....	.....	.....	.....	.....	347
do	.....	.....	.....	.....	.....	.....	.....	48	.....	.....	.....	.....	.....	348
do	.....	.....	.....	.....	.....	.....	.....	167	.....	.....	.....	.....	.....	349
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350
do	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	351
do	.....	.....	.....	.....	.....	.....	.....	270	.....	.....	.....	.....	.....	352
do	.....	.....	.....	.....	.....	.....	.....	78	.....	.....	.....	.....	.....	353
Elementary and secondary.	1879	1879	14	13	27	500	375	875	50,000	.....	.....	.....	.....	354
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	355
Elementary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	356
Elementary and secondary.	.....	.....	.....	.....	.....	92	48	140	.....	.....	.....	.....	.....	357
Elementary	.....	.....	.....	.....	.....	.....	.....	116	.....	.....	.....	.....	.....	358
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	359

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, (4) schools for the colored race, (5) schools for the deaf, (6) schools for the blind, (7) schools for the feeble-minded, (8) reform schools and reformatories, (9) charity schools, (10) trade schools, and (11) United States Indian schools.*—PART II.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE.					
1	Agricultural and Mechanical College, Auburn, Ala.	Mechanical drawing	1	18	.....	38
		Carpentry	2	109	0	27
		Wood turning	2	109	0	11
		Pattern making	1	37	.....	15
		Forging	1	37	.....	17
		Molding (metal)	1	37	.....	6
		Vise work	1	32	.....	15
		Machine-shop work	1	32	.....	23
		Farm or garden work	1	59	0	22
2	Arkansas Industrial University	Free-hand drawing	1	47	0	36
		Mechanical drawing	3	78	0	180
		Carpentry / Wood turning	1	47	0	24
		Pattern making	1	47	0	12
		Forging / Vise work	1	36	0	18
		Molding (metal)	1	36	.....	18
		Machine-shop work	1	13	0	36
		Farm or garden work	3	30	0	36
3	University of California	Free-hand drawing	1	129	31	19
		Mechanical drawing	1	119	2	38
		Carpentry	2	56	.....	19
		Wood turning	2			19
		Pattern making	2	84	.....	19
		Forging	1			19
		Sheet-metal work	1	84	.....	38
		Molding (metal)	1			
		Vise work	1			
		Machine-shop work	1			
		Farm or garden work *a*	.....	.....	.....	.....
4	State Agricultural College, Fort Collins, Colo.	Free-hand drawing	(*b*)	10	20	13
		Mechanical drawing	.....	50	0	85
		Carpentry	.....	34	0	13
		Wood turning	.....	8	0	13
		Pattern making	.....	12	0	13
		Forging	.....	12	0	13
		Molding (metal)	.....	12	0	13
		Vise work	.....	9	0	13
		Machine-shop work	.....	10	0	13
5	Storr's Agricultural College	Free-hand drawing	1	75	20	144
		Mechanical drawing	1	75	20	144
		Sewing	1	.....	23	144
		Cooking	1	.....	20	144
		Carpentry	1	79	.....	144
		Forging	1	9	.....	16
		Vise work	1	9	.....	16
		Farm or garden work	3	122	.....	144
6	Delaware College	Free-hand drawing	1	15	.....	8
		Mechanical drawing	1	15	.....	60
		Carpentry	1	15	.....	13
		Wood turning	1	15	.....	13
		Pattern making	2	15	.....	26
		Forging	1	15	.....	6
		Vise work	1	15	.....	15
		Machine-shop work	1	15	.....	25
7	Florida Agricultural College	Free-hand drawing	1	25	2	20
		Mechanical drawing	1	19	2	50
		Carpentry	1	46	6	12
		Wood turning	1	46	.....	12
		Carving	1	43	9	30
		Pattern making	1	5	.....	20

a In connection with the courses in agriculture.
b Two instructors only for these different lines of work.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
	Florida Agricultural College	Forging	1	3	.....	36
		Sheet-metal work	1	5	.....	4
		Molding (metal)	.....	5	.....	8
		Vise work	1	2	.....	12
		Machine-shop work	1	2	.....	24
8	University of Idaho	Free-hand drawing	1	133	83	144
		Mechanical drawing	.....	12	4	36
		Farm or garden work	1	7	.....	.....
9	National University, Chicago, Ill.	Free-hand drawing	1	25	50	50
		Mechanical drawing		150	25	.....
		Sewing	1	.....	25	50
		Carpentry	.....	25	.....	50
		Wood turning	.....	.....	.....	.....
		Carving	.....	.....	25	.....
		Pattern making Forging Sheet-metal work Molding (metal) Vise work Machine-shop work	1	150	.....	50
		Bricklaying	1	50	.....	50
		Painting	1	.....	.....	.....
		Plumbing	1	50	.....	.....
10	Purdue University	Free-hand drawing	4	217	25	37
		Mechanical drawing	3	207	0	57
		Carving	1	0	9	37
		Pattern making	2	109	0	16
		Forging	1	42	0	15
		Molding (metal)	1	117	0	7
		Vise work	1	62	0	3
		Machine-shop work	2	67	0	35
		Painting	1	0	25	37
11	Rose Polytechnic Institute	Free-hand drawing	1	.....	.....	.....
		Mechanical drawing	1	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Pattern making	1	.....	.....	.....
		Forging	1	.....	.....	.....
		Vise work	1	.....	.....	.....
		Machine-shop work	2	.....	.....	.....
12	Kansas State Agricultural College.	Free-hand drawing	1	200	100	28
		Mechanical drawing	1	250	.....	22
		Sewing	2	.....	172	*a* 12 *b* 113
		Cooking	1	.....	58	*a* 12 *b* 113
		Carpentry Wood turning	2	208	.....	*a* 12 *b* 113
		Dairying	1	.....	50	*a* 11
		Music	2	.....	50	*b* 111
		Forging	1	62	.....	*b* 12-111
		Molding (metal)	1	18	.....	*b* 12
		Vise work Machine-shop work	1	18	.....	*b* 12 *b* 88
		Farm or garden work	5	113	.....	*a* 24 *b* 111
		Printing	1	85	14	*b* 111
13	Agricultural and Mechanical College of Kentucky.	Free-hand drawing	1	22	0	20
		Mechanical drawing	2	31	0	144
		Carpentry	1	12	0	20
		Wood turning	1	12	0	6
		Pattern making	1	12	0	12
		Forging	1	10	0	18
		Molding (metal)	1	12	0	6
		Vise work	1	10	0	4
		Machine-shop work	1	10	0	16

a Required. *b* Optional.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
14	Louisiana State University and Agricultural and Mechanical College. *a*					
15	Tulane University of Louisiana..	Free-hand drawing	2	42		30
		Mechanical drawing	2	72		30
		Carpentry	2	42		30
		Wood turning	2	21		15
		Pattern making	1	21		15
		Forging	1	23		15
		Vise work	1	28		6
		Machine-shop work	1	28		24
16	Maine State College	Free-hand drawing	2	88	2	16
		Mechanical drawing	2	83	2	20
		Carpentry	1	15	0	16
		Wood turning	1	15	0	6
		Pattern making	1	15	0	4
		Forging	1	15	0	20
		Molding (metal)	1	15	0	6
		Vise work	1	15	0	6
		Machine-shop work	1	15	0	36
		Farm or garden work	1	1	0	
17	United States Naval Academy....	Mechanical drawing	4	114		32 16
		Pattern making	1	47		
		Forging	1	47		
		Vise work Machine-shop work	3	59		
18	Maryland Agricultural College...	Free-hand drawing	2	102		40
		Mechanical drawing	2	102		
19	Massachusetts Agricultural College.	Free-hand drawing	1	43	0	11
		Mechanical drawing	1	40	0	11
		Farm and garden work *b*				
20	Massachusetts Institute of Technology.	Free-hand drawing	2			30
		Mechanical drawing				30
		Carpentry Wood turning		124		
		Pattern making				
		Forging		55		
		Vise work		47		
		Machine-shop work		44		
		Metal turning		46		
21	Lawrence Scientific School of Harvard University.	Free-hand drawing	2			
		Mechanical drawing	2			80
		Carpentry	1			40
		Wood turning	1			40
		Pattern making	1			40
		Forging	1			40
		Vise work				40
		Machine-shop work	1			80
22	Bussey Institution (of Harvard University).	Farm or garden work	5	16	0	36
23	Michigan State Agricultural College.	Free-hand drawing	1	89	14	12
		Mechanical drawing	1	46		12
		Carpentry Wood turning Pattern making	2	35		36
		Original designs	1	12	0	24
		Steam engine designs	2	28		18
		Machine designs	2	60		42
		Descriptive geometry	1	38		24
		Forging	1	16		12
		Molding (metal)	1	25		12

a The only industrial training given in this institution is in the machine shop, where cadets are taught the elements of carpentry, lathe work, mechanical drawing, etc.

b Conducted for the purpose of helping students who desire to meet their expenses. They are paid 12½ cents per hour for their work.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
	Michigan State Agricultural College.	Vise work	2	30	.....	60
		Machine-shop work				
		Farm or garden work	9	168	.....	30
24	Michigan Mining School	Free-hand drawing	2	60	.....	84
		Mechanical drawing				
		Carpentry	2	21	.....	5
		Pattern making				
		Wood turning				
		Vise work	2	21	.....	5
		Machine-shop work				
25	University of Minnesota	Free-hand drawing	5	63	41	.....
		Mechanical drawing	2	80	.....	.....
		Ornamental design	2	3	30	.....
		Pattern making	2	43	.....	.....
		Forging	2	25	.....	.....
		Molding (metal)	2	52	.....	.....
		Vise work	2	26	.....	.....
		Machine-shop work	3	26	.....	.....
26	Mississippi Agricultural and Mechanical College.	Mechanical drawing	3	93	0	91
		Carpentry	1	70	0	12
		Wood turning	1	45	0	12
		Pattern making	1	40	0	12
		Forging	1	21	0	24
		Molding (metal)	1	40	0	12
		Vise work	1	6	0	36
		Machine-shop work	1	6	0	
		Farm or garden work	4	153	0	66
27	University of the State of Missouri.	Free-hand drawing	1	115	15	40
		Mechanical drawing				
		Carpentry	2	99	0	30
		Wood turning	2	99	0	10
		Pattern making	1	2	0	20
		Forging	1	30	0	40
		Farm or garden work	2	76	7	20
28	University of Nebraska	Free-hand drawing	1	61	26	26
		Mechanical drawing	1	23	0	18
		Clay modeling	1	61	26	10
		Carpentry	1	80	40	36
		Wood turning	1	70	1	36
29	Nevada State University	Free-hand drawing	1	.....	.....	.....
		Mechanical drawing	1	.....	.....	.....
		Carpentry	1	80	.....	.....
		Wood turning	1	84	.....	.....
		Pattern making	1	84	.....	.....
		Forging	1	6	.....	.....
		Machine-shop work	1	10	.....	.....
30	Stevens Institute of Technology	Free-hand drawing	4	256	0	4
		Mechanical drawing	4	256	0	136
		Carpentry	1	85	0	8
		Wood turning	1	85	0	8
		Pattern making	1	85	0	7
		Forging	1	85	0	8
		Molding (metal)	1	85	0	8
		Vise work	2	80	0	3
		Machine-shop work	3	160	0	40
		Mechanics	2	93	0	64
		Applied electricity	2	39	.....	26
31	Newark (N. J.) Technical School	Free-hand drawing	1	180	0	56
		Mechanical drawing	1	25	0	56
		Architectural drawing	1	10	0	56
32	New Mexico College of Agricultural and Mechanical Arts.	Free-hand drawing (preparatory department).	1	49	23	26
		Free-hand drawing	2	7	5	26
		Mechanical drawing	2	4	0	130
		Carpentry	2	7	0	26
		Wood turning	2	7	0	13
		Pattern making	2	1	0	13

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
	New Mexico College of Agricultural and Mechanical Arts.	Forging	2	9	0	13
		Farm or garden work	2	3	.....	65 39
33	Cornell University	Free-hand drawing	6	207	17	34
		Mechanical drawing and design		442	0	34
		Carpentry Wood turning Carving Pattern making	4	250	0	34
		Architectural drawing	3	28	2	11
		Blacksmithing, etc Forging	5	172	0	34
		Sheet metal work Molding (metal) Vise work Machine-shop work	4	149	0	34
34	North Dakota Agricultural College.	Free-hand drawing	.....	4	3	12
		Mechanical drawing	.....	8	.....	24
		Cooking	.....	.....	9	24
		Carpentry	.....	12	.....	12
		Wood turning	.....	12	.....	2
		Forging	.....	12	.....	5
		Vise work	.....	2	.....	12
		Machine-shop work	.....	2	.....	12
		Machine construction	.....	2	.....	12
		Farm or garden work	.....	15	.....	10
		Farm mechanics	.....	2	.....	6
35	Case School of Applied Science	Free-hand drawing	1	20	.....	36
		Mechanical drawing	2	90	.....	36
		Carpentry	1	30	.....	8
		Wood turning	2	30	.....	2
		Pattern making	2	30	.....	36
		Machine-shop work	1	20	.....	26
36	Ohio State University. (Department of Industrial Arts; Department of Horticulture and Forestry.)	Free-hand drawing	1	(113)	.....	.....
		Mechanical drawing	2	110	.....	.....
		Carpentry	1	120	.....	.....
		Wood turning	1	.....	.....	.....
		Pattern making	1	.....	.....	.....
		Forging	1	120	.....	.....
		Vise work	1	120	.....	.....
		Machine-shop work	1	120	.....	.....
		Farm or garden work	2	30	.....	.....
37	Oklahoma Agricultural and Mechanical College.	.....do	2	24	22	120
38	Oregon State Agricultural College.	Free-hand drawing	1	70	33	40
		Mechanical drawing	1	20	.....	54
		Sewing	1	.....	34	40
		Cooking	1	.....	29	40
		Millinery	1	.....	20	40
		Carpentry	1	52	.....	30
		Wood turning	1	52	.....	10
		Forging	1	20	.....	40
		Vise work	1	10	.....	40
		Machine-shop work	1	17	.....	40
		Farm or garden work	4	59	33	120
		Printing	1	7	1	120
		Photography	1	8	10	80
		Photo-engraving	1	1	.....	80
39	Friends' Polytechnic Institute of Oregon.	Free-hand drawing	1	20	.....	.....
		Mechanical drawing	1	20	.....	.....
		Carpentry	1	20	.....	.....
		Wood turning	1	5	.....	.....
		Pattern making	1	3	.....	.....
		Machine-shop work	1	2	.....	.....
40	Clemson Agricultural College	Free-hand drawing	1	152	0	80
		Mechanical drawing	1	97	0	160
		Carpentry	1	100	0	25

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
	Clemson Agricultural College	Wood turning	1	8	0	10
		Pattern making	1	20	0	6
		Forging	1	.....	.....	.....
		Molding (metal)	1	.....	.....	.....
		Vise work	1	15	0	6
		Machine-shop work	1	15	0	25
		Farm or garden work	4	157	0	100
41	Agricultural College of South Dakota.	Free-hand drawing	1	(65)		12
		Mechanical drawing	1	26	.....	72
		Household economy / Sewing	1	.....	29	12
		Cooking	1	.....	13	12
		Carpentry	1	52	.....	12
		Wood turning	1	52	.....	6
		Dairying	1	17	.....	12
		Pattern making	1	52	.....	9
		Forging	1	52	.....	12
		Molding (metal)	.....	.....	.....	6
		Vise work / Machine-shop work	.....	.....	.....	24
		Farm or garden work	3	35	.....	65
42	University of Tennessee	Free-hand drawing	2	30	7	.....
		Mechanical drawing	2	62	9	.....
		Carpentry	2	45	.....	.....
		Wood turning	2	22	.....	.....
		Pattern making	1	22	.....	.....
		Forging	1	11	.....	.....
		Vise work	2	6	.....	.....
		Machine-shop work	2	6	.....	.....
		Farm or garden work	2	15	.....	.....
		Printing	1	11	.....	.....
43	Agricultural and Mechanical College of Texas.	Free-hand drawing	2	120	.....	36
		Mechanical drawing	2	150	.....	106
		Carpentry	2	120	.....	40
		Wood turning	1	12	.....	12
		Forging	1	15	.....	12
		Vise work	1	5	.....	4
		Machine-shop work	1	11	.....	27
		Farm or garden work	.....	183	.....	36
44	Agricultural College of Utah	Free-hand drawing	1	17	21	38
		Mechanical drawing	1	30	.....	76
		Sewing	1	.....	72	76
		Cooking	1	.....	14	38
		Carpentry / Wood turning	1	31	.....	27
		Pattern making	1	3	.....	16
		Forging	1	24	.....	11
		Molding (metal)	1	3	.....	.....
		Vise work	1	3	.....	11
		Machine-shop work	1	3	.....	11
		Farm or garden work	3	13	.....	133
45	University of Vermont and State Agricultural College.	Mechanical drawing	2	62	.....	.....
		Carpentry	1	11	.....	18
		Wood turning	1	6	.....	8
		Pattern making	1	6	.....	8
		Forging	1	4	.....	17
		Molding (metal)	1	4	.....	4
		Vise work	1	3	.....	6
		Machine-shop work	1	4	.....	30
		Dairying	6	50	.....	4
		Farm or garden work	4	28	.....	37
46	Virginia Agricultural and Mechanical College.	Free-hand drawing	2	.....	.....	.....
		Mechanical drawing	2	.....	.....	.....
		Carpentry	2	102	.....	4
		Wood turning	2	102	.....	4
		Pattern making	.....	1	.....	.....
		Forging	2	31	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	INSTITUTIONS OF COLLEGIATE GRADE—continued.					
	Virginia Agricultural and Mechanical College.	Molding (metal)	2	.....	.....	.....
		Vise work	2	60	.....	6
		Machine-shop work	2	60	.....	66
		Farm or garden work	2	.....	.....	.....
47	West Virginia University	Free-hand drawing	1	34	.....	36
		Mechanical drawing	1	13	.....	58
		Carpentry	1	8	.....	30
		Wood turning	1	8	.....	22
		Pattern making	1	3	.....	30
		Forging	1	2	.....	22
		Sheet metal work	1	3	.....	8
		Molding (metal)	1	3	.....	8
		Vise work	1	1	.....	22
		Machine-shop work	1	1	.....	60
		Pipe fitting	1	3	.....	8
		Farm or garden work	1	11	.....	150
48	University of Wisconsin, College of Agriculture.	Cheddar cheese making	3	105	.....	.....
		Creamery butter making	4	105	.....	.....
		Farm dairying	1	20	.....	.....
		Horticultural practice, Grafting, etc	2	40	.....	.....
		Green-house practice	2	40	.....	.....
49	University of Wyoming	Free-hand drawing	1	16	12	12
		Mechanical drawing	1	9	.....	84
		Carpentry	1	9	.....	24
		Wood turning	1	3	.....	10
	NORMAL SCHOOLS.					
50	Alabama Normal College for Girls, Livingston, Ala.	Free-hand drawing	1	.....	131	.....
		Sewing	1	.....	.....	.....
		Cooking	.....	.....	.....	.....
		Carving	.....	.....	.....	.....
51	State Normal School (Los Angeles, Cal.).					
52	State Normal School (San Jose, Cal.).	Free-hand drawing	2	150	650	40
		Mechanical drawing	1	50	200	10
		Clay modeling	2	50	200	10
		Paper cutting and folding	1	150	650	5
		Sewing	1	25	125	5
		Sloyd or knife work	1	75	100	10
		Carving	1	25	50	10
		Farm or garden work	1	50	200	10
53	State Normal Training School (New Britain, Conn.).	Free-hand drawing, Mechanical drawing, Clay modeling	2	2	251	60
		Paper cutting and folding	1	.....	27	.....
		Cooking	1	.....	154	20
		Sloyd or knife work	1	1	154	13
54	Haines Normal and Industrial Institute.	Free-hand drawing	1	.....	1	20
		Sewing	1	.....	1	30
		Shoemaking	1	.....	.....	30
		Nurse training	.....	.....	1	52
		Printing	1	1	.....	30
55	Georgia Normal and Industrial College.	Free-hand drawing	1	0	119	72
		Mechanical drawing	1	0	100	30
		Clay modeling	3	.....	164	.....
		Paper cutting and folding	2	.....	70	.....
		Sewing	2	.....	150	.....
		Cooking	1	.....	42	36
56	Cook County Normal School	Sloyd or knife work	1	.....	.....	.....
57	State Normal School (Framingham, Mass.).	....do	1	.....	25	20
58	Westfield Normal School	Sloyd	1	0	28	26
59	Mississippi Industrial Institute and College (for girls).	Free-hand drawing	2	.....	115	76
		Mechanical drawing	1	.....	37	108
		Sewing and dressmaking	1	.....	123	76
		Drawing from cast	1	.....	57	57

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools., etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	NORMAL SCHOOLS—continued.					
	Mississippi Industrial Institute and College (for girls).	Drawing from life	1	.....	13	19
		Painting from still life	1	.....	14	38
		Carving	1	.....	5	76
60	Santee Normal Training School	Free-hand drawing	1	21	19	40
		Clay modeling	1	10	14	24
		Paper cutting and folding	1	10	14	24
		Sewing	1	.....	37	37
		Cooking	2	.....	14	14
		Carpentry	1	16	.....	16
		Wood turning	1	16	.....	16
		Nursing	1	.....	14	14
		Housekeeping	4	35	37	72
		Forging	1	12	.....	12
		Farm or garden work	1	35	.....	35
		Printing	1	17	.....	17
		Painting	.....	2	.....	2
		Shoemaking	1	15	.....	15
61	New Jersey State Normal and Model Schools.	Free-hand drawing	.....	.....	.....	.....
		Mechanical drawing	.....	.....	.....	.....
		Wood working	.....	.....	.....	.....
62	Teachers' College (including Horace Mann School).	Free-hand drawing	3	40	61	32
		Mechanical drawing	2	38	32	32
		Clay modeling	1	52	81	32
		Paper cutting and folding	9	110	116	33
		Sewing	3	29	117	33
		Cooking	1	0	75	32
		Knife work	1	13	27	32
		Carpentry	1	27	8	32
		Wood turning	1	44	0	24
		Carving	2	5	29	32
		Cardboard work	2	19	32	24
		Venetian ironwork	1	10	15	10
63	Normal College of the State of New York.	Free-hand drawing	.....	.....	12	40
		Mechanical drawing	.....	.....	12	40
		Clay modeling	.....	.....	12	40
		Paper cutting and folding	.....	.....	12	40
		Sewing	.....	.....	12	40
		Cooking	.....	.....	12	40
		Sloyd, or knife work	.....	.....	12	40
		Carpentry	.....	.....	12	40
64	Normal and Industrial School (Greensboro, N. C.).	Free-hand drawing	1	.....	250	32
		Mechanical drawing	1	.....	150	32
		Clay modeling	1	.....	300	10
		Sewing	2	.....	180	.....
		Cooking	2	.....	25	.....
65	Keystone State Normal School	Free-hand drawing	1	112	88	20
		Mechanical drawing	1	63	43	20
		Clay modeling	1	61	43	20
		Paper cutting and folding	1	63	43	20
		Carpentry	1	63	43	20
		Wood turning	1	40	.....	20
		Carving	1	5	20	20
66	West Chester State Normal School	Free-hand drawing	.....	26	21	60
		Clay modeling	.....	26	21	.....
		Paper cutting and folding	.....	26	21	.....
		Sloyd, or knife work	.....	14	9	28
		Carpentry	.....	52	131	70
		Carving	.....	10	1	28
		Pattern making	.....	3	.....	40
67	State Female Normal School (Farmville, Va.).	Free-hand drawing	1	.....	75	40
		Mechanical drawing	1	.....	75	40
		Clay modeling	1	.....	40	10
		Paper cutting or folding	1	.....	40	10
		Sewing	1	.....	.....	.....
68	State Normal School (Whitewater, Wis.).	Free-hand drawing Mechanical drawing Clay modeling	1	.....	.....	30
		Carpentry	1	.....	.....	20

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	MANUAL TRAINING SCHOOLS.					
69	Throop Polytechnic Institute	Free-hand drawing	1	.....	1	144
		Mechanical drawing	1	1	.....	144
		Clay modeling	1	.....	1	36
		Sewing	1	.....	1	36
		Cooking	1	.....	1	36
		Sloyd, or knife work	1	1	.....	108
		Carpentry	1	1	.....	36
		Wood turning	1	1	.....	
		Carving	1	.....	1	36
		Smithing	1	1	.....	36
		Machine-shop work	1	1	.....	36
		Pattern making	1	1	.....	36
		Forging	1	1	.....	.....
		Vise work	1	1	.....	.....
70	Haish Manual Training School	Carpentry	1	1	.....	20
		Wood turning	1	1	.....	15
		Carving	1	1	.....	5
		Pattern making	1	1	.....	20
		Forging	1	1	.....	20
		Machine-shop work	1	1	.....	140
71	Chicago Manual Training School	Free-hand drawing	1	263	0	120
		Mechanical drawing	1			
		Carpentry	1	108	0	40
		Wood turning				
		Pattern making				
		Forging and foundry work	1	85	0	40
		Vise work	1	69	0	40
		Machine-shop work				
72	Sloyd Normal Training School (Boston).	Mechanical drawing	2	31	73	.....
		Sloyd, or knife work	3	31	73	.....
73	Manual Training School of Washington University.	Free-hand drawing	2	292	0	40
		Mechanical drawing	2	292	0	40
		Carpentry	2	107	0	20
		Wood turning	2	107	0	15
		Carving	2	107	0	5
		Pattern making	1	119	0	8
		Forging	1	119	0	24
		Sheet-metal work or soldering	1	119	0	2
		Molding (metal or plaster)	1	119	0	6
		Vise work	1	66	0	10
		Machine-shop work	1	66	0	30
74	Pratt Institute High School	Free-hand drawing	2	62	40	72
		Mechanical drawing	2	12	0	72
		Sewing	1	0	19	36
		Cooking	1	0	11	24
		Carpentry (joinery)	1	40	0	12
		Wood turning	1	40	0	12
		Carving	1	0	21	36
		Pattern making	1	40	0	12
		Forging	1	22	0	24
		Sheet-metal work	1	22	0	6
		Molding (metal)	1	22	0	6
		Vise work	1	12	0	12
		Machine-shop work	1	12	0	24
		Dressmaking	1	0	21	36
		Millinery	1	0	11	24
		Design	1	0	19	36
		Charcoal, water-color sketching, etc.	1	0	11	36
75	Hebrew Technical Institute	Free-hand drawing	1	207	0	144
		Mechanical drawing	1	207	0	144
		Carpentry	3	254	0	144
		Wood turning		113	0	96
		Carving	1	71	0	48
		Pattern making	1	38	0	48
		Forging	1	42	0	4
		Folding (metal)	1	42	0	4
		Vise work	1	66	0	48

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	MANUAL TRAINING SCHOOLS—continued.					
	Hebrew Technical Institute	Machine-shop work	1	47	0	96
76	Workingman's School	Free-hand drawing	2	175	178	.....
		Mechanical drawing	3	131	129	.....
		Clay modeling	2	175	178	.....
		Paper cutting and folding	5	78	83	.....
		Sewing	1	78	178	.....
		Knife work	1	17	17	.....
		Carpentry	1	37	.....	.....
		Wood turning	1	19	.....	.....
		Carving	1	19	.....	.....
		Pattern making	1	23	.....	.....
		Forging	1	10	.....	.....
		Sheet-metal work	1	18	.....	.....
		Molding (metal)	1	13	.....	.....
		Vise work	1	23	.....	.....
		Machine-shop work	1	10	.....	.....
		Designing	1	58	57	.....
		Wire work	1	17	17	.....
77	Friends' Select School	Free-hand drawing	1	112	158	304
		Mechanical drawing	1	10	14	38
		Clay modeling	1	.....	.....	.....
		Sloyd and plan drawing	2	30	42	114
		Carpentry Wood turning	2	42	.....	152
78	Pennsylvania Museum and School of Industrial Art.	Free-hand drawing and design	10	250	250	.....
		Mechanical drawing	2	.....	.....	.....
		Clay modeling	1	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Carving	1	.....	.....	.....
		Forging	1	.....	.....	.....
		Vise work	1	.....	.....	.....
		Machine-shop work	1	.....	.....	.....
79	Girard College for Orphans	Free-hand drawing	2	1,500	.....	320
		Mechanical drawing	1	503	.....	34
		Carpentry Wood turning and pattern making.	1	463	.....	34
		Forging	1	447	.....	34
		Molding (metal)	1	450	.....	.....
		Vise work and machine shop work.	2	480	.....	34
		Electrical mechanics	1	470	.....	34
		Plumbing	1	444	.....	34
80	Technical School of Cincinnati	Free-hand drawing	1	170	.....	40
		Mechanical drawing	1	170	.....	40
		Sloyd, or knife work	1	19	.....	40
		Carpentry	1	69	.....	25
		Wood turning	1	60	.....	15
		Forging	1	42	.....	40
		Machine-shop work	1	38	.....	40
81	Miss Sayer's School	Free-hand drawing	1	2	6	40
		Paper cutting and folding	1	2	8	20
		Sewing	1	4	16	30
82	Providence Training School for Sloyd.	Sloyd	1	28	18	.....
		Carving	1	10	12	.....
83	Tyler School	Free-hand drawing	.....	.....	150	40
		Mechanical drawing	.....	90	.....	42
		Sewing	.....	.....	240	40
		Cooking	.....	.....	56	40
		Sloyd	.....	90	.....	42
84	Miller Manual Labor School of Albemarle.	Free-hand drawing	2	74	94	160
		Mechanical drawing	1	30	.....	120
		Clay modeling	1	.....	47	40
		Sewing	1	.....	47	160
		Cooking	1	.....	18	4
		Cabinet making	1	32	.....	28
		Wood turning	1	32	.....	6

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	MANUAL TRAINING SCHOOLS—continued.					
	Miller Manual Labor School of Albemarle.	Carving	1	32	14	(a)
		Pattern making	1	3	.....	40
		Forging	1	22	.....	20
		Molding (metal)	1	22	.....	20
		Vise work	1	22	.....	15
		Machine-shop work	1	22	.....	25
		Printing	1	8	.....	40
		Industrial drawing	1	.....	94	160
85	Milwaukee Cooking School	Cooking	.....	.....	.....	.....
	SCHOOLS FOR THE COLORED RACE.					
86	State Colored Normal and Industrial School, Normal, Ala.	Free-hand drawing	1	99	131	40
		Printing	1	10	0	40
		Shoemaking	1	16	0	40
		Agriculture	1	20	0	40
		Sewing	1	0	87	40
		Cooking	1	0	40	40
		Carpentry	1	39	0	40
		Wood turning	1	39	0	40
		Forging	1	18	0	40
		Vise work	1	18	0	40
		Laundry	1	.....	40	40
		Mattress making	1	.....	.....	40
		Nurse training	1	0	20	40
		Shoemaking	1	16	0	40
87	Burrell Academy	Free-hand drawing	.....	53	47	160
		Mechanical drawing	.....	8	.....	.....
		Paper cutting and folding	.....	30	27	.....
		Sloyd or knife work	.....	25	.....	.....
		Carpentry	.....	75	.....	.....
		Blacksmithing	.....	6	.....	.....
88	Tuskegee Normal and Industrial Institute.	Free-hand drawing	2	45	32	144
		Mechanical drawing	2	56	0	144
		Paper cutting and folding	1	17	2	108
		Sewing	2	.....	22	108
		Cooking	1	.....	26	72
		Carpentry	2	23	.....	144
		Wood turning	1	23	.....	144
		Carving	1	23	.....	144
		Pattern making	1	7	.....	144
		Forging	1	15	.....	108
		Sheet-metal work	1	4	.....	108
		Molding (metal)	1	5	.....	144
		Vise work	1	8	.....	144
		Machine-shop work	1	8	.....	144
89	Shorter University	Free-hand drawing	1	15	20	30
		Sewing	.....	.....	20	30
90	Branch Normal College of Arkansas Industrial University.	Free-hand drawing	1	15	20	40
		Mechanical drawing	1	15	20	40
		Carpentry	1	42	.....	40
		Wood turning	1	42	.....	40
		Carving	1	42	.....	40
		Pattern making	1	42	.....	40
		Forging	1	42	.....	40
		Sheet-metal work	1	42	.....	40
		Molding (metal)	1	42	.....	40
		Vise work	1	42	.....	40
		Machine-shop work	1	42	.....	40
91	Southland College and Normal Institute.	Sewing	4	.....	40	.....
		Cooking	2	.....	20	.....
		Carpentry	1	6	.....	.....
92	Howard University	Free-hand drawing	1	25	25	.....
		Mechanical drawing		22	19	.....
		Sewing	1	.....	52	.....
		Carpentry	1	44	.....	.....

(a) Six weeks for boys, 80 weeks for girls.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—Part II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	SCHOOLS FOR THE COLORED RACE—continued.					
	Howard University	Sheet-metal work (tin)	1	23	.....	.....
		Printing	1	45	.....	.....
		Bookbinding	1	10	.....	.....
93	Cookman Institute	.....	.....	.....	.....	.....
94	Emerson Memorial Home School	Sewing	2	.....	30	32
		Cooking	1	.....	20	32
95	State Normal and Industrial College.	Mechanical drawing	1	27	.....	.....
		Carpentry	1	27	.....	.....
		Wood turning	1	27	.....	.....
96	Knox Institute	Sewing	1	.....	75	.....
		Printing	.....	6	6	.....
97	Spelman Seminary	Free-hand drawing	8	.....	320	.....
		Clay modeling	4	.....	320	.....
		Paper cutting and folding	4	.....	320	.....
		Sewing	2	.....	325	.....
		Cooking	3	.....	38	.....
		Printing	1	.....	32	104
		Dressmaking	1	.....	25	.....
		Nurse training	1	.....	50	156
98	Storrs School	Sewing	2	0	120	34
99	Walker Baptist Institute	Free-hand drawing	1	6	25	30
		Paper cutting and folding	1	0	12	30
		Sewing	1	.....	50	30
100	Ballard Normal and Industrial School.	.....do	.....	12	360	.....
		Cooking	1	0	10	.....
		Carpentry	.....	45	0	11
101	Beach Institute	Sewing	1	19	66	20
102	Allen Normal and Industrial School.	.....do	1	7	64	.....
		Cooking	1	0	20	.....
103	Berea College	Sewing	1	.....	25	.....
		Cooking		.....	11	.....
		Carpentry	1	20	.....	.....
104	State Normal School for Colored Persons.	Mechanical drawing	1	5	.....	48
		Sewing	1	76	.....	72
		Cooking	1	76	.....	72
		Carpentry	1	5	.....	48
		Woodturning	1	5	.....	48
		Carving	1	5	.....	48
		Farm or garden work	1	22	24	48
105	Chandler Normal School	Free-hand drawing	3	50	50	108
		Sewing	1	0	75	144
106	Leland University	.....	.....	.....	.....	.....
107	New Orleans University	.....	.....	.....	.....	.....
108	Southern University	Free-hand drawing	1	6	2	45
		Mechanical drawing	1	4	2	45
		Sewing	1	0	43	45
		Carpentry	2	41	.....	45
		Wood turning	2	32	.....	45
		Pattern making	1	17	0	45
		Sheet-metal work	1	40	0	45
		Machine-shop work	2	32	.....	45
		Farm or garden work	1	23	.....	45
109	Straight University	Free-hand drawing	1	125	285	190
		Mechanical drawing	1	2	0	76
		Clay modeling	1	1	0	76
		Sewing	1	.....	120	150
		Carpentry	1	30	0	.....
		Wood turning	1	2	0	.....
110	Princess Ann Academy and Eastern Branch of Maryland Agricultural College.	Free-hand drawing	1	25	26	33
		Sewing	1	.....	46	33
		Cooking	1	.....	46	33
		Carpentry	1	11	.....	33
		Blacksmithing	1	4	.....	33
		Tailoring	1	10	.....	33
		Shoemaking	1	10	.....	33
		Farm or garden work	1	12	.....	.....
111	Mount Hermon Female Seminary	Sewing	1	2	14	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	SCHOOLS FOR THE COLORED RACE—continued.					
	Mount Hermon Female Seminary.	Cooking	1	2	14	.....
112	Mississippi State Normal School.	Free-hand drawing	.....	60	75	48
		Sewing	.....	.....	85	48
113	Tougaloo University	Mechanical drawing	1	65	25	64
		Sewing	1	.....	70	96
		Cooking	1	.....	70	96
		Sloyd or knife work	.....	12	.....	64
		Carpentry	1	60	.....	64
		Forging	1	20	.....	64
114	Alcorn Agricultural and Mechanical College.	Free-hand drawing	1	20	0	36
		Carpentry	1	55	0	108
		Blacksmithing	1	27	0	108
		Farm or garden work	3	294	0	108
		Printing	1	14	0	108
115	Colored Industrial School	Free-hand drawing	2	25	29	40
		Mechanical drawing	1	25	29	40
		Clay modeling	1	10	10	40
		Sewing	2	9	24	40
		Cooking	1	.....	12	40
		Carpentry	1	25	10	40
		Carving	1	5	5	40
		Farm or garden work	1	.....	.....	.....
116	Washburn Seminary	Sewing	1	0	77	28
117	Biddle University	Free-hand drawing	1	14	.....	.....
		Carpentry	1	40	.....	.....
		Shoemaking	1	20	.....	.....
		Bricklaying	1	25	.....	.....
		Printing	1	37	.....	.....
		Plastering	1	11	.....	.....
118	State Normal School (Goldsboro, N. C.).	Free-hand drawing	2	25	70	95
		Mechanical drawing	1	.....	.....	.....
		Carpentry	2	25	.....	.....
		Wood turning	2	26	.....	.....
		Carving	1	20	.....	.....
		Pattern making	1	26	.....	26
		Painting	1	26	.....	.....
119	Scotia Seminary	Sewing	2	.....	286	.....
		Cooking	1	.....	150	.....
120	State Colored Normal School (Elizabeth City, N. C.).	.....	.....	.....	.....	.....
121	Albion Academy and Normal School.	Free-hand drawing	.....	40	60	32
		Mechanical drawing	.....	40	.....	32
		Clay modeling	.....	.....	105	32
		Paper cutting and folding	.....	.....	235	32
		Sewing	.....	.....	60	32
		Cooking	.....	.....	60	32
		Carpentry	.....	40	.....	32
		Wood turning	.....	8	.....	32
		Sheet-metal work	.....	6	.....	32
		Machine-shop work	.....	105	.....	32
		Farm or garden work	.....	80	.....	32
		Bricklaying	.....	11	.....	32
		Painting	.....	.....	200	.....
122	Lincoln Academy	Sewing	1	.....	134	.....
		Cooking	1	.....	100	.....
123	Plymouth State Normal School	.....	.....	.....	.....	.....
124	St. Augustine's School	Sewing	1	.....	55	.....
		Cooking	1	.....	55	.....
		Carpentry	1	8	.....	.....
		Sheet-metal work	1	2	.....	.....
		Farm or garden work	1	15	.....	.....
		Bricklaying	1	8	.....	.....
125	Shaw University	Sewing	1	.....	94	32
		Cooking	1	.....	94	32
		Carpentry	1	20	.....	96
		Wood turning Carving	1	2	.....	96

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	SCHOOLS FOR THE COLORED RACE—continued.					
	Shaw University	Miscellaneous industrial work	.....	67	.....	.....
		Forging	1	6	.....	.....
		Furniture making	1	15	.....	.....
		Printing	1	12	.....	96
126	State Colored Normal School (Salisbury, N. C.).	.....	.....	.....	.....	.....
127	Rankin-Richards Institute	.....	.....	.....	.....	.....
128	Wilberforce University	Free-hand drawing	1	2	2	.....
		Sewing	1	.....	32	117
		Cooking	1	.....	27	78
		Carpentry	1	21	.....	78
		Printing	1	6	6	78
		Nurse training	1	.....	17	78
129	Schofield Normal and Industrial School.	Sewing	1	.....	122	100
		Carpentry	1	18	.....	100
		Harness making	1	6	.....	140
		Printing	1	5	.....	.....
		Shoemaking	1	3	.....	.....
		Farming	1	11	.....	100
130	Allen University	.....	.....	.....	.....	.....
131	Penn Normal and Industrial School.	Free-hand drawing	2	46	34	24
		Sewing	1	.....	66	.....
		Carpentry	.....	86	0	.....
		Printing	1	15	.....	13
132	Brewer Normal School	Sewing	1	114	120	30
133	Claflin University, Agricultural College, and Mechanical Institute.	Free-hand drawing	4	50	.....	90
		Mechanical drawing	2	170	.....	90
		Sewing	7	.....	118	90
		Cooking	2	.....	41	90
		Carpentry	3	44	.....	90
		Wood turning	3	12	.....	90
		Forging	2	37	.....	90
		Vise work	2	22	.....	90
		Machine-shop work	2	4	.....	90
		Architectural drawing	1	16	.....	90
		Masonry	1	150	.....	60
		House painting	1	89	.....	90
		Typesetting	1	4	.....	90
134	Knoxville College	Mechanical drawing	1	12	10	180
		Sewing	2	10	70	144
		Cooking	1	10	20	36
		Carpentry	1	10	0	144
135	Slater Training School	Sewing	1	.....	25	.....
136	Central Tennessee College	Mechanical drawing	1	12	.....	36
		Sewing	1	.....	60	36
		Carpentry	1	15	.....	36
		Forging	1	4	.....	36
		Machine-shop work	2	12	.....	36
		Printing	2	.....	.....	.....
137	Fisk University	Free-hand drawing	1	53	99	37
		Sewing	1	.....	111	.....
		Cooking	1	.....	12	.....
		Carpentry	1	53	.....	.....
		Wood turning	1	.....	.....	.....
138	Roger Williams University	Sewing	.....	.....	43	32
		Carpentry	.....	15	.....	32
		Printing	.....	8	2	32
139	Tillotson Normal and Collegiate Institute.	Free-hand drawing	1	10	10	.....
		Mechanical drawing	1	10	.....	.....
		Clay modeling	1	.....	.....	.....
		Carpentry	1	30	.....	.....
		Carving	1	30	.....	.....
		Forging	1	5	.....	.....
140	Mary Allen Seminary	Mechanical drawing	.....	.....	125	.....
		Sewing	.....	.....	220	.....
		Cooking	.....	.....	100	.....
141	Hearne Academy	Sewing	1	.....	35	99

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE COLORED RACE—continued.					
142	Bishop College	Free-hand drawing	1	42	42	16
		Mechanical drawing	1	49	.....	32
		Paper cutting and folding	1	7	.....	32
		Sewing	1	.....	23	32
		Carpentry	1	49	.....	32
		Wood turning	1	4	.....	32
		Printing	1	25	15	16
143	Wiley University	Sewing	1	1	100	.....
		Cooking	1	.....	27	.....
144	Paul Quinn College	Sewing	1	.....	25	90
		Cooking	1	.....	4	30
		Carpentry	1	6	.....	90
		Wood turning	1	1	.....	90
145	Hampton Normal and Agricultural Institute.	Free-hand drawing	1	166	123	32
		Mechanical drawing	1	49	.....	64
		Clay modeling	3	90	120	28
		Paper cutting and folding	5	55	73	28
		Sewing	1	0	34	32
		Cooking	2	0	68	16
		Carpentry	1	117	24	64, 16
		Wood turning	1	2	.....	.....
		Carving	1	1	.....	.....
		Domestic science	3, 1	.....	11, 42	32, 3
		Laundry work	1	.....	42	.....
		Forging	1	5	.....	.....
		Sheet-metal work	1	1	.....	.....
		Machine-shop work	1	5	.....	.....
		Farm or garden work	6	24	.....	.....
		Printing	2	9	.....	.....
		Painting	1	13	.....	.....
146	Norfolk Mission College	Sewing	1	.....	300	.....
		Printing	1	18	2	.....
147	Virginia Normal and Collegiate Institute.	Free-hand drawing	3	83	120	102
		Sewing	1	.....	144	136
		Cooking	1	.....	13	32
148	Hartshorn Memorial College	Sewing	.....	.....	.....	.....
		Cooking	.....	.....	.....	.....
149	Storer College	Free-hand drawing	1	.....	.....	.....
		Mechanical drawing	1	.....	.....	.....
		Sewing	2	.....	80	.....
		Cooking	1	.....	86	.....
		Carpentry	1	25	.....	.....
		Printing	.....	5	5	.....
	SCHOOLS FOR THE DEAF.					
150	Alabama Institute for the Deaf	Mechanical drawing	1	4	.....	.....
		Sewing	1	0	30	.....
		Carpentry	2	16	.....	.....
		Wood turning	1	.....	.....	.....
		Farm or garden work	1	28	.....	.....
		Printing	1	14	0	.....
		Painting	1	6	.....	.....
151	Arkansas Deaf Mute Institute	Free-hand drawing	.....	.....	.....	37
		Clay modeling	.....	.....	.....	37
		Paper cutting and folding	.....	.....	.....	37
		Sewing	.....	.....	.....	37
		Carpentry	.....	.....	.....	37
		Wood turning	.....	.....	.....	37
		Carving	.....	.....	.....	37
		Engraving	.....	.....	.....	37
		Laundrying	.....	.....	.....	37
		Oil and crayon work	.....	.....	.....	37
		Pattern making	.....	.....	.....	37
		Farm or garden work	.....	.....	.....	37
		Printing	.....	.....	.....	37
		Painting	.....	.....	.....	37
		Tailoring	.....	.....	.....	37

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE DEAF—cont'd.					
152	California Institution for the Deaf and Dumb and the Blind.	Free-hand drawing	1	8	12	.....
		Sewing	2	.....	64	.....
		Cooking	1	.....	10	.....
		Carpentry	1	18	.....	.....
		Farm or garden work	2	24	.....	.....
		Printing	1	15	.....	.....
153	Colorado Institute for the Education of the Mute and Blind.	Free-hand drawing	1	.....	13	.....
		Clay modeling	1	6	5	.....
		Paper cutting and folding	1	6	5	.....
		Sewing	1	.....	25	.....
		Carpentry	1	6	.....	.....
		Broom making / Mattress making	1	16	.....	.....
		Printing	1	9	.....	.....
		Baking	1	4	.....	.....
		Piano tuning	1	5	.....	.....
154	American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb.	Free-hand drawing	1	50	40	40
		Sewing	2	24	35	40
		Wood turning	1	1	.....	40
		Cabinetmaking	1	18	.....	40
		Shoemaking	1	23	.....	40
155	Whipple's Home School for the Deaf.	Free-hand drawing	.....	5	6	.....
		Sewing	3	.....	6	.....
		Cooking	3	.....	6	.....
		Farm or garden work	1	6	.....	.....
		Painting	1	1	.....	.....
156	Columbia Institution for the Deaf and Dumb.	Free-hand drawing	1	18	24	39
		Mechanical drawing	1	4	.....	39
		Sewing	1	.....	24	.....
		Carpentry	1	12	.....	.....
157	Georgia School for the Deaf	Free-hand drawing	.....	.....	.....	.....
		Sewing	.....	.....	.....	.....
		Carpentry	.....	.....	.....	.....
		Wood turning	.....	.....	.....	.....
		Shoemaking	.....	.....	.....	.....
		Farm or garden work	.....	.....	.....	.....
		Printing	.....	.....	.....	.....
		Painting	.....	.....	.....	.....
158	Chicago Day Schools for the Deaf *a*	.....	.....	.....	.....	.....
159	Ephpheta School for the Deaf	Free-hand drawing	5	35	42	.....
		Mechanical drawing	1	20	.....	.....
		Clay modeling	1	13	21	.....
		Sewing	2	.....	52	.....
		Carving	1	12	.....	.....
160	McCowen Oral School for Young Deaf Children.	Free-hand drawing	2	23	13	.....
		Mechanical drawing	1	12	7	.....
		Clay modeling	1	23	13	.....
		Paper cutting and folding	2	9	6	.....
		Sewing	1	16	11	.....
		Sloyd, or knife work	1	12	7	.....
		Designing	1	6	2	.....
		Painting (water color)	1	23	13	.....
161	The Illinois Institution for the Education of the Deaf and Dumb.	Free-hand drawing	3	30	30	320
		Sewing	1	.....	150	320
		Carpentry and cabinetmaking	2	32	.....	320
		Wood turning	1	8	.....	320
		Carving	1	9	.....	160
		Shoemaking	1	23	.....	320
		Baking	1	23	.....	320
		Illustrating engraving	1	6	.....	200
		Farm or garden work	1	25	.....	160
		Printing	1	40	.....	320
		Painting	1	6	.....	320
162	Iowa School for the Deaf	Sewing	.....	.....	52	.....
		Cooking	.....	.....	32	.....
		Carpentry	.....	18	.....	.....

a A few receive instruction in the shop of the manual training school next door. There is no regular school for the manual training of the deaf.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE DEAF—cont'd.					
	Iowa School for the Deaf	Shoemaking	.....	22	.....	.....
		Baking	.....	3	.....	.....
		Farm or garden work	.....	22	.....	.....
		Printing	.....	32	.....	.....
		Broom making	.....	10	.....	.....
163	Kansas Institution for the Education of the Deaf and Dumb.	Sewing	1	.....	59	.....
		Carpentry	1	.....	26	.....
		Wood turning	1	1	.....	.....
		Carving	1	1	.....	.....
		Farm or garden work	1	5	.....	.....
		Printing	1	18	.....	.....
		Painting	1	1	.....	.....
164	Kentucky Institution for Deaf-Mutes.	Sewing	1	4	50	400
		Carpentry	1	15	.....	400
		Farm or garden work	1	10	.....	400
		Printing	1	15	.....	400
		Shoemaking	1	14	.....	400
165	Louisiana Institution for the Deaf and Dumb.	Sewing	1	.....	30	.....
		Carpentry	1	.....	.....	.....
		Printing	1	10	.....	.....
		Shoemaking	1	7	.....	.....
166	Deaf-Mute Institution of Holy Rosary.	Free-hand drawing	2	26	12	.....
		Sewing	1	.....	10	.....
		Cooking	1	.....	5	.....
		Farm or garden work	2	12	.....	.....
		Printing	1	2	.....	.....
167	Portland School for the Deaf	Free-hand drawing	.....	32	22	.....
		Clay modeling	.....	10	6	.....
		Sewing	.....	.....	10	.....
		Sloyd, or knife work	.....	12	.....	.....
		Carpentry	.....	3	.....	.....
		Blacksmithing	.....	2	.....	.....
		Broom making	.....	1	.....	.....
		Shoemaking	.....	2	.....	.....
		Millinery	.....	.....	1	.....
		Painting	.....	1	.....	.....
		Saddlery	.....	1	.....	.....
		Candy making	.....	1	.....	.....
		Photography	.....	.....	1	.....
168	Maryland School for Colored Blind and Deaf.	Sewing	1	.....	17	.....
		Shoemaking	1	5	.....	.....
		Chair caning	1	20	5	.....
		Mattress making	1	6	.....	.....
169	Maryland School for the Deaf and Dumb.	Free-hand drawing	1	53	38	40
		Paper cutting and folding	1	8	6	40
		Sewing	1	.....	38	40
		Carpentry	1	12	.....	40
		Wood turning	1	3	.....	40
		Carving	1	3	.....	40
		Caning chairs	1	5	.....	40
		Furn'shing	1	2	.....	40
		Shoe shop	1	21	.....	40
		Printing	1	8	.....	40
		Painting	1	12	.....	40
		Fancy needlework	1	.....	21	40
		Dressmaking	1	.....	11	40
170	Horace Mann School for the Deaf.	Mechanical drawing	1	24	.....	.....
		Sewing	1	.....	43	.....
		Sloyd, or knife work	1	24	9	.....
		Carving *a*	.....	.....	.....	.....
		Printing	1	8	8	.....
171	Clark Institution for Deaf-Mutes.	Free-hand drawing	1	40	.....	40
		Paper cutting and folding	1	50	.....	40
		Sewing	2	30	.....	40
		Sloyd, or knife work	1	20	.....	40
		Carpentry	1	21	.....	40
		Carving	1	21	11	40

a Carved models are introduced from the third year of sloyd.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	SCHOOLS FOR THE DEAF—cont'd.					
172	Sarah Fuller Home	Clay modeling	1	2	2	52
		Paper cutting and folding	1	2	2	52
173	Michigan School for the Deaf	Free hand drawing	1	10	13	38
		Mechanical drawing	1	20	.....	38
		Tailoring	1	7	7	38
		Sewing	1	0	65	38
		Carpentry / Wood turning	1	32	.....	38
		Carving	1	.....	13	38
		Baking	1	3	.....	38
		Printing	1	14	2	38
		Shoemaking	1	31	.....	38
174	Minnesota School for the Deaf	Free-hand drawing	1	100	75	38
		Sewing	1	.....	52	38
		Carpentry	1	10	0	38
		Shoemaking	1	23	0	38
		Tailoring	1	30	0	38
		Printing	1	25	0	38
175	Institution for the Education of the Deaf and Dumb.	Free-hand drawing	1	.....	.....	.....
		Mechanical drawing	1	.....	.....	.....
		Clay modeling	1	.....	.....	.....
		Sewing	1	.....	.....	.....
		Cooking	1	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
		Printing	1	.....	.....	.....
176	Missouri School for the Deaf and Dumb.	Free-hand drawing	1	28	29	.....
		Mechanical drawing	.....	16	7	.....
		Sewing	1	.....	96	.....
		Carpentry	1	36	.....	.....
		Wood turning	.....	2	.....	.....
		Carving	.....	3	.....	.....
		Bakery	1	3	.....	.....
		Pattern making	1	.....	40	.....
		Dressmaking	.....	.....	23	.....
		Printing	1	13	0	.....
		Tailoring	1	27	19	.....
		Making caps	.....	6	.....	.....
177	Mariæ Consilia Deaf-Mute Institute.	Free-hand drawing	2	3	18	.....
		Sewing	2	.....	12	.....
		Cooking	1	.....	.....	.....
178	The Nebraska Institute for the Deaf and Dumb.	Free-hand drawing	1	31	45	(a)
		Mechanical drawing	.....	3	.....	.....
		Sewing	1	.....	64	.....
		Carpentry	1	19	.....	.....
		Wood turning	.....	5	.....	.....
		Carving	.....	5	.....	.....
		Printing	1	16	.....	.....
		Painting	.....	2	.....	.....
179	New Jersey School for Deaf-Mutes.	Free-hand drawing	1	37	35	38
		Mechanical drawing	1	8	.....	38
		Clay modeling	1	15	17	25
		Paper cutting and folding	1	15	17	38
		Sewing	1	.....	46	38
		Carpentry	1	18	.....	38
		Carving	1	3	.....	30
		Painting	1	18	.....	38
180	Albany Home School for the Oral Instruction of the Deaf.	Free-hand drawing / Mechanical drawing / Clay modeling / Paper cutting and folding / Sewing	2	9	6	40
181	Le Couteulx St. Mary's Institute for the Instruction of Deaf-Mutes.	Free-hand drawing	1	11	16	80
		Sewing	1	.....	45	120
		Cooking	1	.....	16	80

a Eight-year course, nine months in year, or term; three hours each week day in mechanical training.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE DEAF—cont'd.					
	Le Couteulx St. Mary's Institute for the Instruction of Deaf-Mutes.	Carving	1	5	.....	.....
		Dressmaking	1	.....	6	40
		Venetian iron work	1	10	.....	40
		Tailoring	1	9	.....	200
		Printing	1	14	.....	240
		Shoemaking	1	3	.....	240
182	Institution for the Improved Instruction of Deaf-Mutes.	Free-hand drawing	4	.....	.....	40
		Mechanical drawing	2	.....	.....	40
		Clay modeling	3	.....	.....	40
		Paper cutting and folding	5	.....	.....	40
		Sewing	2	.....	.....	40
		Cooking	2	.....	.....	40
		Sloyd or knife work	.....	.....	.....	40
		Carpentry	1	.....	.....	40
		Wood turning	1	.....	.....	40
		Carving	.....	.....	.....	40
		Dressmaking	1	.....	.....	40
		Pattern making	1	.....	.....	40
		Forging	1	.....	.....	40
		Sheet-metal work	1	.....	.....	40
		Molding (metal)	1	.....	.....	40
		Vise work	1	.....	.....	40
		Machine-shop work	1	.....	.....	40
		Painting (oil)	1	.....	.....	40
183	New York Institution for the Instruction of the Deaf and Dumb.	Free-hand drawing	1	.....	.....	40
		Sewing	3	.....	.....	40
		Cooking	1	.....	.....	40
		Carpentry	1	.....	.....	40
		Shoemaking	1	.....	.....	40
		Tailoring	2	.....	.....	40
		Baking	1	.....	.....	40
		Farm or garden work	1	.....	.....	40
		Printing	2	.....	.....	40
184	Western New York Institution for Deaf-Mutes.	Free-hand drawing	2	97	84	40
		Mechanical drawing	1	12	8	40
		Clay modeling	2	97	84	40
		Paper cutting and folding	1	39	36	.....
		Sewing	1	.....	45	.....
		Carpentry	1	9	.....	.....
		Plumbing	1	1	.....	.....
		Farm or garden work	1	9	.....	.....
		Printing	1	28	.....	.....
		Painting	1	5	.....	.....
185	St. Joseph's Institute for Improved Instruction of Deaf-Mutes.	Free-hand drawing	.....	.....	.....	40
		Mechanical drawing	1	.....	.....	40
		Sewing	3	5	133	40
		Carpentry	1	32	.....	40
		Wood turning	1	32	.....	40
		Carving	1	32	.....	40
		Farm or garden work	.....	1	.....	40
		Printing	1	17	.....	40
186	North Carolina Institution for the Deaf and Dumb and the Blind.	.....	.....	.....	.....	.....
187	School for the Deaf of North Dakota.	Printing	1	5	.....	.....
		Dressmaking	1	.....	15	.....
		Sewing				
188	Oral School for the Deaf	do	2	.....	12	38
		Sloyd or knife work	1	.....	.....	.....
189	Ohio Institution for the Education of the Deaf and Dumb.	Sewing	2	15	48	.....
		Carpentry	1	16	.....	.....
		Shoemaking	1	38	.....	.....
		Bookbinding	1	.....	3	.....
		Printing	1	25	6	.....
		Baking	1	3	.....	.....
190	Oregon School for Deaf-Mutes	Free-hand drawing	1	.....	.....	.....
		Sewing	2	.....	22	.....
		Cooking	.....	2	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE DEAF—cont'd.					
	Oregon School for Deaf-Mutes	Broom making	.....	4	.....	.....
		Printing	1	4	4	.....
191	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Sewing	1	.....	75	42
		Cooking	1	.....	42	42
		Carpentry	1	17	.....	42
		Carving	1	15	.....	42
		Shoemaking	1	20	.....	42
		Printing	1	15	.....	42
192	Home for the Training in Speech of Deaf Children Before they are of School Age.	Free-hand drawing	1	.....	.....	.....
		Paper cutting and folding	2	.....	.....	.....
		Sewing	4	.....	.....	.....
193	Rhode Island Institute for the Deaf.	.....do	1	.....	15	40
		Sloyd or knife work	1	10	.....	40
		Printing	1	4	.....	40
194	South Carolina Institution for the Education of the Deaf and the Blind.	.....	.....	.....	.....	.....
195	South Dakota School for Deaf-Mutes.	Sewing	.....	.....	15	38
		Carpentry	.....	3	.....	.....
		Forging	.....	1	.....	.....
		Machine-shop work	.....	4	.....	.....
		Farm or garden work	.....	11	.....	.....
		Printing	.....	5	.....	37
		Painting	.....	1	.....	.....
196	Tennessee Deaf and Dumb School.	Embroidery and sewing	2	.....	50	.....
		Printing	1	15	.....	.....
		Shoemaking	1	20	.....	.....
197	Deaf, Dumb, and Blind Institute for Colored Youths.	Sewing	1	.....	11	40
		Shoemaking	1	12	.....	40
198	Texas Deaf and Dumb Asylum	Free-hand drawing and painting	1	5	30	40
		Bookbinding	1	11	.....	40
		Sewing	1	.....	35	40
		Carpentry	1	4	.....	40
		Farm or garden work	1	15	.....	40
		Printing	1	18	.....	40
199	Utah School for the Deaf	Sewing	2	.....	17	400
		Carpentry, Wood turning, Carving	1	7	.....	200
		Shoemaking	1	6	.....	200
		Printing	1	5	.....	200
200	Washington School for Defective Youth.	Free-hand drawing	1	8	5	40
		Sewing	1	0	10	.....
		Farm or garden work	1	4	0	40
		Printing	1	5	0	40
201	West Virginia School for the Deaf and the Blind.	Sewing	1	0	41	40
		Carpentry and cabinetmaking	1	3	0	40
		Tailoring	1	27	0	40
		Shoemaking	1	9	0	40
		Printing	1	9	0	40
202	Wisconsin School for the Deaf	Free-hand drawing	1	40	63	.....
		Mechanical drawing	.....	10	.....	.....
		Sewing	1	.....	80	.....
		Cooking	1	.....	19	.....
		Carpentry	1	18	.....	.....
		Wood turning	1	6	.....	.....
		Carving	1	4	.....	.....
		Printing	1	14	4	.....
		Shoemaking	.....	34	.....	.....
203	Public School for the Deaf, La Crosse, Wis.	Free-hand drawing	1	3	5	40
		Clay modeling	1	3	5	40
		Paper cutting and folding	1	3	5	40
		Sewing	1	3	5	40
204	St. Francis Art Institute	Carving	2	12	.....	.....
		Shoemaking	1	2	.....	.....
		Painting	1	.....	.....	.....
205	Wausau Oral School for the Deaf	.....	.....	.....	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE BLIND.					
206	Alabama Academy for the Blind..	Sewing	2	.....	29	240
		Chair caning	1	26	.....	240
		Mattress making	1	5	.....	240
		Collar making	1	5	.....	240
		Piano tuning	1	10	.....	120
207	Colorado Institution for the education of the Mute and Blind.	Free hand drawing	1	.....	13	.....
		Clay modeling	1	6	5	.....
		Paper cutting and folding	1	6	5	.....
		Sewing	1	.....	25	.....
		Carpentry	1	6	.....	.....
		Broom making Mattress making	1	16	.....	.....
		Printing	1	9	.....	.....
		Baking	1	4	.....	.....
		Piano tuning	1	5	.....	.....
208	Illinois Industrial Home for the Blind.	Broom making	.....	.....	.....	.....
209	Illinois Institution for the Education of the Blind.	.....	.....	.....	.....	.....
210	Indiana Institute for Education of the Blind.	Broom making	1	19	.....	40
		Cane seating	1	25	.....	40
		Sewing Knitting Beadwork	1	.....	67	.....
211	Iowa College for the Blind.....	Clay modeling	1	10	10	.....
		Paper cutting and folding	1	10	10	.....
		Sewing	1	.....	30	.....
212	Institution for the Education of the Blind.	Broom making	.....	.....	.....	.....
213	Kentucky Institution for Education of the Blind.	Clay modeling	1	20	21	40
		Paper cutting and folding	1	20	21	40
		Sewing	1	.....	57	40
		Sloyd or knife work	1	10	10	20
		Chair caning	1	28	.....	40
		Simple upholstery	1	6	.....	40
		Piano tuning	1	13	.....	40
214	Louisiana Institution for Education of the Blind and Industrial Home for the Blind.	Clay modeling	1	2	8	.....
		Paper cutting and folding	1	2	8	.....
		Sewing	1	.....	14	.....
215	Maryland School for the Blind ...	.....do	1	.....	25	40
		Broom making	1	9	.....	40
		Chair caning	.....	20	.....	40
		Mattress making	1	7	.....	40
		Piano tuning	1	11	.....	40
216	Perkins Institution and Massachusetts School for the Blind.	Sewing	.....	.....	56	.....
217	Minnesota School for the Blind...	.....	.....	.....	.....	.....
218	Institution for Blind of Mississippi.	Sewing	1	.....	16	.....
219	Nebraska Institution for the Blind	Paper cutting and folding	.....	.....	12	.....
		Sewing	.....	.....	12	.....
		Machine-shop work	.....	14	.....	.....
220	New York State Institution for the Blind.	Sewing	1	.....	.....	200
		Broom making	1	.....	.....	80
		Chair caning	1	.....	.....	.....
		Piano tuning	1	.....	.....	120
		Basket making	1	.....	.....	40
221	New York Institution for the Blind.	Sewing (hand and machine, etc.)	2	.....	92	.....
		Cooking	1	.....	12	.....
		Kindergarten	1	20	18	.....
		Cane seating	1	100	.....	.....
		Piano tuning	1	80	.....	.....
		Mattress making	1	12	.....	.....
222	North Carolina Institution for Deaf and Dumb and the Blind.	Clay modeling	1	.....	.....	.....
		Paper cutting and folding	1	.....	.....	.....
		Sewing	1	.....	.....	.....
		Sloyd, or knife work	1	.....	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE BLIND—cont'd.					
223	Ohio Institution for the Education of the Blind.	Clay modeling	1	14	16	.....
		Paper cutting and folding	1	14	16	.....
		Sewing	1	.....	69	40
		Broom making	1	48	.....	40
		Cane seating	1	10	5	40
		Piano tuning	1	29	.....	120
224	Oregon Institute for the Blind	Paper cutting and folding	1	1	10	.....
		Sewing	1	.....	15	.....
		Hammock making	1	4	10	.....
225	Pennsylvania Institution for the Instruction of the Blind.	Free-hand drawing	10	45	76	40
		Mechanical drawing	1	5	0	40
		Clay modeling	8	45	51	40
		Paper cutting and folding	5	45	32	40
		Sewing	3	.....	99	40
		Cooking	1	.....	13	40
		Carpentry	1	36	.....	40
226	South Carolina Institution for the Education of the Deaf and the Blind.	.....	.....	.....	.....	.....
227	Tennessee School for the Blind	Beadwork	.....	.....	.....	.....
		Sewing	.....	.....	.....	.....
		Broom and chair making	.....	.....	.....	.....
		Piano tuning	.....	.....	.....	.....
228	Institution for the Blind (Austin, Tex.).	Clay modeling	1	.....	.....	.....
		Paper cutting and folding	1	.....	.....	.....
		Sewing	1	.....	25	.....
229	Deaf, Dumb, and Blind Institution for Colored Youths (Austin, Tex.).	.....	.....	.....	.....	.....
230	Washington School for Defective Youth.	Sewing	1	0	6	40
231	West Virginia Schools for the Deaf and the Blind.	....do	1	0	22	40
		Broom making	1	9	0	40
		Mattress making		10	0	40
		Chair caning		4	.....	40
232	Wisconsin School for the Blind	Clay modeling	2	10	9	(a)
		Paper cutting and folding	2	10	9	.....
		Sewing	1	6	43	.....
		Cooking	1	.....	21	.....
		Carpet weaving	1	17	.....	(a)
		Broom making	1	46	.....	.....
		Hammock making				
		Chair making				
		Piano tuning	1	9	.....	20
	SCHOOLS FOR THE FEEBLE-MINDED.					
233	Connecticut School for Imbeciles	Free-hand drawing	.....	12	6	.....
		Clay modeling	.....	7	1	.....
		Paper cutting and folding	.....	18	10	.....
		Sewing	.....	.....	19	.....
234	Illinois Asylum for Feeble-Minded Children.	Free-hand drawing	1	.....	1	40
		Clay modeling	.....	.....	3	40
		Paper cutting and folding	.....	.....	3	40
		Sewing	.....	.....	25	40
		Cooking	.....	.....	18	52
		Carving	1	.....	1	40
		Embroidery	.....	.....	40	40
		Farm and garden work	2	25	.....	40
235	Iowa Institution for Feeble-Minded Children.	Free-hand drawing	.....	24	16	.....
		Clay modeling	.....	26	14	.....
		Paper cutting and folding	.....	25	15	.....
		Sewing	.....	.....	50	.....
		Cooking	.....	.....	10	.....
		Carpentry	.....	.....	6	.....

a Entirely individual work, and the number of weeks depends upon capability of pupil.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	SCHOOLS FOR THE FEEBLE-MINDED—continued.					
	Iowa Institutions for Feeble-Minded Children.	Wood turning	.....	.....	8	.....
		Carving	.....	.....	4	.....
		Farm or garden work	.....	.....	25	.....
236	Kentucky Institution for Feeble-Minded Children.		.....	.....	.....	.....
237	Font Hill Private Institution for Feeble-Minded and Epileptic Children.	Mechanical drawing	2	6	2	52
		Clay modeling	1	8	4	38
		Paper cutting and folding	1	8	4	45
		Sewing	2	8	5	52
		Torchon lace making	1	2	1	52
		Painting	.....	1	.....	.....
238	Home School for Nervous and Delicate Children and Youths.		.....	.....	.....	.....
239	Private Institution for the Education of Feeble-Minded Youth.	Free-hand drawing	3	12	3	40
		Mechanical drawing	.....	5	.....	.....
		Paper cutting and folding	3	10	4	.....
		Sewing	5	16	12	.....
		Sloyd, or knife work	3	7	.....	.....
		Farm or garden work	6	22	.....	32
		Wood sawing	3	6	.....	.....
		Splitting	3	6	.....	40
240	Hillside School	Free-hand drawing	1	.....	.....	.....
		Paper cutting and folding	1	.....	.....	.....
		Sewing	1	.....	3	.....
		Carpentry	1	.....	.....	.....
		Wood turning	1	.....	.....	.....
		Farming	1	1	.....	.....
		Housework	1	.....	1	.....
		Farm or garden work	1	.....	.....	.....
		Painting	1	.....	.....	.....
241	Massachusetts School for the Feeble-Minded.	Sewing	2	.....	78	.....
		Sloyd, or knife work	1	41	.....	.....
		Carpentry	1	36	.....	.....
		Farm or garden work	4	125	.....	.....
		Printing	1	10	.....	.....
		Painting	1	36	.....	.....
242	Wilbur Home and School for the Feeble-Minded.	Sewing	.....	.....	15	.....
		Cooking	.....	.....	5	.....
		Farm or garden work	.....	5	.....	.....
243	Minnesota School for Feeble-Minded.	Free-hand drawing	1	10	4	4
		Paper folding	1	8	4	44
		Sewing	5	18	46	44
		Scroll sawing	1	2	.....	44
		Brush making	1	63	.....	44
		Repoussé	1	6	.....	44
		Farm or garden work	.....	16	.....	52
244	Haddonfield Training School	Free-hand drawing	1	4	9	.....
		Clay modeling	.....	4	9	.....
		Paper cutting and folding	.....	2	5	.....
		Sewing	.....	.....	9	.....
		Sloyd or knife work	.....	4	9	.....
		Carpentry	.....	4	9	.....
		Carving	.....	4	9	.....
245	New Jersey State Institution for Feeble-Minded Women.	Sewing	4	.....	.....	52
		Cooking	2	.....	.....	52
246	New Jersey Training School for the Education and Care of Feeble-Minded Children.	Free-hand drawing	.....	21	3	.....
		Mechanical drawing	.....	41	10	.....
		Clay modeling	.....	38	4	.....
		Paper cutting and folding	.....	27	13	.....
		Sewing	.....	29	11	.....
		Carving	.....	7	0	.....
247	Brunswick Home	Sewing	2	.....	10	42
		Farm or garden work	2	15	.....	52
248	New York State Custodial Asylum for Feeble-Minded Women.	Clay modeling	1	0	12	.....
		Paper cutting and folding	2	0	30	52
		Sewing	2	0	60	48
		Cooking	3	0	10	52
249	Randalls Island Industrial School.	Sewing	3	.....	11	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	SCHOOLS FOR THE FEEBLE-MINDED—continued.					
	Randalls Island Industrial School.	Cooking	1	10	.....	.....
		Tailoring	1	22	.....	.....
		Shoemaking	1	10	.....	.....
		Mat making	1	18	.....	.....
		Sheet-metal work (tinsmithing)	1	6	.....	.....
		Basket making	1	4	.....	.....
		Farm or garden work	1	11	.....	.....
250	The Seguin School for Children of Arrested Development.	Plain and fancy sewing	.....	.....	.....	.....
251	Pennsylvania Training School for Feeble-Minded Children.	Free-hand drawing	2	45	31	.....
		Clay modeling	2	29	16	.....
		Paper cutting and folding	5	76	51	.....
		Sewing	8	29	108	.....
		Cooking	1	5	6	.....
		Carpentry	2	10	.....	.....
		Painting	1	5	.....	.....
252	Washington School for Defective Youth.	Clay modeling	2	8	3	40
		Paper cutting and folding	2	22	15	40
		Sewing	2	22	0	40
		Farm or garden work	1	4	0	40
	REFORM SCHOOLS AND REFORMATORIES.					
253	Preston School of Industry	Sewing	1	8	0	104
		Cooking	3	6	0	104
		Farm or garden work	2	12	.....	104
		Painting	1	2	.....	.....
254	State Industrial School, Golden, Colo.	Sewing	1	14	0	50
		Cooking	2	13	0	52
		Sloyd or knife work	1	12	0	40
		Carpentry	1	4	0	50
		Shoemaking	1	6	0	50
		Farm or garden work	1	8	0	50
		Printing	1	4	0	50
		Brickmaking	1	13	0	16
255	Connecticut School for Boys	Carpentry	1	.....	.....	.....
		Farm or garden work	2	.....	.....	.....
		Bricklaying	1	.....	.....	.....
		Printing	1	.....	.....	.....
		Painting	1	.....	.....	.....
		Telegraphy	1	.....	.....	.....
256	Delaware Industrial School for Girls.	Sewing	1	.....	.....	.....
		Cooking	1	.....	.....	.....
257	Reform School of the District of Columbia.	Paper box making	2	75	.....	.....
		Sewing	1	8	.....	.....
		Cooking	1	4	.....	.....
		Carpentry	1	10	.....	.....
		Machine-shop work	1	2	.....	.....
		Farm or garden work	9	75	.....	.....
		Miscellaneous	8	20	.....	.....
258	Chicago Industrial School for Girls.	.....	.....	.....	.....	.....
259	Erring Woman's Refuge	Sewing	3	.....	50	.....
		Cooking	2	.....	78	.....
260	Illinois School of Agriculture and Manual Training for Boys.	.....	.....	.....	.....	.....
261	Illinois Industrial School for Girls.	Paper cutting and folding	1	.....	.....	.....
		Sewing	2	.....	.....	.....
		Cooking	1	.....	.....	.....
262	Indiana Reform School for Girls and Woman's Prison.	Sewing	1	.....	50	.....
		Cooking	2	.....	50	.....
		Laundry work	.....	.....	50	.....
263	Indiana Reform School for Boys	Sewing	1	16	.....	52
		Cooking	2	10	.....	52
		Sloyd, or knife work	2	69	.....	52
		Carpentry	1	12	.....	52
		Shoemaking	1	25	.....	52

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	REFORM SCHOOLS AND REFORMATORIES—continued.					
	Indiana Reform School for Boys..	Baking	1	4	.....	52
		Laundry	2	15	.....	52
		Forging	1	2	.....	52
		Machine-shop work	1	5	.....	52
		Bricklaying	2	39	.....	52
		Printing	1	30	.....	52
264	Girls Industrial School (Beloit, Kans.).	Free-hand drawing	2	0	100	40
		Sewing	2	0	100	52
		Cooking	2	0	100	52
		Pattern making	2	0	100	52
		Farm or garden work	1	0	100	24
		Painting	2	0	100	40
265	Kansas State Reform School	Sewing	2	30	.....	.....
		Cooking	2	4	.....	.....
		Farm or garden work	2	50	.....	.....
266	Maine Industrial School for Girls.	Sewing	.....	.....	75	52
		Cooking	.....	.....	75	52
267	Maine State Reform School	Carpentry Wood turning	1	24	.....	.....
268	House of Refuge (Baltimore, Md.).	Mechanical drawing	1	50	.....	.....
		Carpentry	1	50	.....	.....
		Wood turning	1	8	.....	.....
		Forging	1	50	.....	.....
		Vise work	1	50	.....	.....
		Machine-shop work	1	50	.....	.....
		Printing	1	15	.....	.....
269	St. Mary's Industrial School	Free-hand drawing	2	22	0	40
		Mechanical drawing	2	22	0	40
		Carpentry	1	6	0	40
		Wood turning	1	6	0	40
		Carving	1	6	0	40
		Machine-shop work	1	4	0	40
270	House of Reformation (Cheltenham, Md.).	Tailoring	1	20	.....	(*a*)
		Cooking	1	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Shoemaking	1	20	.....	.....
		Laundry	1	18	.....	.....
		Baking	1	5	.....	.....
		Machine-shop work	1	1	.....	.....
		Farm or garden work	3	60	.....	.....
		Blacksmith	1	1	.....	.....
271	Industrial Home for Colored Girls.	Sewing	3	120	.....	.....
		Cooking	2	60	.....	.....
272	State Industrial School for Girls..	Sewing	4	.....	125	52
		Cooking	4	.....	125	52
		Farm or garden work	1	.....	125	12
273	Massachusetts State Primary School.	Mechanical drawing	.....	50	.....	.....
		Sloyd or knife work	1	100	15	.....
		Carpentry	1	100	.....	.....
		Carving	1	5	.....	.....
		Farm or garden work	.....	30	.....	.....
274	Plummer Farm School	Carpentry	1	15	.....	68
		Wood turning	1	15	.....	68
275	Norfolk, Bristol, and Plymouth Union Truant School. *b*	Cooking	1	11	.....	48
		Farm or garden work	2	29	.....	.....
276	Lyman School for Boys	Free-hand drawing	.....	.....	.....	.....
		Mechanical drawing	.....	.....	.....	.....
		Clay modeling	.....	.....	.....	.....
		Sewing	1	8	.....	.....
		Cooking	9	40	.....	.....
		Sloyd, or knife work	1	100	.....	22
		Carpentry	2	35	.....	.....
		Wood turning	1	35	.....	.....
		Forging	1	24	.....	.....
		Farm or garden work	8	240	.....	.....

a Six days every week until discharged, which is seldom less than a stay of two years.
b The boys all assist, and are taught in housework and laundry.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	REFORM SCHOOLS AND REFORMATORIES—continued.					
	Lyman School for Boys	Printing	1	8	.....	.....
277	State Industrial Home for Girls	Sewing	20	250	.....	.....
		Cooking	7	250	.....	.....
278	House of the Good Shepherd	Sewing	4	.....	.....	.....
		Cooking	2	.....	.....	.....
		Laundering	4	.....	.....	.....
		Crocheting	4	.....	.....	.....
279	Michigan State Home of Correction and Reformatory.	Tailoring	1	18	.....	.....
		Cooking	1	20	.....	.....
		Carpentry	.....	2	.....	.....
		Wood turning	.....	2	.....	.....
		Carving	.....	4	.....	.....
		Shoemaking	.....	5	.....	.....
		Machine-shop work	1	8	.....	.....
		Farm or garden work	1	21	.....	.....
		Furniture	5	169	.....	.....
		Cane seating	1	92	.....	.....
280	Industrial School for Boys (Lansing, Mich.).	Carpentry	2	50	.....	.....
		Chair caning	1	85	.....	.....
		Tailoring	1	50	.....	.....
		Bake shop	1	10	.....	.....
		Boiler and engine rooms	1	7	.....	.....
		Farm or garden work	3	75	.....	.....
		Printing	1	6	.....	.....
		Painting	1	50	.....	.....
		Dairy	1	12	.....	.....
281	Minnesota State Reform School	Sewing	3	30	34	52
		Cooking	3	20	34	36
		Carpentry	1	24	0	52
		Wood turning	1	6	0	52
		Carving	1	4	0	52
		Farm or garden work	2	50	0	52
		Printing	1	10	0	104
		Painting	1	8	0	104
		Floriculture	1	10	0	52
282	Minnesota State Reformatory	Tailoring	.....	8	.....	.....
		Cooking	.....	7	.....	.....
		Carpentry	.....	6	.....	.....
		Shoemaking	1	4	.....	.....
		Engineering	1	5	.....	.....
		Stone cutting	1	30	.....	.....
		Blacksmithing	1	6	.....	.....
		Farm or garden work	1	18	.....	.....
		Bricklaying	.....	10	.....	.....
		Painting	.....	2	.....	.....
		Brush making	1	39	.....	.....
		Quarrying	.....	25	.....	.....
283	Missouri State Reform School	Tailoring	1	10	.....	.....
		Cooking	1	5	.....	.....
		Carpentry	1	10	.....	.....
		Vise work	1	2	.....	.....
		Farm or garden work	2	28	.....	.....
		Bricklaying	1	10	.....	.....
		Painting	1	6	.....	.....
		Brickmaking	1	24	.....	.....
284	Montana State Reform School	Sewing	2	.....	6	52
		Cooking	2	6	0	52
		Carpentry	1	2	0	52
		Farm or garden work	4	30	0	30
285	New Hampshire State Industrial School.	Sewing	.....	.....	.....	.....
		Cooking	.....	.....	.....	.....
		Carpentry	.....	.....	.....	.....
		Farm or garden work	.....	.....	.....	.....
		Painting	.....	.....	.....	.....
		Hosiery	.....	.....	.....	.....
		Chair seating	.....	.....	.....	.....
286	New Jersey State Reform School	Sewing	2	20	.....	.....
		Cooking	2	10	.....	52

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	REFORM SCHOOLS AND REFORMATORIES—continued.					
	New Jersey State Reform School.	Carpentry	1	5	.....	52
		Forging	1	3	.....	52
		Steam fitting	2	6	.....	52
		Farm or garden work	3	60	.....	40
		Bricklaying	1	4	.....	52
		Printing	1	12	.....	52
		Painting	1	8	.....	52
		Plumbing	1	4	.....	52
		Brickmaking	1	16	.....	16
287	New Jersey State Industrial School for Girls.	Sewing	2	82	.....	.....
		Cooking, etc	4	28	.....	.....
288	Newark City Home	Free-hand drawing	1	.....	20	.....
		Sewing	.....	.....	30	.....
		Cooking	.....	7	.....	.....
		Carpentry	.....	15	.....	.....
		Brush drawing	.....	34	.....	.....
		Brush finishing	.....	8	.....	.....
		Farm or garden work	.....	20	.....	.....
		Printing	.....	12	.....	.....
		Painting	.....	6	.....	.....
		Small fruit cutting	.....	5	.....	.....
289	Burnham Industrial Farm	Sewing	1	2	.....	.....
		Cooking and baking	1	2	.....	.....
		Carpentry	1	4	.....	.....
		Blacksmithing	1	3	.....	.....
		Harness making	1	2	.....	.....
		Shoemaking	1	4	.....	.....
		Farm or garden work	3	20	.....	.....
		Painting	1	2	.....	.....
		Dairy-work	1	2	.....	.....
		Laundering	1	3	.....	.....
		Furnace-work, etc	1	1	.....	.....
		Housework	1	14	.....	.....
290	New York State Reformatory*a*...	Free-hand drawing	*b* 3	150	0	48
		Mechanical drawing	*b* 24	1,000	0	48
		Paper cutting and folding	*c* 1, *b* 3	35	0	39
		Sewing	*c* 1	169	0	52
		Cooking	*c* 1	38	0	77
		Carpentry	*c* 2, *b* 4	169	0	90
		Wood turning	*c* 1	22	0	67
		Carving	*c* 1, *b* 1	54	0	71
		Pattern making	*c* 1	13	0	22
		Forging	*c* 1, *b* 4	116	0	109
		Sheet-metal work	*c* 1, *b* 2	52	0	69
		Molding (metal)	*c* 1, *b* 4	236	0	52
		Machine-shop work	*c* 3, *b* 3	140	0	80
		Bricklaying	*c* 1, *b* 3	180	0	88
		Printing	*c* 1, *b* 3	103	0	35
		Painting	*c* 1, *b* 4	110	0	90
291	Home for Fallen and Friendless Girls.	Sewing	1	.....	30	.....
		Cooking	1	.....	10	.....
		Laundering	1	.....	30	.....
292	New York Juvenile Asylum	Sewing	8	150	100	52
		Cooking	4	.....	12	52
		Carpentry	1	4	.....	52

a Other industries are taught besides those here enumerated. *b* Inmates. *c* Citizens.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	REFORM SCHOOLS AND REFORMATORIES—continued.					
	New York Juvenile Asylum	Farm or garden work	2	12	.....	52
		Painting	1	4	.....	52
293	Society for the Reformation of Juvenile Delinquents in the City of New York.	Cooking	1	40	12	.....
		Carpentry	2	.....	.....	.....
		Tailoring	1	41	.....	.....
		Shoemaking	1	33	.....	.....
		Baking	1	5	.....	.....
		Engineering	2	8	.....	.....
		Farm or garden work	2	16	.....	.....
		Printing	2	29	.....	.....
		Painting	1	5	.....	.....
		Hosiery	7	363	.....	.....
294	New York State Industrial School.	Free-hand drawing	1	625	125	100
		Mechanical drawing	5	625	125	100
		Clay modeling Paper cutting and folding	1	285	125	100
		Sewing	2	.....	125	100
		Cooking	1	.....	125	22
		Sloyd, or knife work	1	160	.....	22
		Carpentry	2	50	.....	100
		Wood turning	1	20	.....	100
		Carving	1	40	.....	100
		Pattern making	1	20	.....	100
		Forging	1	40	.....	100
		Molding (metal)	1	20	.....	100
		Vise work Machine-shop work	1	25	.....	100
		Farm or garden work	1	40	.....	100
		Bricklaying	1	20	.....	100
		Printing	1	40	.....	100
		Painting	1	20	.....	100
295	Boys' Industrial School (Lancaster, Ohio).	Sewing	2	20	.....	52
		Carpentry	1	3	.....	52
		Machine shop work	4	12	.....	52
		Bricklaying	2	12	.....	13
		Printing	1	24	.....	52
		Painting	1	3	.....	52
296	Oregon State Reform School	Sewing	.....	12	.....	.....
		Cooking	.....	12	.....	.....
		Carpentry	.....	10	.....	.....
		Farm or garden work	.....	50	.....	.....
		Painting	.....	3	.....	.....
297	Pennsylvania House of Refuge (Glen Mills, Pa.).	Sewing	1	33	.....	.....
		Cooking and baking	1	7	.....	.....
		Carpentry	1	15	.....	.....
		Stoking	2	25	.....	.....
		Chair work	1	78	.....	.....
		Brush work	1	68	.....	.....
		Farm or garden work	2	30	.....	.....
		Printing	1	18	.....	.....
		Tailoring	1	39	.....	.....
		Shoemaking	1	14	.....	.....
298	Pennsylvania House of Refuge (girls' department).	Sewing	.....	.....	.....	.....
		Cooking	.....	.....	.....	.....
		Cane seating	.....	.....	.....	.....
299	Sockanosset School for Boys	Mechanical drawing	1	40	.....	.....
		Sewing	1	10	.....	.....
		Carpentry	1	8	.....	.....
		Forging	1	16	.....	.....
		Machine-shop work	1	15	.....	.....
		Shoemaking	1	8	.....	.....
		Farm or garden work	1	50	.....	.....
		Bricklaying	1	10	.....	.....
		Printing	1	15	.....	.....
300	South Dakota State Reform School.	Carpentry	1	6	.....	.....
		Farm or garden work	3	30	.....	.....
		Printing	1	20	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	REFORM SCHOOLS AND REFORMATORIES—continued.					
301	Texas House of Correction and Reformatory.	Sewing	1	8	.....	.....
		Cooking	1	4	.....	.....
		Carpentry	1	2	.....	.....
		Farm or garden work	1	16	.....	.....
302	Territorial Reform School of Utah.	Sewing	1	2	.....	.....
		Carpentry	1	1	.....	.....
		Printing	1	6	.....	.....
303	Vermont Reform School	Free-hand drawing	1	45	0	.....
		Mechanical drawing	1	45	0	.....
		Sloyd or knife work	1	45	0	.....
		Carpentry	1	45	0	.....
		Carving	1	45	0	.....
304	Industrial School (Glen Allen, Va.).	Sewing	1	5	.....	50
		Cooking	1	4	.....	52
		Carpentry	1	3	.....	26
		Baking	1	2	.....	52
		Broom making	2	40	.....	30
		Farm or garden work	3	20	.....	40
		Printing	.....	1	.....	.....
		Painting	1	2	.....	.....
305	West Virginia Reform School	Sewing	1	20	0	104
		Cooking	3	20	0	104
		Farm or garden work	3	50	0	.....
		Printing	1	20	0	104
306	Wisconsin Industrial School for Girls.	Domestic work	.....	.....	200	.....
	CHARITY SCHOOLS.					
307	Industrial Home School, Washington, D. C.	Free-hand drawing	1	.....	.....	.....
		Mechanical drawing	1	.....	.....	.....
		Clay modeling	2	.....	.....	.....
		Paper cutting and folding	2	.....	.....	.....
		Sewing	3	.....	.....	.....
		Cooking	2	.....	.....	.....
		Sloyd or knife work	2	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Wood turning	1	.....	.....	.....
		Carving	1	.....	.....	.....
		Greenhouse	1	.....	.....	.....
		Gardening	1	.....	.....	.....
		Vise work	1	.....	.....	.....
		Farm or garden work	2	.....	.....	.....
308	Chicago Waif Mission and Training School.	Carpentry	1	.....	.....	.....
		Forging	1	2	.....	.....
		Sheet metal work	1	2	.....	.....
		Vise work	1	1	.....	.....
		Machine-shop work	1	2	.....	.....
		Blacksmith	.....	2	.....	.....
		Horseshoeing	.....	2	.....	.....
		Printing	.....	12	.....	.....
		Wagon making	.....	3	.....	.....
309	Jewish Training School	Free-hand drawing	1	350	350	.....
		Mechanical drawing	1	350	150	.....
		Clay modeling	1	350	350	.....
		Paper cutting and folding	4	200	200	.....
		Sewing	2	.....	350	.....
		Sloyd or knife work	1	150	150	.....
		Carpentry	1	250	.....	.....
		Wood turning	1	50	.....	.....
		Carving	1	70	.....	.....
		Pattern making	1	50	.....	.....
		Molding (metal)	1	50	.....	.....
		Machine-shop work	1	50	.....	.....
		Designing	1	150	150	.....
310	Indiana Soldiers and Sailors' Orphan Home.	Sewing	4	.....	.....	40
		Cooking	1	.....	.....	40

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	CHARITY SCHOOLS—continued.					
	Indiana Soldiers and Sailors' Orphan Home.	Carpentry	1	.....	.....	40
		Wood turning	1	.....	.....	40
		Carving	1	.....	.....	40
311	Baltimore Manual Labor School	Free-hand drawing	1	20	.....	40
		Mechanical drawing	1	20	.....	40
		Carpentry	1	10	.....	.....
		Farm or garden work	2	60	.....	.....
312	Samuel Ready School for Female Orphans.	Free-hand drawing	1	.....	60	.....
		Clay modeling	1	.....	5	.....
		Paper cutting and folding	1	.....	5	.....
		Sewing	1	.....	60	.....
		Cooking	1	.....	27	.....
313	McDonogh School	Free-hand drawing	2	122	.....	40
		Mechanical drawing	1	18	.....	40
		Carpentry	1	25	.....	52
		Wood turning	1	25	.....	52
		Carving	1	15	.....	52
		Pattern making	1	15	.....	52
		Sheet metal work	1	10	.....	52
		Machine-shop work	1	10	.....	52
		Farm or garden work	3	75	.....	52
		Printing	1	22	.....	52
314	Friendford Industrial School	Free-hand drawing	2	18	.....	28
		Mechanical drawing	4	50	.....	.....
		Sewing	.....	.....	183	.....
		Cooking	1	.....	13	.....
		Sloyd or knife work	4	25	.....	.....
		Carpentry	1	16	.....	.....
		Carving	1	11	.....	.....
315	South End Industrial School	Free-hand drawing	1	30	20	46
		Mechanical drawing	1	24	.....	46
		Sewing	15	.....	125	32
		Cooking	1	8	32	40
		Carpentry	1	18	.....	34
		Pattern making and dressmaking	1	.....	75	46
		Printing	1	8	22	46
		Kitchen garden	1	.....	60	32
316	Kalamazoo Industrial School	Sewing	17	.....	.....	.....
		Cooking	1	.....	.....	.....
317	Brooklyn Industrial School Association and Home for Destitute Children.	Sewing	2	.....	50	.....
		Cooking	6	.....	30	.....
318	Industrial School Association of Brooklyn, E. D.	Sewing	.....	.....	.....	.....
		Darning	.....	.....	.....	.....
		Bed making	.....	.....	.....	.....
319	Five Points House of Industry	Clay modeling	1	20	43	36
		Sewing	1	.....	43	32
		Cooking	1	.....	43	32
		Carpentry	.....	14	.....	28
320	St. George's Boys' Industrial Trade School.	Free-hand drawing	1	80	.....	36
		Mechanical drawing	1	80	.....	36
		Paper cutting and folding	1	72	.....	36
		Sloyd or knife work	1	72	.....	36
		Carpentry	1	80	.....	36
		Pattern making	1	80	.....	36
		Printing	1	45	.....	36
		Typesetting	1	45	.....	36
		Plumbing	1	30	.....	36
		Telegraphy	1	12	.....	36
321	Wilson Industrial School for Girls.	Sewing	1	.....	108	44
		Cooking	1	.....	30	16
		Kitchen garden / Practical housework *a*	1	.....	96	32
322	Industrial School of Rochester	Free-hand drawing	2	36	48	40
		Mechanical drawing	2	36	48	40
		Clay modeling	4	56	64	40

a The girls each take their turn in assisting in the housework of the institution.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	CHARITY SCHOOLS—continued.					
	Industrial School of Rochester	Paper cutting and folding	3	42	41	40
		Sewing	1	.....	64	40
		Cooking	1	.....	12	40
		Sloyd or knife work	1	12	.....	40
		Carving	1	12	23	40
		Housewifery	1	.....	24	40
323	Skyland Institute	Sewing	.....	.....	.....	.....
		Cooking	.....	.....	.....	.....
324	Jewish Orphan Asylum (I.O. B. B.)	Free-hand drawing	1	98	59	40
		Mechanical drawing	2	64	.....	40
		Clay modeling	1	98	59	40
		Sewing	2	.....	76	40
		Cooking	1	.....	28	36
		Carpentry	1	42	.....	36
		Wood turning	1	18	.....	36
		Carving	1	12	.....	36
		Pattern making	1	8	.....	36
		Vise work	1	8	.....	36
325	Howard Relief Society *a*	Sewing	20	.....	175	14
	TRADE SCHOOLS.					
326	Christian Industrial and Technical Institute.	Carpentry	1	4	.....	20
		Carving	1	7	.....	20
		Stonecutting	1	2	.....	20
		Machine work (day course)	1	15	.....	48
		Machine-shop work	1	9	.....	17
		Bricklaying	1	7	.....	20
		Sign painting	1	6	.....	20
		Plumbing	1	16	.....	18
		Electrical work	1	11	.....	17
327	Baron de Hirsch Trade School	Mechanical drawing	2	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Machine-shop work	1	.....	.....	23
		Plumbing	1	.....	.....	23
		House and sign painting	1	.....	.....	23
328	New York Trade School (evening classes).	Plumbing	.....	143	.....	(*b*)
		Bricklaying	.....	46	.....	.....
		Plastering	.....	11	.....	.....
		Carpentry	.....	50	.....	.....
		House painting	.....	19	.....	.....
		Fresco painting	.....	24	.....	.....
		Blacksmithing	.....	23	.....	.....
		Stonecutting	.....	6	.....	.....
	New York Trade School (day classes).	Plumbing	.....	144	.....	.....
		Bricklaying and plastering	.....	23	.....	.....
		Carpentry	.....	31	.....	.....
		House and fresco painting	.....	11	.....	.....
		Sign painting	.....	12	.....	.....
		Printing	.....	13	.....	.....
329	Rochester Athenæum and Mechanics' Institute.	Free-hand drawing	5	186	93	(*c*)
		Mechanical drawing	5	238	119	(*c*)
		Clay modeling	1	17	4	(*d*)
		Sewing	2	.....	100	36
		Cooking	2	.....	126	36
		Designing	3	112	31	(*c*)
330	Master Builder's Mechanical Trade School of Philadelphia.	Free-hand drawing Mechanical drawing	.....	67	0	36
		Carpentry	1	19	0	36

a The school is simply to teach sewing to all who wish to learn. It is open Saturday afternoons for fourteen weeks. The poor girls make garments for themselves.

b Evening classes, 3 nights per week, 7 to 9.30 p. m.; day classes, 6 days per week, 8 a. m. to 4 p. m.; evening classes run six months; day classes run four months, except printing, which is a six months' course.

c Evening classes, 84 weeks; day classes, 96 weeks.

d Evening classes, 52 weeks; day classes, 60 weeks.

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	TRADE SCHOOLS—continued.					
	Master Builder's Mechanical Trade School of Philadelphia.	Forging	1	3	0	36
		Plumbing	1	27	0	36
		Stonecutting	1	2	0	36
		Bricklaying	1	10	0	36
		Painting	1	6	0	36
331	Williamson Free School of Mechanical Trades.	Free-hand drawing	1	160	.....	147
		Mechanical drawing	1	160	.....	147
		Carpentry	1	55	.....	147
		Wood turning	1	55	.....	147
		Pattern making	1	14	.....	98
		Vise work	1	55	.....	123
		Machine-shop work	1	55	.....	123
		Bricklaying	1	50	.....	123
	UNITED STATES INDIAN SCHOOLS.					
332	United States Indian School (Fort Mohave, Ariz.).	Sewing	1	.....	.....	.....
		Cooking	1	.....	12	.....
		Carpentry	1	6	.....	.....
		Blacksmithing / Engineering	1	4	.....	.....
		Farm or garden work	1	50	.....	.....
333	United States Indian School (Keams Canyon, Ariz.).	Sewing	1	.....	.....	.....
		Carpentry	.....	.....	.....	.....
		Farm or garden work	.....	.....	.....	.....
334	United States Indian School, (Phœnix, Ariz.).	Sewing	2	.....	.....	.....
		Cooking	3	.....	.....	.....
		Carpentry	3	.....	.....	.....
		Household work	.....	.....	.....	.....
		Engineering	.....	.....	.....	.....
		Farm or garden work	2	.....	.....	.....
335	Fort Yuma (Cal.) Indian Industrial School.	Sewing	2	.....	.....	.....
		Cooking	1	.....	.....	.....
		Carpentry	1	5	.....	.....
		Shoemaking	1	6	.....	.....
		Household work	1	.....	.....	.....
		Laundry	3	.....	.....	.....
		House painting	1	.....	.....	.....
336	United States Indian School (Greenville, Cal.).	Sewing	.....	.....	.....	.....
		Household work	.....	.....	.....	.....
		Knitting	.....	.....	.....	.....
337	Indian Industrial Training School (Perris, Cal.).	Sewing	1	.....	.....	.....
		Cooking	1	.....	.....	.....
		Shoemaking	1	.....	.....	.....
		Laundry	.....	.....	.....	.....
		Housework	.....	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
338	United States Indian Industrial School (Fort Lewis, Colo.).	Sewing	1	.....	.....	.....
		Carpentry	.....	.....	.....	.....
		Blacksmithing / Engineering	1	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
339	United States Indian School (Grand Junction, Colo.).	Sewing	1	.....	8	.....
		Cooking	1	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Laundry	1	.....	.....	.....
		Shoe and harness shop	1	.....	.....	.....
		Dairy	.....	.....	.....	.....
		Apiary	.....	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
340	United States Indian School (Myers, Fla.).	Sewing	.....	.....	.....	.....
		Carpentry	1	.....	.....	.....
		Farm or garden work	.....	.....	.....	.....
		Painting	.....	.....	.....	.....
341	Fort Lapwai (Idaho) Industrial School.	Sewing	1	.....	4	.....
		Cooking	1	.....	8	.....
		Carpentry and wagon making	1	3	.....	.....
		Shoe and harness making	2	4	.....	.....
		Blacksmithing	1	4	.....	.....

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
				Male.	Female.	
	2	19	20	21	22	23
	UNITED STATES INDIAN SCHOOLS—continued.					
	Fort Lapwai (Idaho) Industrial School.	Tailoring	1	4	2	
		Laundry	1		5	
		Farm or garden work	1			
		Sewing	2			
342	Haskell Institute	Harness making	1			
		Wagon making	1			
		Farm or garden work	2			
343	Mount Pleasant (Mich.) School	Sewing	2			
		Household work				
		Farm or garden work	1			
344	United States Indian School (Pipe stone, Minn.)	Farm or garden work				
345	United States Indian School (Fort Shaw, Mont.).	Sewing	1			
		Sloyd or knife work				
		Carpentry	1			
		Farm or garden work				
346	Indian Training School (Carson City, Nev.).	Carpentry	1			
		Drawing				
		Music				
		Farm or garden work	1			
347	United States Indian School (Albuquerque, N. Mex.).	Sewing	1			
		Carpentry	1			
		Tailoring	1			
		Shoemaking	1			
		Harness making	1			
		Laundry	1			
		Farm or garden work				
348	United States Indian School (Santa Fe, N. Mex.).	Sewing	1			
		Cooking	1			
		Carpentry				
		Blacksmithing	1			
		Saddle making				
		Shoemaking				
		Harness making				
		Farm or garden work				
		Tailoring				
		Laundry	1			
349	Cherokee (N. C.) Training School.	Sewing	1			
		Cooking	1			
		Carpentry				
		Dressmaking				
		Laundry				
		Household work				
		Harness making				
		Farm or garden work				
350	United States Indian School (Fort Stevenson, N. Dak.).	Sewing	1			
		Cooking	1			
		Carpentry	1			
		Shoemaking	1			
		Tailoring	1			
		Laundry	1			
		Farm or garden work	1			
351	United States Indian School (Fort Totten, N. Dak.).	Sewing	1			
		Harness making	1	10		
		Shoemaking		4		
		Tailoring	1	10		
		Blacksmithing				
		Farm or garden work	1			
352	United States Indian School (Chilocco, Okla.).	Sewing	1			
		Cooking	1			
		Tailoring	2			
		Shoemaking	1			
		Dressmaking				
		Household work				
		Farm or garden work	2			
353	Seger Colony School (Seger, Okla.).	Sewing	1			
		Carpentry				

TABLE 21.—*Statistics of manual industrial training in (1) institutions of collegiate grade, (2) normal schools, (3) manual training schools, etc.*—PART II—Continued.

	Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils. Male.	Number of pupils. Female.	Number of weeks the subject is studied during the entire course.
	2	19	20	21	22	23
	UNITED STATES INDIAN SCHOOLS—continued.					
	Seger Colony School (Seger, Okla.).	Household work	.....	.....	.....	.....
		Laundry	1	.....	.....	.....
		Dairy	.....	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
354	Indian Industrial School (Carlisle, Pa.).	Free-hand drawing	13	500	375	.....
		Mechanical drawing	1	14	6	.....
		Clay modeling	2	62	49	.....
		Paper cutting and folding	5	150	120	.....
		Sewing	5	.....	375	.....
		Cooking	1	.....	200	.....
		Carpentry	1	30	.....	.....
		Harness making	1	33	.....	.....
		Shoemaking	1	35	.....	.....
		Tailoring	1	40	.....	.....
		Forging	1	26	.....	.....
		Sheet-metal work	1	15	.....	.....
		Baker	1	5	.....	.....
		Farm or garden work	2	350	.....	.....
		Printing	2	32	.....	.....
		Painting	1	9	.....	.....
		Steam fitting	1	8	.....	.....
		Wagon making	1	8	.....	.....
355	United States Indian School (Flandreau, S. Dak.).	Domestic work	.....	.....	.....	.....
		Farm or garden work	1	.....	.....	.....
356	Pierre (S. Dak.) Indian Industrial School.	.....	.....	.....	.....	.....
357	Hampton (Va.) Normal and Agricultural Institute.	Free-hand drawing	.....	.....	.....	.....
		Sewing	.....	.....	.....	.....
		Cooking	.....	.....	.....	.....
		Carpentry	.....	4	.....	.....
		Harnessmaking	.....	2	.....	.....
		Shoemaking	.....	1	.....	.....
		Blacksmithing	.....	2	.....	.....
		Machine-shop work	.....	10	.....	.....
		Tailoring	.....	.....	3	.....
		Farm or garden work	.....	14	.....	.....
		Printing	.....	5	.....	.....
		Painting	.....	18	.....	.....
		Laundry	.....	.....	.....	.....
		Household work	.....	.....	.....	.....
358	Tomah (Wis.) Indian Industrial School.	Sewing	1	.....	.....	.....
		Cooking	1	.....	8	.....
		Household work	.....	.....	.....	.....
		Laundry	1	.....	.....	.....
		Dairy	.....	.....	.....	.....
		Farm or garden work	1	40	.....	.....
359	United States Indian School (Wittenberg, Wis.).	Housewifery	.....	.....	.....	.....
		Farm or garden work	.....	.....	.....	.....

IX.—BUSINESS

TABLE 12.—*Summary of statistics of*

	Division and State.	Number of institutions.	Instructors.			Students.				
			Male.	Female.	Total.	Male.	Female.	Total.	Day school.	Evening school.
	1	2	3	4	5	6	7	8	9	10
1	United States	518	1,819	813	2,632	78,453	37,295	115,748	95,858	19,890
2	North Atlantic division	138	570	236	806	21,861	9,836	31,697	24,532	7,165
3	Maine	7	28	9	37	996	554	1,550	1,418	132
4	New Hampshire	3	7	5	12	107	48	155	139	16
5	Vermont	4	9	4	13	181	113	294	259	35
6	Massachusetts	16	67	40	107	2,239	1,657	3,896	3,191	705
7	Rhode Island	5	16	9	25	430	239	669	548	121
8	Connecticut	13	38	25	63	1,705	1,071	2,776	2,224	552
9	New York	38	186	80	266	6,622	2,814	9,436	7,596	1,840
10	New Jersey	8	37	14	51	1,665	695	2,360	1,519	841
11	Pennsylvania	44	182	50	232	7,916	2,645	10,561	7,638	2,923
12	South Atlantic division	32	100	47	147	4,518	1,621	6,139	4,791	1,348
13	Delaware									
14	Maryland	2	9	4	13	356	100	456	322	134
15	District of Columbia	5	17	20	37	1,043	380	1,723	1,088	635
16	Virginia	7	20	7	27	673	255	1,028	862	166
17	West Virginia	1	4	1	5	345	158	503	323	180
18	North Carolina	4	10	3	13	275	22	297	275	22
19	South Carolina	2	2	2	4	73	25	98	78	20
20	Georgia	10	37	10	47	1,696	271	1,967	1,798	169
21	Florida	1	1	0	1	57	10	67	45	22
22	South Central division	44	142	39	181	6,355	1,561	7,916	6,902	1,014
23	Kentucky	5	18	2	20	758	285	1,043	900	143
24	Tennessee	6	20	5	25	927	207	1,134	1,085	49
25	Alabama	2	4	0	4	156	51	207	206	1
26	Mississippi	6	30	3	33	745	67	812	779	33
27	Louisiana	1	8	3	11	310	44	354	271	83
28	Texas	19	49	22	71	2,751	670	3,421	2,881	540
29	Arkansas	5	13	4	17	708	237	945	780	165
30	Oklahoma									
31	Indian Territory									
32	North Central division	260	868	394	1,262	37,586	19,748	57,334	49,733	7,601
33	Ohio	44	110	50	160	4,804	2,263	7,067	5,923	1,144
34	Illinois	41	163	73	236	8,060	3,468	11,528	10,058	1,470
35	Indiana	27	106	50	156	6,194	3,435	9,629	8,070	1,559
36	Michigan	22	62	31	93	2,729	1,728	4,457	3,794	663
37	Wisconsin	23	66	28	94	2,031	1,018	3,049	2,230	819
38	Minnesota	18	50	16	66	2,069	1,172	3,241	2,794	447
39	Iowa	28	94	51	145	3,700	1,873	5,573	5,077	496
40	Missouri	32	142	64	206	5,125	3,317	8,442	7,826	616
41	North Dakota	2	6	4	10	172	104	276	210	66
42	South Dakota	2	7	1	8	221	149	370	330	40
43	Nebraska	8	23	7	30	1,159	609	1,768	1,663	105
44	Kansas	13	39	19	58	1,322	612	1,934	1,758	176
45	Western division	44	139	97	236	8,133	4,529	12,662	9,900	2,762
46	Montana	3	10	4	14	658	275	933	705	228
47	Wyoming									
48	Colorado	4	10	5	15	394	217	611	479	132
49	New Mexico									
50	Arizona	1	2	1	3	47	40	87	73	14
51	Utah	5	10	14	24	2,315	1,479	3,794	2,082	1,712
52	Nevada									
53	Idaho	1	1	1	2	34	20	54	49	5
54	Washington	4	10	2	12	522	211	733	648	85
55	Oregon	4	11	6	17	575	318	893	815	78
56	California	22	85	64	149	3,588	1,969	5,557	5,049	508

COLLEGES.

commercial and business colleges, 1893–94.

Students.								Graduates in commercial course.	Graduates in amanuensis course.	Total number of graduates.	Students in commercial course of universities and colleges.	Students in commercial course of normal schools.	Students in commercial course of private secondary schools.	Students in commercial course of public high schools.	Total.	
Commercial course.		Amanuensis course.		English course.		Telegraphy.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
42,837	11,893	9,797	14,201	14,703	6,932	1,307	399	14,054	8,785	22,839	7,300	7,771	4,466	15,220	34,757	1
11,744	3,657	2,880	4,929	2,606	960	129	89	4,469	3,186	7,655	682	1,094	1,926	7,090	10,792	2
651	264	91	267	0	0	0	0	108	80	188	.....	51	120	248	419	3
76	31	18	20	17	6	5	4	62	2	64	.....	.....	152	169	321	4
130	59	31	38	9	7	0	0	45	9	54	.....	.....	243	242	485	5
1,308	776	259	727	10	4	7	28	757	563	1,320	23	.....	269	1,813	2,105	6
378	141	26	112	222	100	0	0	131	78	209	.....	.....	80	169	249	7
629	138	407	561	64	17	16	8	619	880	1,499	.....	.....	41	276	317	8
3,695	713	653	1,458	1,040	271	59	35	1,123	790	1,913	314	594	417	1,908	3,233	9
569	100	112	256	349	106	0	0	142	118	260	49	.....	67	644	760	10
4,308	1,435	1,283	1,490	895	449	42	14	1,482	666	2,148	296	449	537	1,621	2,903	11
1,936	490	696	753	1,412	707	80	6	506	581	1,087	307	240	751	952	2,250	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	5	164	177	13
266	20	45	83	238	70	12	0	59	81	140	29	29	94	276	428	14
451	275	279	276	511	340	0	0	100	72	172	.....	.....	84	.....	84	15
335	42	102	168	280	223	0	0	126	128	254	42	44	164	219	469	16
294	104	48	98	115	49	0	0	70	54	124	35	75	10	71	191	17
91	6	27	4	97	4	20	1	59	13	72	76	10	312	.....	398	18
5	0	0	0	0	0	6	0	1	1	2	5	.....	3	6	14	19
482	39	195	124	159	16	42	5	89	232	321	89	8	73	137	307	20
12	4	0	0	12	5	0	0	2	.....	2	31	66	6	79	182	21
3,917	683	529	677	1,107	282	85	10	981	436	1,417	1,699	1,075	412	484	3,670	22
422	98	60	126	20	1	34	3	269	135	404	601	507	22	68	1,198	23
808	166	25	42	21	0	20	0	147	8	155	296	293	103	200	892	24
6	1	0	0	5	0	0	0	2	0	2	69	48	26	47	190	25
248	16	41	34	265	0	6	0	49	25	74	19	165	41	30	255	26
154	14	5	25	147	2	0	0	37	7	44	98	.....	17	17	132	27
2,048	302	347	380	352	158	25	7	341	206	547	588	62	182	31	863	28
231	86	51	70	297	121	0	0	136	55	191	21	.....	21	9	51	29
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	82	82	30
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	7	31
21,292	5,878	4,172	6,901	7,725	4,132	939	196	6,706	3,832	10,538	4,037	4,860	989	6,007	15,893	32
3,079	884	736	1,229	743	344	93	10	1,044	848	1,892	775	829	163	1,038	2,805	33
4,422	974	475	994	1,488	333	208	32	979	507	1,486	150	109	34	428	721	34
3,982	1,629	952	1,260	2,237	1,418	258	82	2,355	889	3,244	732	1,132	100	521	2,485	35
1,787	498	307	585	486	265	75	22	272	129	401	123	414	.....	724	1,261	36
992	260	272	442	123	45	1	0	300	242	542	125	47	190	421	783	37
1,067	223	195	304	303	167	33	4	293	225	518	192	58	106	329	685	38
1,676	476	377	610	533	429	67	4	457	239	696	451	1,006	88	1,004	2,549	39
2,343	594	567	740	1,528	905	67	41	577	319	896	580	192	165	497	1,434	40
120	55	23	55	37	30	0	0	35	21	56	55	11	18	.....	84	41
113	31	29	62	102	100	0	0	20	35	55	117	160	9	90	376	42
902	116	305	354	45	10	0	0	170	289	459	131	482	66	436	1,115	43
809	138	114	266	100	86	137	1	204	89	293	606	429	50	519	1,595	44
3,948	1,185	1,520	1,443	1,162	851	74	98	1,392	750	2,142	575	502	388	687	2,152	45
85	45	45	51	31	24	9	7	25	26	51	.....	37	.....	25	62	46
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	47
192	52	115	61	43	21	0	0	35	17	52	170	.....	26	145	341	48
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	46	.....	66	49
18	14	1	1	29	36	0	0	5	0	5	4	.....	.....	9	13	50
713	427	645	583	342	220	0	0	73	138	211	.....	162	140	83	385	51
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56	.....	.....	61	117	52
31	14	3	6	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	53
433	72	49	104	340	157	0	0	5	6	11	57	22	70	105	254	54
461	106	62	163	95	77	7	3	146	18	164	58	32	25	25	140	55
2,015	455	600	474	282	316	58	88	1,103	545	1,648	210	248	81	234	773	56

TABLE 23.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	ALABAMA.					
1	Birmingham	Birmingham Business College	G. T. Hart	1888	3	0
2	Brewton	Brewton Business College	W. S. Neal	1894	1	0
	ARKANSAS.					
3	Arkadelphia	Arkadelphia Practical Business College.	G. F. Clarke	1890	3	1
4	Eureka Springs	Eureka Springs Commercial College.	R. L. Dean	1893	3	....
5	Fort Smith	The Fort Smith Commercial College.	George M. Neal	1888	3	1
6	Jamestown	Arkansas Normal College	J. W. Decker	1894	2	1
7	Little Rock	Little Rock Commercial College	M. A. Stone	1874	2	1
	ARIZONA.					
8	Phœnix	Lamson Business College	E. M. Lamson	1889	2	1
	CALIFORNIA.					
9	Auburn	Auburn College and Business Institute.	Edward P. Coleman			
10	Eureka	Eureka Academy and Business College.*	Neil S. Phelps	1887	5	5
11	Fresno	Fresno Business College	F. E. Cook	1891	3	0
12	Los Angeles	Los Angeles Business College and English Training School.	E. R. Shrader, A. M., Ph. D.	1887	8	6
13	Oakland	Aydelotte's Business College	J. H. Aydelotte	1886	4	3
14	.....do	Oakland Business College	O. J. Willis	1877	2	1
15	Pacific Grove	Pacific Grove Business College and Academy.	John Oliver	1891	3	3
16	Sacramento	Atkinson's Business College and English Training School.*	Edmund C. Atkinson, A. M.	1873	7	5
17	.....do	Maynahan's Business College	J. D. Maynahan	1882	3	2
18	San Francisco	Ayres Stenographic Institute	W. F. Ayres	1886	2	3
19	.....do	Heald's Business College	E. P. Heald	1863	11	7
20	.....do	Munson School of Shorthand and Typewriting.	Miss Marie E. Phillips	1887	0	2
21	.....do	Polytechnic High School	W. N. Bush	1884	6	12
22	.....do	San Francisco Business College	J. A. Wiles	1888	5	1
23	San Jose	San Jose Business College and Training School.	E. C. I. Danforth	1890	3	4
24	Santa Ana	Orange County Business College	R. S. Bisby	1892	2	0
25	Santa Barbara	Santa Barbara Business College	E. B. Hoover	1887	2	1
26	Santa Cruz	Chestnutwood's Business College	J. A. Chestnutwood	1884	4	2
27	San Luis Obispo	Bowen's Business College*	J. A. Bowen	1892	1	2
28	Santa Rosa	Santa Rosa Business College	J. S. Sweet, A. M.	1891	2	2
29	Stockton	Stockton Business College and Normal Institute.	Will. C. Ramsey	1875	10	3
30	Ventura	Ventura Business College	W. J. Kennard	1893	2	0
	COLORADO.					
31	Denver	Woodworth Shorthand and Commercial College.	W. A. McPherson	1889	3	1
32	Durango	Southwestern Business College	J. C. F. Harrington	1894	3	1
33	Pueblo	Pueblo Business College	H. C. Warden	1887	2	1
34	Trinidad	Trinidad Business College, Normal and Shorthand Institute.	W. E. Anderson	1888	2	2
	CONNECTICUT.					
35	Bridgeport	Bridgeport Business College	G. H. Turner	1882	3	....
36	.....do	Martin's Shorthand School	William J. Martin	1887	1	1

* From 1892-93.

and business colleges, 1893–94.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
150	50	....	....	75	15	.....	.....	.....	.....	.....	.....	0	0	$120	$60	.....	.....	.....	.....	1
5	1	1	0	4	1	6	1	0	0	5	0	0	0	15	15	60	60	2	0	2
75	35	50	20	.....	.....	50	22	10	8	.....	.....	.....	.....	50	50	4	8	38	13	3
48	4	.....	.....	.....	.....	26	2	.....	.....	.....	.....	.....	.....	50	.....	4	.....	8	0	4
278	103	63	7	117	16	136	42	41	62	278	103	0	0	.....	.....	8	16	90	42	5
19	18	0	0	36	....	19	18	0	0	19	18	0	0	50	0	6	0	0	0	6
150	50	25	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	60	6	18	.....	.....	7
35	38	12	2	45	7	18	4	1	1	29	36	0	0	75	30	6	16	5	0	8
20	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
90	115	25	6	150	10	70	30	8	8	30	12	5	2	100	50	10	.....	28	....	10
40	15	0	0	30	0	40	15	.....	.....	.....	.....	.....	.....	55	0	9–12	0	14	3	11
353	113	73	29	150	30	202	66	21	54	45	38	8	5	90	48	6	12	76	13	12
92	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	60	6	.....	.....	.....	13
50	35	10	5	....	....	40	30	10	10	0	0	0	0	100	50	6	12	9	0	14
24	23	0	0	....	....	15	8	0	0	12	12	0	0	60	.....	12	.....	1	0	15
387	51	37	7	....	....	251	12	.....	.....	71	28	31	66	75	40	6–12	12	111	....	16
30	25	20	5	45	25	15	10	4	7	20	15	2	1	75	.....	10	10	15	11	17
86	156	47	35	67	21	.....	.....	133	191	.....	.....	0	0	*a* 10	*a* 6	.....	.....	.....	299	18
530	180	0	0	30	0	454	80	298	61	.....	.....	12	14	*b* 75	.....	6	.....	359	121	19
15	74	37	11	25	16	.....	.....	.....	.....	.....	.....	.....	.....	*a* 10	*a* 7	.....	.....	.....	.....	20
268	290	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Free.	.....	30	.....	0	0	21
300	100	50	10	100	20	.....	.....	.....	.....	.....	.....	0	0	125	.....	6	.....	.....	.....	22
113	75	.....	.....	90	....	150	....	24	33	7	8	.....	.....	.....	.....	11	.....	29	8	23
65	21	20	....	33	4	19	6	3	3	9	....	.....	.....	75	.....	6	.....	2	3	24
37	13	12	1	30	10	36	12	0	0	.....	.....	0	0	60	.....	10	.....	7	....	25
300	46	0	0	199	0	300	46	65	72	0	0	0	0	85	0	9	0	90	61	26
19	12	8	17	23	18	19	8	.....	.....	.....	.....	.....	.....	75	12	7–9	.....	0	....	27
75	25	.....	.....	50	....	65	20	5	9	0	0	0	0	75	.....	6–12	....	61	6	28
300	400	15	10	250	10	300	100	25	25	100	200	.....	.....	100	45	12	.....	275	20	29
38	12	12	6	25	8	40	12	2	1	8	3	....	.....	*a* 10	*a* 4	8	12	.....	.....	30
75	100	30	20	40	15	18	22	18	22	.....	.....	.....	.....	40–50	25	6	12	.....	.....	31
9	5	29	4	9	16	26	2	1	0	3	1	0	0	.....	.....	6	9	1	1	32
100	35	6	2	.....	.....	50	8	78	25	0	0	0	0	75	40	6	9	10	14	33
114	41	31	10	30	20	98	20	18	14	40	20	.....	.....	50	50	8	8	24	2	34
200	80	....	....	100	....	75	25	0	0	0	0	0	0	160	80	6	12	80	....	35
.....	.....	.....	.....	47	29	2	2	10	30	0	0	0	0	60	60	6	12	3	50	36

a Per month. *b* Six months.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5	6
	CONNECTICUT—cont'd.					
37	Hartford	Hannum's Hartford Business College.*	T. W. Hannum	.....	2	1
38	.....do	Hartford Business College	Edward H. Morse	1860	5	4
39	.....do	Huntsinger's Business College*	C. M. Huntsinger	1888	4	2
40	.....do	Robertson's Shorthand School	E. M. Olmstead	1889	....	1
41	New Haven	Gaffey's Shorthand School	John F. Gaffey	1884	2	2
42	.....do	Yale Business College	R. C. Loveridge	1861	6	1
43	.....do	Hogarth Business and Collegiate Institute.	A. P. Thomes	1882	5	3
44	.....do	Childs Business College	C. H. Childs and S. P. Butler.	1891	2	3
45	New London	New London Business College*	Robt. A. Brubeck	1887	3	1
46	Norwich	Norwich Business College	Earl M. Swift	1893	1	2
47	Stamford	Merrill Business College	Mrs. M. A. Merrill	1888	4	4
	DISTRICT OF COLUMBIA.					
48	Washington (623 Louisiana avenue).	Columbia College of Commerce	C. K. Urner	1889	3	2
49	Washington	Spencerian Business College	Mrs. Sara A. Spencer.	1864	4	5
50	.....do	Tanner's Shorthand School	Hudson C. Tanner	1889	1	2
51	.....do	Washington Business High School.	C. Allan Davis	1890	6	7
52	.....do	Night High School (first six divisions).	Frank A. Springer	1886	3	4
	GEORGIA.					
53	Atlanta	Southern Shorthand and Business University.	A. C. Briscoe	1880	11	5
54	Americus	Steifer's Bros. & Bailey Business College.	M. V. Steifer	1894	3	....
55	Augusta	St. Patrick's Commercial Institute.	Brother Dosetheus	1875	5	....
56	Cochran	New Ebenezer Business College	S. Calhoun Speer	1892	1	0
57	Columbus	Columbus Business College	Richard W. Massey	1890	3	....
58	Dublin	Ray's Business School	Ed. L. Ray	1894	1	0
59	Macon	Georgia-Alabama Business College	E. L. Martin	1892	7	3
60	Rome	Rome Business University*	J. G. Harmison	1890	3	1
61	Savannah	Commercial Institute	C. S. Richmond	1884	1	1
62	Winder	North East Georgia Business College.	W. A. Mathews	1894	2	....
	FLORIDA.					
63	Hillsboro	Tampa Business College*	B. B. Euston	1891	1	0
	IDAHO.					
64	Boise City	Boise Business and Normal School.	A. P. Way	1892	1	1
	ILLINOIS.					
65	Belleville	Belleville Commercial and Shorthand College.	Jos. P. Foeller	.....	2	1
66	Bloomington	Bloomington Business College	I. N. Wright	1891	3	2
67	Champaign	Champaign Commercial College	G. W. Temple	1894	2	2
68	Chicago (45 Randolph st.).	Chicago Business College	A. C. Goudring, T. B. Virden.	.....	7	1
69	Chicago	De La Salle Institute	Brother Pius	.....	12	0
70	.....do	Jones Business College*	Chas. E. Jones	1888	5	7
71	.....do	Kimball's Shorthand and Typewriting School.	D. Kimball	1884		10
72	.....do	Metropolitan Business College	O. M. Powers	1873	12	4
73	.....do	St. Patrick's Commercial Academy.	Brother Baldwin	1861	10	0

*From 1892-93

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
180	70	40	20	....	....	....	....	....	....	....	....	....	....	$75	$15	6-12	....	....	....	37
368	82	38	16	375	50	332	42	36	40	....	....	0	0	75	20	9	20	352	50	38
118	167	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	39
10	40	....	....	13	....	....	....	15	50	....	....	....	....	60	60	6	12	0	43	40
143	187	123	157	0	0	0	0	266	344	0	0	0	0	*a* 10	*a* 5	6	12	....	630	41
100	25	....	....	75	....	75	15	10	25	....	....	....	....	120	60	12	....	90	35	42
100	55	40	15	60	20	50	15	25	9	50	10	....	....	60–90	40–50	6	10	34	20	43
48	30	12	3	30	6	....	....	7	6	0	0	0	0	100	50	8–10	12	13	8	44
45	41	31	19	63	30	46	19	14	32	3	1	13	8	75	35	10	10	15	....	45
40	12	0	0	40	0	30	10	5	7	0	....	0	0	60	0	3	0	8	6	46
49	34	20	8	70	15	19	10	19	18	11	6	3	....	*a* 10	*a* 5	5–8	8–12	24	29	47
100	63	84	21	....	....	....	....	....	....	....	....	....	....	45–63	35–45	5–24	7–30	....	....	48
122	83	143	27	106	110	205	45	59	66	265	110	0	0	70	60	10	10	50	22	49
120	121	25	35	....	....	....	....	....	....	....	....	....	....	*a* 10	*a* 6	....	....	....	....	50
246	230	0	0	400	0	246	230	220	210	246	230	0	0	Free.	....	18	0	50	50	51
....	....	200	100	....	79	....	....	....	....	....	....	....	....	....	Free.	....	....	....	....	52
250	150	30	3	125	12	50	10	32	20	40	0	10	2	50	50	6	9	....	....	53
98	18	2	1	35	....	32	12	....	....	42	16	....	....	....	....	3–3½	4–5	....	....	54
178	....	....	....	158	....	....	....	....	....	41	....	....	....	....	....	30	....	....	....	55
17	1	1	0	....	....	13	1	5	0	0	0	0	0	35	25	3	6	7	5	56
75	25	20	....	35	15	....	....	....	....	....	....	....	....	40	40	4–6	6–8	....	....	57
250	0	0	0	19	0	20	0	0	0	20	0	0	0	50	36	3	6	2	0	58
484	37	43	1	124	10	280	10	140	90	14	0	28	3	....	....	....	....	71	125	59
102	18	20	0	30	10	82	6	18	14	0	0	0	0	45	35	3	5	100	....	60
75	10	40	5	....	....	....	....	....	....	....	....	....	....	*a* 10	*a* 8	5	6	....	....	61
8	2	3	....	12	2	5	....	....	2	....	....	4	....	25	25	6	....	....	....	62
35	10	22	0	12	7	12	4	0	0	12	5	0	0	....	....	9	18	2	....	63
29	20	5	....	....	....	31	14	3	6	0	0	0	0	60	60	....	....	....	....	64
37	8	33	2	41	29	31	5	7	5	5	1	0	0	85	38	6–12	12–18	6	1	65
24	22	....	....	24	22	8	7	....	....	....	....	....	....	75	....	....	....	17	5	66
20	7	12	3	27	15	27	5	7	3	....	....	....	....	100	50	6–9	....	....	....	67
503	269	76	15	250	60	352	81	55	158	96	30	0	0	85	25	12	16	62	145	68
320	0	....	....	310	0	264	0	....	....	....	....	....	....	40	....	....	....	....	....	69
588	294	....	....	....	....	....	....	....	....	....	....	....	....	90	36	6	12	....	....	70
7	32	1	4	8	2	....	....	8	36	....	....	....	....	*a* 12	*a* 8	3–4	5–6	....	19	71
1,174	586	104	104	500	100	250	50	50	150	50	50	0	0	100	27	12	....	....	....	72
335	0	0	0	345	0	110	0	30	0	345	0	110	0	30	0	24	0	16	16	73

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
74	Chicago	The West Side Business College	Wallace H. Wigham	1872	5	3
75	Danville	Van Buskirk's Business College	A. L. Van Buskirk	1890	2	2
76	Decatur	Brown's Decatur Business College	G. W. Brown	1889	3	2
77	Dixon	Northern Illinois Normal School	J. B. Dille	1881	12	3
78	Elgin	Drew's Business College	W. A. Drew	1885	2	2
79	.....do	Elgin Business College	W. H. Callow	1893	2	1
80	Freeport	Freeport College of Commerce	J. J. Nagle	1888	5	1
81	Galena	Galena Business College	D. F. Lawley	1894	1	1
82	Galesburg	Brown's Galesburg Business College.	G. W. Brown	1866	3	2
83	Jacksonville	Jacksonville Business College	G. W. Brown	1866	3	3
84	Joliet	Joliet Business College	Homer Russell	1866	6	4
85	.....do	Putland's Business College	W. D. Putland	1890	2	3
86	Kankakee	Kankakee Business College	N. L. Richmond	1893	2	1
87	Lincoln	The Lincoln Business College	William R. Whetsler	1880	2	1
88	Macomb	Central Business College	H. M. Little	1891	3	3
89	Mendota	Mendota College, business department.	A. W. Sibley	1893	1	1
90	Monmouth	Monmouth Business College	T. F. Heckert	1894	1	1
91	Mount Morris	Commercial department, Mount Morris College.	J. G. Royer	1870	2	1
92	Mount Vernon	Mount Vernon Business College	S. McVeigh	1892	1	1
93	Naperville	Northwestern College	H. J. Kickhoefer	1865	1	....
94	Onargo	Grand Prairie Seminary and Commercial College.	A. F. Wallace	1864	2	....
95	Ottawa	Ottawa Business University	Grant Conard	1889	3	1
96	Pekin	Pekin Normal and Commercial College.	W. F. Rader	1893	2	3
97	Peoria	Brown's Peoria Business College	G. W. Brown	.....	5	2
98	.....do	Peoria Business University	B. C. Wood	1893	2	2
99	Quincy	Gem City Business College	D. L. Musselman	1870	10	1
100	.....do	Philbrick Shorthand, Typewriting, and Commercial College.	James A. Philbrick	1890	3	2
101	Rockford	Rockford Business College	G. A. Winans and Johnson.	1865	6	2
102	Rock Island	Augustana Business College	J. E. Gustus	1887	6	1
103	Springfield	Springfield Business College	H. B. Chicken	1864	6	2
104	Sterling	Sterling Business and Phonographic College.	F. M. Wallace	1876	4	3
105	Westfield	Westfield Business College Department.	C. E. Bigelow	1887	1	1
	INDIANA.					
106	Anderson	Indiana Business Institute	J. A. Payne	1893	2	0
107	Columbus	Columbus Normal School and Business Institute.	J. E. Polley	1886	4	2
108	Danville	Central Normal College and Commercial Institute.	J. A. Joseph	1876	15	5
109	Elkhart	Elkhart Business College and School of Shorthand and Typewriting.	F. L. Middleton	1888	1	....
110	Evansville	Evansville Commercial College	S. N. Curnick	1850	2	2
111	Frankfort	Minor's Business College	Fremont C. Minor	1885	2	2
112	Fort Wayne	International Business College	T. S. Staples	1891	4	3
113	.....do	Fort Wayne Business College	Geo. W. Lahr	1885	5	2
114	Hartford City	Hartford City Shorthand and Typewriting School.	Misses Clifford and Huey.	1893	0	2
115	Huntington	Huntington Business University	O. E. Hawkins	1893	3	1
116	Indianapolis	Capital City Business College*	L. G. Hough	1892	5	1
117	.....do	Indianapolis Business University*	E. J. Heeb	1850	5	3
118	.....do	Indianapolis College of Commerce.	A. Stossmeister	1892	4	2
119	.....do	National Business College*	L. A. Duthie	1889	6	2
120	.....do	Johnston Telegraph Institute	J. D. Johnston	1887	3	....

* From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
250	150	84	35	....	....	....	....	....	....	....	....	....	....	$90	$20	12	24	....	....	74
71	59	29	17	....	....	100	75	....	....	....	....	....	....	40	20	8-9	8-9	11	....	75
93	69	39	8	60	24	75	51	22	46	18	9	0	0	75	24	9	....	15	6	76
500	300	0	0	250	0	270	180	75	20	75	75	75	25	40	0	3	0	175	75	77
60	5	10	8	60	15	65	10	0	0	0	0	0	0	48	30	....	....	18	0	78
46	34	28	10	....	....	79	18	5	16	0	0	0	0	*a* 5	*a* 4	4-6	6-8	11	4	79
45	25	10	2	....	....	22	10	6	10	10	5	0	0	50	....	6	....	2	9	80
7	9	22	7	12	18	22	5	6	12	....	1	0	0	100	50	6	12	....	....	81
98	60	17	7	....	....	89	41	17	37	....	....	0	0	75	20	7-10	....	17	18	82
125	100	....	....	100	....	85	35	12	68	20	5	....	....	75	....	6-8	....	23	80	83
600	50	200	20	500	155	500	75	....	....	600	50	....	....	50	40	....	....	125	....	84
50	75	15	10	45	20	35	40	10	20	....	....	....	....	35-60	35	6	0	....	....	85
40	20	20	....	25	13	34	6	6	14	....	....	....	....	45	24	7	12	16	6	86
42	17	0	0	28	0	31	6	5	9	6	2	0	0	50	....	6-8	....	10	7	87
100	50	50	15	....	....	30	10	....	....	15	5	0	0	....	....	....	....	....	....	88
32	7	4	0	....	....	30	5	....	....	....	....	....	....	35	35	....	....	10	....	89
10	3	8	....	15	5	8	....	....	....	9	2	....	....	37	36	6-9	6	1	....	90
48	34	....	....	67	0	37	23	11	11	21	11	0	0	35	0	10	....	21	11	91
24	15	14	0	....	....	22	8	6	6	10	0	0	0	50	30	6-9	....	1	2	92
50	9	....	....	21	0	41	2	9	7	....	....	....	....	25	....	6	....	36	4	93
22	8	....	....	....	....	22	8	2	2	22	8	....	....	33	0	7	0	13	....	94
73	25	12	7	50	13	68	5	5	20	0	0	0	0	60	30	6	9	5	19	95
18	20	67	13	25	50	39	1	4	12	36	22	0	0	50	34	6	12	0	0	96
150	100	40	30	100	60	150	40	6	85	34	5	....	....	75	35	6-9	....	30	22	97
60	40	34	25	....	....	....	....	....	....	....	....	0	....	60	35	9	18	....	....	98
600	135	....	....	400	....	600	25	50	65	....	....	....	....	60	....	6	....	196	43	99
32	43	20	30	....	....	....	....	....	....	6	10	8	4	60	....	6	....	....	....	100
350	172	41	12	180	30	221	84	14	42	30	28	15	3	65	25	6	6	29	13	101
67	67	....	....	50	....	100	8	7	25	....	....	....	....	50	....	9	....	16	9	102
123	56	91	11	....	....	115	13	7	54	78	14	....	....	....	....	6-8	12	23	16	103
79	82	0	0	134	0	63	41	16	41	0	0	0	0	60	0	8	0	65	41	104
39	21	0	0	20	0	28	11	13	10	0	0	0	0	30	....	6	0	6	6	105
90	60	....	....	35	5	....	....	2	10	4	2	0	0	60	30	6-8	12-15	5	12	106
109	96	38	42	45	22	60	52	20	21	91	88	18	3	*b* 8	*b* 8	5	5	77	23	107
800	400	....	....	600	....	100	50	20	25	7	300	30	....	40	....	....	....	90	35	108
75	105	25	10	50	10	50	25	25	50	0	0	0	0	20	20	3-5	5-7	45	50	109
100	60	25	10	....	....	125	20	15	35	....	....	....	....	....	....	6-8	....	....	....	110
90	60	18	12	75	15	56	29	16	22	22	18	14	9	40	25	6-9	12	36	20	111
105	65	58	8	70	40	141	22	22	50	....	....	....	....	60	30	12	24	44	30	112
76	43	49	4	85	28	89	12	15	33	....	....	0	0	....	....	....	....	....	....	113
10	3	10	3	13	13	....	....	13	13	....	....	....	....	4	4	....	....	....	....	114
55	28	30	25	25	15	51	22	22	26	5	0	10	1	40	40	....	....	21	26	115
128	31	151	129	68	61	306	29	18	86	....	....	....	....	100	50	6-8	12	206	....	116
210	165	115	50	100	65	200	75	50	125	70	20	....	....	*a* 10	*a* 3	6	12	83	....	117
140	90	104	57	120	58	180	22	20	111	58	....	....	....	100	50	6	12	48	62	118
400	100	98	71	164	30	300	71	38	79	20	2	20	0	65	30	6	18	61	....	119
60	6	....	....	....	....	....	....	....	....	....	....	60	6	48	....	....	....	....	....	120

a Per month.

b For ten weeks.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	INDIANA—cont'd.					
121	Indianapolis	Spencerian Business College	E. E. Admire and C. C. Koerner.	1891	5	2
122	Lafayette	Union Business College	Stanley A. Drake	1880	4	2
123	Logansport	Hall's Business College*	E. A. Hall	1867	3	2
124	Marion	Marion Business College	C. W. Wales	1892	3	2
125	Muncie	Muncie Business College*	J. W. Howard	1890	3	2
126	New Albany	The New Albany Business College	D. M. Hammond	1865	2	2
127	Richmond	Richmond Business College and Institute of Penmanship and Shorthand.	O. E. Fulghum	1860	5	4
128	South Bend	South Bend Commercial College	W. T. Boone	1883	3	1
129	Terre Haute	The Garvin Commercial College	W. H. Garvin and P. W. Haggerty.	1892	2	1
130	do	The Terre Haute Commercial College.	W. C. Isbell	1862	4	2
131	Valparaiso	Northern Indiana Commercial College.	H. B. Brown	1873	10	3
132	Washington	Washington Commercial College	H. C. Hoffman	1891	1	0
	IOWA.					
133	Atlantic	Atlantic Business College	W. H. Barrett	1891	2	1
134	Boone	Boone College of Commerce	H. C. Arnold	1893	4	1
135	Burlington	Elliott's Business College	G. W. Elliott	1879	9	5
136	Cedar Rapids	Cedar Rapids Business College	A. N. Palmer	1880	4	1
137	Clinton	Clinton Business College	A. S. Barge	1886	4	1
138	College Springs	Amity Commercial College	Board of trustees (Amity College).	1887	1	2
139	Council Bluffs	Western Iowa College	W. S. Paulson	1884	2	2
140	Creston	Creston Business College	A. N. Palmer	1880	1	2
141	Davenport	Tri-City Business College	O. P. Judd	1892	3	1
142	Decorah	Valder Business College	C. H. Valder	1888	4	3
143	Des Moines	Capital City Commercial College	J. M. Mehan	1884	5	3
144	do	Iowa Business College	A. C. Jennings	1865	4	1
145	do	People's Commercial College	B. W. Bowen	1875	1	1
146	Dubuque	Bayless Business College	C. Bayless, A. M	1858	3	2
147	Fairfield	Fairfield Business College	Sherman M. Coddington.	1891	3	1
148	Garner	Northern Iowa Normal College and Business Institute.*	L. W. Pollock	1891	3	3
149	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	1865	4	2
150	Laurens	Laurens Business College	A. G. Coonrod	1869	4	....
151	Marshalltown	Marshall Business College	J. R. Starr	1890	1	2
152	Mason City	Mason City Business College and Normal School.*	C. P. Headington	1888	5	1
153	Muscatine	Muscatine Business College	F. H. Shinn	1892	2	2
154	Nora Springs	Nora Springs Seminary and Business College.	C. P. Colgrove	1891	3	5
155	Oskaloosa	Oskaloosa Business College	W. J. Ives	1866	2	1
156	Ottumwa	Ottumwa Commercial College*	J. W. O'Bryan	1891	3	1
157	Perry	Perry Business College	H. C. Wall	1892	5	1
158	Story City	Story City Business College	H. M. Sparboe	1892	3	....
159	Waterloo	Waterloo Collegiate Institute	Prof. J. Calhoun Ruymann.	1884	4	4
160	Webster City	Webster City College of Commerce.	Clarence S. Paine	1894	5	2
	KANSAS.					
161	Atchison	Atchison Business College	C. T. Smith	1885	3	2
162	Harper	Harper Normal School and Business College.*	D. W. Remcie	1886	5	4
163	Lawrence	Lawrence Business College*	Coonrod & Smith	1869	5	0

*From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
312	268	47	23	....	....	217	165	31	85	49	14	15	4	$75	$35	6	18	133	90	121
125	75	37	3	110	28	95	35	7	40	10	3	....	....	45	18	9	16	30	17	122
99	75	18	10	75	22	60	25	22	29	0	0	0	0	40	20	6	12	14	....	123
85	65	45	20	75	35	70	55	18	33	20	19	0	0	75	50	6	12	70	43	124
127	93	35	21	180	45	120	61	115	100	35	15	0	0	.....	.....	4–12	6–16	....	....	125
63	51	11	10	....	....	54	21	20	40	0	0	0	0	40	12	6	.....	30	33	126
180	45	25	....	100	20	....	....	3	15	8	2	....	....	50	50	6	12	44	....	127
57	34	17	8	....	....	50	14	9	25	15	4	0	0	40	40	4–8	8–16	....	....	128
42	16	17	2	36	15	39	5	1	13	0	0	0	0	40	20	6–8	12–15	16	10	129
140	92	20	13	200	20	140	92	....	....	....	....	20	3	.....	.....	....	.....	30	....	130
1,561	723	0	0	701	0	1,561	723	423	176	1,821	911	131	62	50	0	6	0	1,308	436	131
17	15	0	0	16	0	18	4	2	18	0	0	0	0	5	.....	6–9	.....	4	2	132
50	19	....	....	....	....	47	2	9	12	....	....	....	....	40	.....	7	.....	7	16	133
25	19	22	6	27	18	21	13	17	12	7	2	0	0	90	45	6	12	29	25	134
499	148	....	....	....	....	....	....	....	....	....	....	....	....	80	.....	17	.....	....	....	135
243	48	0	0	100	0	131	21	16	24	7	4	0	0	75	.....	9	.....	17	2	136
102	91	....	....	100	....	96	37	40	65	0	0	0	0	45	10	6	.....	10	17	137
27	9	0	0	20	0	27	5	0	4	0	0	0	0	36	0	6	0	12	2	138
108	53	27	11	....	....	80	30	12	20	16	13	0	0	*a* 1	*a* ½	.....	.....	6	2	139
38	24	12	0	....	....	24	5	5	12	8	5	0	0	40–45	.....	6–9	.....	0	2	140
125	127	....	....	60	....	80	62	25	85	....	....	....	....	50	.....	6–10	.....	15	3	141
155	40	....	....	....	....	145	22	10	18	....	....	....	....	.....	.....	5–6	.....	80	14	142
280	140	....	....	....	....	220	42	39	89	21	9	0	0	60	40	6	.....	39	32	143
254	82	....	....	....	....	154	2	16	69	33	7	67	4	55	.....	6	.....	....	....	144
67	33	30	20	27	17	66	34	0	0	18	32	0	0	40	20	10	30	18	0	145
116	61	33	4	....	....	89	23	18	40	72	16	0	0	75	25	6	12	41	19	146
20	20	....	....	25	....	15	5	2	8	5	5	....	....	50	.....	6	.....	5	4	147
150	150	0	0	....	0	75	10	8	6	....	....	0	0	45	.....	9	.....	22	....	148
62	29	0	0	....	....	....	....	....	....	....	....	....	....	50	.....	9	.....	....	....	149
100	35	30	25	75	20	....	....	15	0	....	....	....	....	50	20	6–9	6	....	....	150
30	30	12	8	....	....	25	12	18	20	15	20	0	0	65–75	24	7	12	.....	22	151
118	72	17	14	....	....	....	....	....	....	....	....	....	....	90	48	5	11	....	....	152
35	31	49	15	....	....	22	19	10	17	3	5	....	....	45	15	6	.....	....	....	153
209	208	....	....	....	....	48	9	4	5	180	180	0	0	60	.....	5–12	.....	11	5	154
38	24	....	....	24	....	36	10	2	14	....	....	....	....	40	.....	6	.....	9	8	155
165	100	70	65	45	25	125	58	17	58	30	41	....	....	65	20	8	.....	49	....	156
48	51	0	0	40	....	26	5	4	18	20	30	0	0	50	0	7	.....	21	10	157
30	23	....	....	25	....	29	19	1	4	....	....	....	....	60	.....	12	.....	10	2	158
261	160	0	0	174	0	87	32	51	18	81	51	0	0	40	0	4–9	0	31	15	159
20	16	23	3	32	20	15	4	26	6	2	9	0	0	100	40	6	9	13	21	160
66	40	29	5	50	25	49	16	10	22	24	3	0	0	50	20	6–9	12–24	10	5	161
94	89	....	....	....	....	19	16	7	11	....	....	....	....	40	.....	....	.....	....	....	162
82	30	....	....	75	....	....	....	....	....	....	....	0	0	50	.....	6–9	.....	37	....	163

a Per week.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	KANSAS—continued.					
164	Leavenworth	Central Business College	N. B. Leach	1887	3	....
165	Manhattan	Musgrave's Normal School and Business College.	Wayne M. Musgrave	1892	2	3
166	Olathe	Commercial and Music School	S. C. Bright	1894	2	4
167	Ottawa	Ottawa University, Department of Business.	F. W. Colgrove	1892	3	0
168	Parsons	The Parsons Business College	C. E. Ball	1892	1	1
169	Salina	The Old Reliable School of Telegraphy.	W. H. Skelton	1887	4	0
170	Topeka	Pond's Business College*	M. A. Pond	1866	1	....
171	Wichita	National Railway Station Agents' Training School.	R. Anderson	1893	1	1
172	....do	Southwestern Business College	E. H. Fritch	1885	6	2
173	Winfield	Winfield Business College	C. S. Perry	1883	3	2
	KENTUCKY.					
174	Lexington	Lexington Business College	C. C. Calhoun	1887	6	1
175	Louisville	Bryant & Stratton Business College.	James Ferrier	1864	7	1
176	....do	Weaver's Business College*	Ben. C. Weaver	1880	3	0
177	Mount Olivet	Mount Olivet Commercial College.	Theo. Riffle	1894	1	0
178	Owingsville	Commercial College of Bath Seminary.*	F. W. Riffle	1893	1	0
	LOUISIANA.					
179	New Orleans	Soulé Commercial College and Literary Institute.	Geo. Soulé	1856	8	3
	MAINE.					
180	Augusta	Dirigo Business College*	R. B. Capen	1863	9	1
181	Bangor	Bangor Business College	E. F. Gentlemen	1891	4	2
182	Danforth	Danforth Business College	William T. Seekins	1892	1	1
183	Lewiston	Lewiston Business College	N. E. Rankin	1893	1	1
184	Portland	Gray's Portland Business College.	Levi A. Gray	1863	5	1
185	....do	Shaw's Business College	Frank L. Shaw	1884	5	2
186	Rockland	Rockland Commercial College	H. A. Howard	1880	3	1
	MARYLAND.					
187	Baltimore	Eaton & Burnett's Business College.	A. H. Eaton	1878	6	1
188	Hagerstown	Wolf's Business College	D. Elmer Wolf	1888	3	3
	MASSACHUSETTS.					
189	Boston	Comer's Commercial College	Charles E. Comer	1840	7	6
190	....do	A. O. Hall's Business and Manual Training School.	Aldis Owen Hall	1886	10	6
191	....do	Heckox's Shorthand School	Wm. E. Heckox	1879	1	1
192	Boston (608 Washington st.).	Bryant & Stratton Commercial School.	H. E. Hibbard	1860	17	5
193	Boston	French's Business College	Chas. French, A. M	1848	2	2
194	.... do	The Preckers & Bradford Commercial School.	E. E. Bradford	1876	1	2
195	Brockton	Martin's College of Business, Oratory, and Conservatory of Music.	James F. Martin	1894	5	3
196	Holyoke	Child's Business College	C. H. Childs	1883	2	1
197	Lawrence	Cannon's Commercial College	G. C. Cannon	1881	3	2
198	Lowell	Lowell Commercial College	Albert C. Blaisdell and L. E. Kimball.	1859	2	2
199	Pittsfield	Chickering's Commercial College	C. J. Weaser	1860	....	1

* From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.				
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Graduates in commercial course.	In amanuensis course.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
50	22	20	10	....	....	60	12	5	25	....	....	....	....	$50	$20	6	.....	12	7	164
50	102	0	0	35	0	45	12	7	28	18	60	0	0	100–120	0	6–9	.....	6	4	165
78	30	....	....	84	17	72	....	1	1	0	2	0	0	50	25	8–12	.....	0	0	166
43	16	0	0	39	0	22	4	4	1	21	8	0	0	25	0	9	0	14	4	167
50	25	20	5	30	10	20	5	30	15	5	3	3	0	50	40	6	12	20	20	168
70	0	....	....	20	....	....	....	....	....	....	....	70	0	40–60	.....	4–5	.....	.....	.....	169
130	60	35	....	30	25	146	16	....	....	....	....	50	....	50	.....	7	10	11	....	170
25	5	....	....	15	....	....	....	15	....	....	....	14	1	40–80	.....	....	.....	.....	.....	171
308	140	62	10	215	50	280	42	35	163	0	0	0	0	60	30	8	16	61	49	172
110	23	....	....	55	....	96	15	....	....	32	10	....	....	40	.....	4–6	.....	70	....	173
230	70	12	2	....	....	....	....	....	....	....	....	....	....	55	50	6	6	.....	....	174
270	164	60	19	....	....	224	66	60	126	20	1	34	3	60	30	6	12	228	135	175
126	25	50	0	50	20	176	25	....	....	....	....	....	....	50	40	3–4	3–5	37	....	176
10	5	0	0	15	0	10	5	0	0	0	0	0	0	80	.....	4	.....	4	0	177
....	....	....	....	....	....	12	2	0	0	.....	.....	0	0	100	60	4	6	0	....	178
227	44	83	0	205	64	154	14	5	25	147	2	0	0	100–150	75–125	3–9	9–15	37	7	179
223	108	31	21	....	....	190	83	9	37	.....	.....	.....	.....	50	.....	6–8	.....	.....	.....	180
95	50	....	....	70	....	85	30	10	20	.....	.....	.....	.....	40–45	.....	6	.....	62	24	181
34	4	0	0	....	....	30	3	13	2	.....	.....	.....	.....	.....	.....	5–8	.....	12	2	182
31	24	26	12	19	12	52	24	5	12	0	0	0	0	96	60	6	24	10	5	183
160	96	....	....	....	....	146	43	14	53	.....	.....	.....	.....	.....	.....	5–6–8	.....	44	30	184
264	174	....	....	....	....	248	81	36	133	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	185
101	54	31	11	50	25	....	....	4	10	0	0	0	0	75	50	3–12	.....	.....	19	186
171	62	92	25	100	85	220	17	42	71	200	70	....	....	100	50	.....	.....	45	75	187
77	12	16	1	....	....	46	3	3	12	38	0	12	0	65	35	6–9	.....	14	6	188
270	150	112	17	310	110	389	90	15	55	0	0	0	0	130	60	7–12	12	82	50	189
100	300	0	0	100	0	100	275	100	275	.....	.....	.....	25	66	50	3	4	375	375	190
20	80	....	....	....	....	20	80	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	191
600	300	0	0	600	0	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	10	0	.....	.....	192
60	53	0	0	76	0	60	48	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	.....	193
20	6	0	0	20	5	19	1	0	2	0	0	0	0	120	25	8–10	12	6	5	194
100	97	103	106	80	30	125	50	78	153	10	4	7	3	120	86	6	9	0	0	195
35	17	29	9	35	10	30	8	5	10	0	0	0	0	100	50	15	20	15	12	196
29	38	35	21	30	40	66	30	5	22	.....	.....	.....	.....	100	40	14	18	14	3	197
40	30	105	115	60	100	.....	.....	.....	.....	.....	.....	0	0	80	50	.....	.....	.....	.....	198
25	15	0	0	12	....	25	15	0	0	0	0	0	0	40	.....	4	.....	35	....	199

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
200	Salem	Salem Commercial School	Emma A. Tibbetts	1890	4	3
201	Springfield	Child's Business College	E. E. Childs	1884	5	2
202	Waltham	Waltham High School, Commercial Department.	W. R. Butler	.....	1	0
203	Worcester	Becker's Business College	E. C. A. Becker	1888	3	3
204	.....do	Hinman's Business College	A. H. Hinman	1881	4	1
	MICHIGAN.					
205	Adrian	Adrian College*	D. C. Thomas	1882	1	1
206	.....do	Brown's Business University	L. S. Brown	1884	2	1
207	Ann Arbor	Ann Arbor High School, Commercial Department.	W. S. Perry	.....	1	0
208	Battlecreek	Krug's Business College	J. B. Krug	1882	3	....
209	Bay City	International Business College	Lane, McLochlan & Thompson.	1889	4	....
210	Big Rapids	Ferris Industrial School	W. N. Ferris	1884	6	3
211	Detroit	Caton's College of Commerce*	C. B. Crumbine	1890	4	2
212	.....do	Detroit Business University	W. F. Jewell	1850	11	1
213	.....do	Detroit College of Commerce	H. E. Foster	1890	2	....
214	.....do	St. Joseph's Commercial School	Brother Amulwin	1884	3	....
215	Grand Rapids	Grand Rapids Business College and Practical Training School.	A. S. Parish	1866	4	1
216	Hillsdale	Commercial and Telegraph Department of Hillsdale College.	Alexander C. Rideout, LL.D.	1866	2	....
217	Kalamazoo	Parson's Business College and Shorthand Institute.	William F. Parsons	1869	2	1
218	.....do	Teller's Business College and School of Stenography*.	W. P. Teller	1891	3	3
219	Marquette	Upper Peninsula Business College.	Elmer C. Glenn	1887	3	1
220	Mount Pleasant	Central Michigan Normal School and Business Institute*.	C. F. R. Bellows	1892	4	5
221	Muskegon	Ferris Business College	E. C. Bisson	1887	1	2
222	Owosso	Owosso Telegraph School	C. A. Sharp	1890	1	1
223	Pontiac	Pontiac Business College	W. S. Osborn	1893	1	1
224	Saginaw	Saginaw Business College	John C. Brown	1890	1	1
225	St. Louis	Yerrington's College	C. W. Yerrington	1890	1	4
226	Three Rivers	Three Rivers Business College	C. H. Sage	1883	2	3
	MINNESOTA.					
227	Anoka	Anoka Business College	A. B. Clinch	1883	3	1
228	Brainard	Brainard Business College	J. F. Gerrity	1890	2	0
229	Faribault	Brown's Business College	A. E. Brown	1892	2	0
230	Hastings	Hastings Commercial College	J. W. Hawks	1887	2	1
231	Little Falls	Little Falls Business College	John B. Lanigan	1892	3	1
232	Mankato	Mankato Commercial College	A. G. Matteu	1891	3	1
233	Minneapolis	Archibald Business College	A. R. Archibald	1892	5	0
234	.....do	Caton Commercial College	T. J. Caton	1889	4	1
235	.....do	Minneapolis School of Business*	C. T. Rickard and Grove A. Gruman.	1877	4	1
236	.....do	The Munson Shorthand Institute.	W. H. Curtis	1894	3	0
237	Red Wing	Beeman's Actual Business College	W. L. Beeman	1886	3	2
238	.....do	Red Wing Commercial College and School of Shorthand.	Prof. U. Curtis	1892	2	....
239	St. Paul	Globe Business College	Frank A. Maron	1884	2	1
240	.....do	Metropolitan Business College*	N. S. Beardsley	1890	3	1
241	.....do	St. Paul Business College	W. K. Milliken	1864	2	3
242	Sauk Center	Sauk Centre Academy and Business College.	Lewis H. Vath	1876	3	1
243	Stillwater	Stillwater Business College	W. P. Canfield	1891	2	1
244	Winona	Winona Commercial College	Mallery and Lambert.	1890	2	1

* From 1892–93.

business colleges, 1893-94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
35	55	14	18	....	....	44	34	5	40	0	0	0	0	$100	$60	6	.....	21	13	200
175	85	25	15	140	20	175	15	10	80	0	0	0	0	100	50	10	20	29	45	201
17	15	....	....	....	....	17	15	0	0	....	....	0	0	.....	.....	20	.....	20	....	202
129	95	21	20	150	20	108	45	21	50	....	....	0	0	107	39	10	12-18	.....	....	203
130	90	30	10	120	30	130	70	20	40	0	0	0	0	95	30	10	12	160	60	204
135	45	....	....	125	....	9	12	....	....	....	....	....	....	44	.....	6	.....	6	....	205
72	12	0	0	55	0	67	5	9	10	0	0	0	0	35	.....	.....	.....	0	0	206
65	30	0	0	60	0	65	30	0	0	0	0	0	0	0	0	20	0	0	0	207
100	18	....	....	55	....	90	10	5	13	....	....	....	....	25-50	.....	12	.....	1	....	208
130	70	20	14	50	25	194	74	15	45	....	....	....	....	60	40	8	18	7	6	209
454	503	57	25	80	....	140	19	61	68	135	44	15	7	40	.....	9	.....	48	7	210
537	321	145	78	....	....	250	123	....	....	....	....	....	....	75	75	6	12	....	....	211
443	243	178	68	....	....	369	71	96	187	156	53	0	0	100	40	6-12	12-30	75	....	212
35	35	18	4	30	14	34	4	7	28	10	....	....	....	45	25	6-8	18	31	36	213
67	....	....	....	66	....	66	....	....	....	66	....	10	....	20	.....	30	.....	9	....	214
111	63	....	....	....	....	87	15	13	59	....	....	....	....	45	.....	....	.....	....	....	215
45	22	....	....	18	....	42	14	8	6	....	....	17	8	.....	.....	6	.....	14	2	216
100	50	30	6	75	25	100	25	20	30	0	0	0	0	50	40	9-12	24	6	....	217
52	66	8	15	75	20	40	10	5	38	....	....	....	....	47	25	6-9	20	15	....	218
54	42	26	15	46	13	52	25	14	24	7	12	1	2	75	40	6	12	11	12	219
56	127	23	10	....	....	26	7	5	7	51	120	....	....	.....	.....	.....	.....	16	....	220
70	54	13	8	80	21	37	12	22	40	1	1	10	1	50	.....	6-10	.....	9	35	221
22	4	22	4	15	15	....	....	....	....	....	....	22	4	50	.....	.....	.....	.....	.....	222
27	7	15	4	....	....	30	9	1	4	....	....	....	....	45	25	6	12	10	2	223
23	14	20	12	28	21	19	4	4	8	3	2	0	0	.....	.....	.....	.....	15	9	224
78	22	24	7	56	22	40	9	10	7	12	3	0	0	40	.....	10	.....	8	10	225
75	50	50	47	74	85	30	20	12	10	45	30	....	....	24	24	.....	.....	.....	....	226
50	10	0	0	55	0	50	10	10	2	4	2	0	0	60	0	6	0	12	4	227
150	50	25	20	30	16	20	3	12	20	10	8	0	0	100	50	6-12	9-18	16	22	228
60	40	10	10	50	15	30	20	20	10	10	4	0	0	80	60	6	9	9	8	229
75	8	13	7	60	10	50	7	....	....	4	....	....	....	*a* 8	*a* 4	.....	.....	23	....	230
31	11	8	7	40	11	29	6	3	7	39	18	0	0	75	40	8	12	9	3	231
130	90	25	15	65	20	....	....	....	....	....	....	7	1	50	10	6	.....	20	....	232
251	101	58	30	97	24	200	50	49	46	60	35	0	0	100	35	9	12	35	40	233
104	93	15	11	....	....	77	26	15	51	12	16	....	....	80	25	6-9	15-20	41	36	234
260	240	....	....	....	....	....	....	....	....	....	....	....	....	90	20	8	15	.....	....	235
....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	236
76	34	0	0	....	....	61	10	9	16	8	6	....	....	40	.....	3-24	.....	16	25	237
78	32	....	....	97	....	66	24	10	20	4	6	....	....	35	.....	12	.....	4	2	238
75	57	13	9	64	17	19	8	15	28	7	0	26	3	80	45	6-8	7-10	17	31	239
80	120	40	10	80	30	60	10	20	80	10	20	0	....	50	20	6-12	12	35	....	240
107	43	10	15	....	....	91	17	12	12	....	....	....	....	75	30	6	12	43	24	241
150	125	....	....	60	....	75	5	4	5	71	15	....	....	40	.....	6	.....	10	9	242
57	23	25	6	80	20	34	8	11	13	41	7	0	0	75	20	9-12	.....	3	6	243
175	20	40	25	70	20	160	10	1	14	15	2	0	0	65	25	6	8	10	15	244

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MISSISSIPPI.					
245	Bay St. Louis	St. Stanislaus Commercial College.	Brother Stanislaus	1854	12	....
246	Corinth	Corinth School of Shorthand	C. W. Bell	1894	1	0
247	Meridian	Wyatt's Business College	L. A. Wyatt	1893	2	1
248	Natchez	Cathedral Commercial School	Brother Gabriel	1865	4	0
249	Vicksburg	St. Aloysius Commercial College	Brother Charles	1879	8	0
250	.....do	Vicksburg Commercial School	G. A. McDonald	1889	3	2
	MISSOURI.					
251	Canton	Canton Commercial College	J. E. Beadle	1892	2	1
252	Carrollton	Carrollton Academy and Business College.	A. P. Abbott	1893	3	4
253	Carthage	Carthage Business College	J. J. Gilliland	1885	2	1
254	Chillicothe	Chillicothe Normal School and Business College.	Allen Moore	1891	13	5
255	Clinton	Clinton Business College	Campbell E. Greenup	1893	3	2
256	.....do	Smith's Business College	Ellis Smith	1893	4	....
257	College Mound	McGee College of Commerce, Shorthand and Typewriting.	L. M. Hatton	1891	4	3
258	El Dorado Springs	El Dorado Business College	W. H. Miller	1891	1	1
259	Hannibal	Hannibal Commercial College	F. T. Kelly	1893	2	3
260	Harrisonville	Harrisonville Commercial College.	M. D. Mehornay	1894	1	1
261	Joplin	Joplin Business College	W. T. Thomas	1891	2	2
262	Kansas City	Cathedral Commercial School	Brother Justus Hogan	1889	4	....
263	.....do	Dickson School of Shorthand	W. B. Dickson	1884	1	2
264	.....do	National Business College*	Dennis O'Connor	1883	4	1
265	.....do	Spalding's Commercial College	James F. Spalding	1865	8	1
266	Kirksville	Kirksville Mercantile College	Miller and Mumma	1880	3	2
267	Lexington	Lexington Business College	L. F. Myers	1894	2	....
268	Maryville	Maryville Commercial College	James C. Ewing	1889	2	2
269	Moberly	Excelsior Business College and Normal School.	S. B. Barr	1893	3	1
270	St. Joseph	St. Joseph Commercial College	Brother Arthemian	1867	9	....
271	.....do	St. Joseph Business University	E. E. Gard	.....	3	2
272	.....do	St. Joseph Business University*	A. N. Palmer	1878	3	1
273	St. Louis	Central Business College	Eldon Moran	1889	4	2
274	.....do	Hayward Business College	Leavitt F. Hayward	1876	3	3
275	.....do	Jones's Commercial College	J. G. Bohmer	1841	6	2
276	.....do	Mound City Commercial College*	Jos. E. Foeller	1859	3	1
277	.....do	Perkins and Harpel's Mercantile College.	H. C. Perkins	1882	4	....
278	Salem	Salem Business Institute	T. B. Edwards	1893	1	....
279	Sedalia	Central Business College	C. W. Robbins	1883	8	1
280	Stanberry	Northwestern Normal School and Business College.*	Jno. E. Fesler	1881	14	11
281	Wilder	Breck Mission and Farm School*	Eugene Rucker	1888	6	4
	MONTANA.					
282	Butte	Butte Business College	W. F. Rice	1890	3	1
283	Helena	Engelhorn Helena Business College.	Herman T. Engelhorn	1883	5	2
284	Missoula	Garden City Commercial College and Shorthand Academy.	E. C. Reitz	1893	2	1
	NEBRASKA.					
285	Falls City	Falls City Business College	G. M. Barrett	1894	1	1
286	Grand Island	Grand Island Business College	A. M. Hargis	1885	3	1
287	Hastings	Queen City Business College	O. P. Wilson	1888	2	1
288	Lincoln	Lincoln Business College	L. Madarasz	1886	6	....
289	McCook	McCook Business College	L. W. Stayner	1892	2	0

* From 1892–93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
150	....	....	....	145	....	60	....	....	....	....	....	5	....	$70	.....	.....	.....	.....	.....	245
8	2	3	0	9	3	0	0	8	2	0	0	0	0	36	$36	4	6	0	0	246
148	30	....	....	50	....	88	6	30	24	....	....	....	....	40	.....	4	.....	28	22	247
116	0	5	0	105	5	35	0	0	0	35	0	0	0	40	30	20	20	8	0	248
220	....	10	....	200	10	35	....	....	....	230	....	0	0	.....	.....	20	.....	6	....	249
70	35	25	....	41	12	30	10	3	8	....	....	1	0	.....	.....	8–12	.....	7	3	250
85	35	17	8	....	....	89	7	2	5	22	18	0	0	40	.....	9	.....	9	2	251
20	18	4	9	....	....	12	3	1	12	8	7	....	....	45	45	.....	.....	.....	3	252
30	20	....	....	40	....	....	....	10	5	....	....	....	....	.....	.....	....	.....	.....	....	253
726	543	....	....	....	....	143	43	68	25	500	400	15	2	52	.....	.....	.....	46	34	254
63	35	7	23	35	13	30	13	6	10	4	5	5	0	45	.....	6	.....	6	7	255
23	12	13	5	30	10	11	5	4	3	....	....	....	....	35–40	20	8	.....	2	1	256
25	15	0	0	30	0	18	13	5	4	25	16	0	0	40	.....	15	.....	5	0	257
18	4	0	0	14	0	18	4	0	0	12	2	0	0	40	.....	8	.....	4	0	258
120	19	10	....	....	....	130	19	....	....	8	....	....	....	40	40	4	6	14	0	259
37	17	....	....	....	....	10	3	13	5	4	10	2	1	35	.....	8	.....	.....	.....	260
80	40	....	....	50	....	55	35	10	20	....	....	....	....	45	.....	6	.....	15	7	261
140	0	4	0	120	3	60	0	0	0	60	0	0	0	25	30	10	.....	30	0	262
20	80	10	15	25	10	0	0	20	80	0	0	0	0	55	55	5	8	0	25	263
167	85	78	10	75	40	121	41	15	80	40	23	11	29	40	20	6	9	37	....	264
678	231	....	....	300	175	....	....	....	....	....	....	....	....	45	25	6	12	.....	.....	265
50	25	....	....	50	....	48	28	4	4	....	....	....	....	45	0	6–12	0	26	4	266
20	11	....	....	....	....	20	9	3	....	....	....	....	....	50	.....	3–6	.....	3	2	267
52	61	....	....	61	....	37	31	12	21	14	23	....	....	60	.....	6	.....	25	30	268
30	25	15	....	25	....	10	11	6	10	10	15	....	....	85	45	7	14	0	6	269
130	....	....	....	100	....	50	....	....	....	130	....	....	....	20–50	.....	.....	.....	8	....	270
175	125	50	20	75	25	....	....	....	....	15	10	....	....	60	30	6–9	.....	.....	....	271
215	90	70	15	60	30	134	51	22	98	....	....	0	0	75	30	.....	.....	.....	.....	272
88	87	18	17	50	15	50	15	50	15	....	....	....	....	50	30	6–7	10–12	45	45	273
50	200	100	50	125	40	30	20	25	140	15	5	0	0	100	50	4–6	6–9	50	115	274
257	149	50	15	150	59	327	76	37	22	61	27	32	19	100	60	6	12	151	60	275
49	12	62	3	....	....	42	3	19	11	48	12	....	....	100	30	6	12	26	....	276
116	49	145	9	90	125	130	7	15	41	116	10	....	....	100	50	6	12	10	22	277
18	14	....	....	28	....	18	14	18	14	12	20	....	....	53	.....	6	.....	17	10	278
741	234	741	234	....	....	640	126	101	108	0	0	0	0	*a* 10	*a* 5	9	.....	15	11	279
700	500	....	....	450	....	150	10	45	20	400	300	....	....	46	.....	12–48	.....	32	....	280
163	76	....	....	136	....	61	7	8	9	54	27	....	....	120	.....	11	.....	10	....	281
375	100	100	50	40	25	40	25	10	6	6	4	0	0	75	50	8–12	16–24	7	3	282
100	75	45	30	75	35	45	20	35	45	25	20	9	7	90	65	9	15	18	23	283
35	20	....	....	25	....	....	....	....	....	....	....	....	....	100	.....	9	.....	.....	....	284
27	11	....	....	....	....	17	7	10	4	....	....	....	....	35	.....	6	.....	.....	.....	285
154	57	....	....	120	....	125	21	82	19	....	....	....	....	100	.....	10	.....	25	17	286
45	30	0	0	25	0	40	10	20	18	40	10	0	0	40	.....	9	0	18	20	287
300	100	....	....	125	....	200	50	75	75	....	....	....	....	75	.....	9	.....	60	75	288
....	....	35	2	....	24	20	....	15	2	....	....	....	....	.....	.....	.....	.....	4	2	289

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5	6
	NEBRASKA—cont'd.					
290	Omaha	Omaha Business College	F. F. Roose	1873	5	1
291	....do	National Shorthand Institute	F. F. Roose	1893	2	1
292	York	College of Commerce	W. S. Reese	1891	2	2
	NEW HAMPSHIRE.					
293	Concord	Smith's College of Business and Shorthand.	W. D. Smith	1893	1	1
294	New Hampton	New Hampton Commercial College	Atwood B. Meservey, A. M., Ph. D.	1877	3	4
295	Portsmouth	Smith's Academy and Commercial College.*	Lewis E. Smith	1873	3	0
	NEW JERSEY.					
296	Camden	Abrahamson Business College	Charles Magnus Abrahamson.	1880	3	....
297	Elizabeth	Lansley Business College	James H. Lansley, Ph. D.	1872	2	2
298	Jersey City	Drake Business College	William E. Drake	1884	3	2
299	Newark	Coleman National Business College	H. Coleman	1862	5	3
300	....do	Newark Business College	Martin Mulvey, A. M.	1881	2	1
301	....do	New Jersey Business College	C. T. Miller	1874	7	2
302	Trenton	The Stewart Business College	Thos. J. Stewart	1883	8	2
303	....do	Trenton Business College	A. J. Rider	1865	7	2
	NEW YORK.					
304	Albany	Albany Business College	John R. Carnell	1857	11	5
305	Binghamton	Lowell Business College	J. E. Bloomer	1859	4	2
306	....do	The Riley Business and Shorthand School.	John F. Riley, A. M., LL. D.	1886	2	6
307	Brooklyn	Long Island Business College	Henry C. Wright	1873	7	4
308	....do	St. James's Commercial School*	Rev. Jeremiah Brosnar	1853	9	1
309	Buffalo	Buffalo College of Commerce	D. D. Flanagan	1887	3	0
310	....do	Buffalo College of Commerce	Wm. E. Caton	1886	5	....
311	....do	Caton's National Business College*	M. J. Caton	1889	5	1
312	Chatham	Whiteman's Telegraph School and Railroad Business College.	Frank Whiteman	1890	3	0
313	Corning	The Kerst Shorthand and Business College.	J. T. Kerst	1889	....	1
314	Elmira	Elmira School of Commerce	Sherman C. Estey	1880	5	3
315	Fort Edward	Haley's Business College and School of Shorthand.	J. W. Haley	1890	1	0
316	Fort Plain	Porter Business College	Henry L. Miller	1886	2	0
317	Geneva	Geneva Business Training College.	Ansel E. Mackey	1880	2	2
318	....do	Geneva Shorthand College	Robert E. Hadden	1894	1	0
319	Gloversville	Gloversville Business College	U. G. Patterson	1892	3	3
320	Hornellsville	Hornellsville Business University.	C. E. Willard	1893	2	1
321	....do	Hornellsville Business and Shorthand College.*	Herman C. Ford	1885	2	1
322	Ithaca	Wyckoff's Phonographic Institute	Mrs. Mary A. Adsitt	1867	....	2
323	Jamestown	Jamestown Business College	H. E. V. Porter	1886	5	0
324	Lima	Genesee Business College	L. H. Bugbee	1852	2	2
325	Newburg	Spencerian Business College	Alonzo L. Spencer	1891	2	2
326	New York (125th st.)	The College of Commerce	Frank H. Ruscoe	1890	2	0
327	New York	Metropolitan School of Isaac Pitman Shorthand and Typewriting.	William L. Mason	1892	1	2
328	New York (107 W. 34th st.).	The Paine Uptown Business College.	H. W. Remington	1872	2	3
329	New York	Packard's Business College	S. S. Packard	1858	10	5
330	New York (62 Bowery).	Paine's Business College	Rutherford and Howell.	1849	3	1

* From 1892–93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
500	350	37	31	....	....	475	25	90	210	....	....	....	....	$60	.....	6	.....	52	175	290
10	21	....	....	....	....	....	....	10	21	....	....	....	....	30	.....	6	.....	....	....	291
51	7	....	....	....	....	25	3	3	5	5	....	....	....	36	.....	9	.....	11	....	292
10	9	5	11	....	....	5	7	4	15	4	0	0	0	70	$28	6	.....	5	2	293
54	17	....	....	....	....	54	17	....	....	....	....	5	....	30	.....	8	.....	33	....	294
38	11	0	0	24	0	17	7	14	5	13	6	0	4	80	.....	.....	.....	24	....	295
20	8	93	35	25	120	100	25	8	20	....	....	....	....	*a* 10	*a* 5	4–6	6–10	14	5	296
39	32	20	7	55	15	....	....	....	....	....	....	....	....	100–110	8–120	9–12	9–11	.....	....	297
69	81	97	37	....	....	130	15	34	98	30	....	0	0	90	24	10–20	12–18	.....	....	298
222	43	31	18	....	....	....	....	....	....	....	....	10	....	85	25	6	7	.....	....	299
85	40	50	25	105	60	80	30	28	12	0	0	0	0	85	25	6–12	7–14	40	19	300
178	70	70	28	150	80	49	15	20	40	220	90	0	0	75	25	12	8	64	67	301
230	70	98	50	196	119	210	15	22	86	99	16	0	0	75	30	10–20	24	24	27	302
203	119	150	32	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	303
428	212	66	21	250	70	....	....	....	....	....	....	....	....	100	40	6	18	.....	....	304
142	36	56	8	136	5	80	5	8	31	8	....	12	....	100	.....	6	12	85	28	305
60	80	36	40	90	40	70	100	45	10	35	24	0	0	30	30	3–4	5–7	90	90	306
219	137	201	53	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	307
700	....	0	0	520	0	150	0	....	....	200	0	0	0	.....	.....	36	.....	10	....	308
380	260	240	110	195	98	398	115	112	205	110	50	0	0	.....	.....	.....	.....	178	164	309
321	84	42	11	231	43	264	51	57	33	36	8	....	....	.....	.....	.....	.....	69	90	310
200	100	60	25	200	75	150	50	15	85	60	25	....	....	75	75	9	18	135	....	311
50	4	....	....	....	....	....	....	....	....	....	....	....	....	60	.....	.....	.....	.....	.....	312
50	50	....	....	....	....	....	....	....	....	....	....	2	5	40	20	3–5	7–12	.....	....	313
200	100	20	5	....	....	140	35	25	75	5	0	10	2	40	15	5	4	90	35	314
12	10	4	3	18	6	15	2	0	8	10	4	0	0	100	60	.....	.....	0	4	315
46	11	0	0	....	....	37	8	9	3	19	5	0	0	60	.....	10	.....	9	0	316
28	12	20	10	30	20	16	9	3	7	28	5	1	1	40	25	4–6	6–10	7	5	317
4	6	0	0	10	0	0	0	4	6	0	0	0	0	*a* 10	*a* 5	6	9–12	.....	0	318
40	35	30	30	35	40	35	15	5	20	0	0	0	0	30	20	4–6	6–12	30	19	319
22	17	7	4	15	4	20	14	2	3	0	0	0	0	100	50	6	12	2	0	320
63	77	22	19	41	5	31	34	25	40	0	0	5	0	40–60	20–30	6–8	12–16	95	....	321
4	8	....	....	12	....	....	....	....	....	....	....	....	....	90	.....	6–9	.....	.....	.....	322
52	38	0	0	73	0	44	10	6	30	0	0	0	0	50	0	.....	.....	15	16	323
37	23	....	....	30	....	25	9	4	8	....	....	....	....	45	.....	6	.....	21	9	324
73	29	21	9	50	25	72	7	22	31	1	....	....	....	75	30	6	12	11	18	325
40	20	15	5	30	10	40	5	15	20	0	0	0	0	144	72	6	10	42	31	326
19	60	8	19	35	15	0	0	18	70	....	....	....	....	75	75	4–8	6–12	.....	29	327
209	119	67	29	47	20	171	30	25	57	65	49	0	0	70–100	70	12	12	31	30	328
525	165	0	0	....	....	500	15	25	150	0	0	0	0	198	.....	10–12	.....	53	43	329
183	19	83	17	....	....	97	17	54	63	63	8	0	0	88	88	12	12	.....	....	330

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
331	New York (108-110 E. 125th st).	Walworth Business and Stenographic College.	Geo. S. and Jno. C. Walworth.	1871	4	0
332	Niagara Falls	The Niagara Business College	H. J. King	1892	3	1
333	Olean	Westbrook Commercial College	E. D. Westbrook	1886	4	....
334	Oswego	Chaffee's Phonographic Institute	W. A. Chaffee	1868	3	3
335	Peekskill	Westchester County Institute	Charles Unterreiner	1877	2	2
336	Rochester	Rochester Business University	A. S. Osborn, S. C. Williams.	1863	12	....
337	.....do	Underhill's Business College	B. S. Underhill	1884	2	1
338	Schenectady	Spencer's Business College	E. W. Gould	1892	1	1
339	Sing Sing	Odell's Business College	C. P. Odell	1870	2	0
340	Troy	Troy Business College	Thos. S. Shields	1860	8	3
341	Utica	Utica Business College	G. F. Hendricks and T. H. Shields.	1862	3	5
	NORTH CAROLINA.					
342	Lexington	Wetmore's Commercial School	W. H. Wetmore	1894	1	0
343	Littleton	Littleton High School and Business Institute.	L. W. Bagley	1890	3	1
344	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt	1852	5	2
345	Washington	Wilkinson's Commercial School	Aaron H. Wilkinson	1888	1	0
	NORTH DAKOTA.					
346	Grand Forks	Northwestern College of Commerce.	J. J. Swengel and G. D. Stout.	1888	3	1
347	Fargo	Dakota Business and Literary College.	F. Leland Watkins, A. B.	1891	3	3
	OHIO.					
348	Akron	Hammel's Business College	P. Hammel	1881	3	0
349	Ashland	Ashland University*	C. W. Mykrantz	1889	5	3
350	Austinburg	Commercial Department, Grand River Institute.	R. G. McClelland	1832	1	0
351	Bennington	Home Business College	J. Howard Baldwin	1893	2	1
352	Canfield	Northeastern Ohio Normal Business Department.	J. E. Cummins	1872	1	0
353	Canton	Actual Business College	A. S. Griffin	1893	4	1
354	.....do	The Canton Business College	William Feller	1875	3	1
355	Chillicothe	Chillicothe Business College	G. A. Miller	1893	1	2
356	Cincinnati	R. M. Bartlett's Commercial College.	Chas. M. Bartlett	1834	5	3
357	.....do	The Nelson Business College and Foreign School of Commerce.	Richard Nelson	1856	5	4
358	Cleveland	Spencerian Business College	Spencer, Felton, and Loomis.	1848	6	3
359	.....do	Ohio Business University	Frank S. Stone	1883	2	1
360	Columbus	Hartsough's College of Shorthand.	W. Henry Hartsough	1889	1	1
361	.....do	Mann's College of Shorthand and Typewriting.	Elijah Griffith	1891	2	1
362	.....do	Parson's Business College	H. B. Parsons	1889	4	....
363	.....do	Zanerian Art College	C. P. Zaner and E. W. Bloser.	1888	2	....
364	Coshocton	Conner's Business College	M. A. Conner	1893	2	1
365	Dayton	Miami Commercial College	H. D. Wilt	1860	....	....
366	Delaware	National Pen Art Hall and Business College.	Geo. W. Michael	1872	6	1
367	East Liverpool	Ohio Valley Business College	F. W. Fowler	1892	4	....
368	Germantown	Twin Valley College (actual business college).*	Owen Graff Brown	1886	2	1
369	Greenville	Centennial Business College	S. E. Shook	1892	2	1
370	Lebanon	College of Business, National Normal University.	Alfred Holbrook	1855	6	3

* From 1892–93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
60	50	30	10	110	40	30	10	20	50	0	0	0	0	$75	$75	6	8	22	59	331
54	37	20	7	62	20	38	21	7	18	28	6	0	0	75	45	8–10	24	8	9	332
80	23	16	4	50	15	.....	.....	.....	.....	.....	.....	.....	.....	120	60	6	12	.....	.....	333
50	60	0	0	75	0	10	15	50	60	.....	.....	.....	.....	*a* 10	.....	6–12	.....	.....	.....	334
26	28	0	0	50	0	12	6	4	3	24	21	0	0	60	0	12	0	7	4	335
465	60	40	20	.....	.....	460	45	15	65	.....	.....	.....	.....	100	.....	5–6	.....	.....	.....	336
25	90	.....	.....	.....	.....	.....	.....	25	90	.....	.....	.....	.....	75	.....	.....	.....	.....	.....	337
31	7	21	2	16	9	22	3	7	7	17	0	0	0	.....	.....	8	24	4	0	338
18	0	10	1	15	10	10	0	0	6	12	0	3	0	50	30	12	24	6	.....	339
309	125	104	80	250	170	260	30	115	169	23	17	15	23	100	50	6	12	86	80	340
124	79	48	20	.....	.....	89	31	8	44	64	20	11	4	60–75	20–35	3–6	.....	.....	.....	341
18	4	18	0	12	14	36	4	0	0	0	0	0	0	25	.....	*b* 30	*b* 40	26	.....	342
75	.....	.....	.....	50	.....	6	.....	4	.....	45	.....	6	.....	50	.....	.....	.....	8	6	343
140	17	0	0	99	.....	45	2	23	4	52	4	14	1	50	.....	5	.....	19	7	344
20	1	4	0	5	.....	4	0	0	0	0	0	0	0	30	30	3	7	3	0	345
55	30	22	14	40	20	70	30	8	20	7	.....	0	0	50	25	6	12	20	8	346
75	50	20	10	50	20	50	25	15	35	30	30	0	0	70	.....	6	.....	15	13	347
49	35	18	8	.....	.....	39	14	10	28	18	1	0	0	.....	.....	6–9	12–15	.....	.....	348
43	51	0	0	59	.....	20	15	0	0	0	0	0	0	50	.....	20	.....	23	.....	349
31	12	0	0	17	0	31	12	0	0	0	0	0	0	36	.....	9	.....	.....	.....	350
12	3	15	11	.....	.....	27	14	0	0	4	3	0	0	100	.....	.....	.....	0	0	351
40	14	0	0	.....	.....	15	3	10	4	.....	.....	0	0	30	.....	6	.....	12	0	352
68	51	31	33	.....	.....	43	27	4	22	12	2	9	...	40–30	25–30	4	12	51	13	353
91	79	68	24	.....	.....	136	64	20	106	.....	.....	.....	.....	100	60	5	9	.....	.....	354
28	23	5	8	50	11	35	34	25	27	1	.....	.....	.....	75	30	6–12	9–12	38	34	355
275	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	100	6	8	.....	.....	356
167	37	.....	.....	.....	.....	108	26	11	23	35	0	0	0	.....	.....	.....	.....	.....	.....	357
500	300	150	50	300	150	450	150	100	250	25	25	.....	.....	100	45	6	12	.....	.....	358
80	20	40	10	60	35	85	15	15	35	0	0	0	0	75	45	8	12	.....	.....	359
28	42	7	5	28	6	0	0	28	42	0	0	0	0	*a* 10	*a* 5	6	9	.....	.....	360
104	20	25	50	125	45	60	34	15	115	0	0	0	0	100	50	6	12	30	114	361
100	50	40	10	50	25	75	40	10	30	.....	.....	.....	.....	75	50	6	12	60	15	362
75	27	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	.....	.....	.....	.....	.....	363
37	53	24	18	22	18	18	8	15	21	28	42	0	0	100	50	6	12	11	15	364
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	30	.....	.....	.....	.....	365
382	182	.....	.....	564	.....	462	.....	285	.....	.....	.....	.....	.....	45	.....	3	.....	456	278	366
147	48	89	27	69	74	138	8	14	58	79	7	5	2	*a* 8	*a* 5	6	9	92	43	367
.....	.....	8	4	.....	.....	8	4	.....	.....	.....	.....	.....	.....	35	.....	10	.....	.....	.....	368
40	23	8	0	20	7	21	4	14	12	14	7	0	0	50	15	6	.....	12	13	369
168	70	.....	.....	.....	.....	97	28	24	42	260	97	27	4	21	.....	6	.....	73	28	370

a Per month. *b* Days.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
371	Lima	Lima Business College	Howard W. Pears	1890	4	1
372	Masillon	Masillon Actual Business College.	C. H. Kilgore	.....	2	1
373	Newark	Newark Business College	S. L. Beeney	1885	1	1
374	New Philadelphia	New Philadelphia Business College.	W. C. Shott	1891	1	1
375	Oberlin	The Oberlin Business College	J. T. Henderson	1850	2	1
376	.....do	Central Union Telegraph Company	J. A. Sheridan	1862	2	1
377	Piqua	Beck's Piqua Commercial College.	C. E. Beck	1889	2	2
378	Portsmouth	River City Business College	J. C. Graham	1890	2	1
379	Sidney	The Buckeye Business College	W. A. Troute	1894	1	1
380	Springfield	Nelson's Business College	R. J. Nelson	1881	2	1
381	.....do	Williss College of Shorthand	F. W. Williss	1880	1	1
382	Tiffin	Heidelberg College of Commerce	O. O. Runkle	.....	1	2
383	.....do	Tiffin Business College	C. C. Kennison	1892	2	1
384	Toledo	Davis Business College	M. H. Davis	1882	3	1
385	.....do	Steadman Business College and Shorthand School.*	A. H. Steadman	1890	4	1
386	Van Wert	Van Wert Business College	Howard W. Pears	1894	2	1
387	Warren	Warren Business College	A. C. Maris	1886	1	0
388	Wooster	Bixler's Business College	Gideon Bixler	1894	2	1
389	Youngstown	Browne's School of Shorthand and Typewriting.	John C. Browne	1885	1	....
390	.....do	The Normal Business College*	F. T. McEvoy	1885	3	2
391	Zanesville	Zanesville Business and Commercial College.	Saumenig and Dunn	1866	2	2
	OREGON.					
392	Medford	Rigsby's Business College	M. E. Rigsby	1891	2	1
393	Portland	Portland Business College*	A. P. Armstrong	1866	5	2
394	.....do	Holmes Business College	G. Holmes	1885	2	2
395	Salem	Capital Business College	W. I. Staley	1889	2	1
	PENNSYLVANIA.					
396	Allentown	Allentown Business College	W. L. Blackman	1869	1	....
397	.....do	American Business College	O. C. Dorney	1889	8	1
398	Allegheny	Williams College of Actual Business Practice.	T. M. Williams	1892	2	1
399	Altoona	Mountain City Business College	G. G. Zeth	1879	3	1
400	Beaver Falls	Beaver Valley Pen Art Hall and Business College.	J. A. McMahon	1887	1	2
401	Bethlehem	Bethlehem Business College and Institute of Shorthand.*	P. D. Odenwalder	1888	5	1
402	Dubois	Du Bois Business College	Prof. J. N. Woolfington	1893	3	1
403	Columbia	Archibald College of Shorthand, Typewriting, and General Stenographic Business.	Archibald Dickson	1894	2	1
404	Corry	Corry Business College	C. A. Twining	1889	2	1
405	Easton	Easton College of Business	Charles L. Free	1870	2	....
406	Erie	Clark's Business College*	H. Clark	1883	9	3
407	.....do	Erie Business University	J. P. Byrne	1882	9	3
408	Harrisburg	Harrisburg Business College	J. E. Garner	1885	1	2
409	.....do	Keystone Business College	D. G. Snyder	1889	2	1
410	.....do	School of Commerce	J. C. Shumberger	1894	3	1
411	Hazleton	Hazleton Business College	A. W. Gabria	1889	1	1
412	Lancaster	Keystone Business College	P. H. Keller	1889	1	1
413	.....do	Lancaster Business College	H. C. Weidler	1880	3	1
414	Lebanon	Lebanon Business College	J. G. Gerberich	1891	4	1
415	Lock Haven	Lock Haven Commercial College	Jas. H. DePue	1894	2	....
416	McKeesport	Gressly College	E. W. Gordon	1886	10	2
417	Meadville	Bryant, Stratton, and Smith Business College.	A. W. Smith	1865	4	1
418	North Wales	North Wales Academy and School of Business.	S. U. Brunner	1867	2	2

* From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
80	75	21	11	60	20	110	40	60	54	11	6	26	3	$65	$50	6	10	102	77	371
40	33	10	6	25	12	30	18	17	24	0	0	0	0	35	30	4	5	39	41	372
65	10	20	6	70	15	60	5	.....	.....	8	2	1	...	40	40	6	10	11	0	373
33	19	.....	.....	20	.....	17	.....	4	6	0	0	0	0	40	.....	5	.....	12	8	374
108	31	0	0	.....	.....	79	12	11	16	.....	.....	0	0	75	.....	6–12	.....	.....	.....	375
90	2	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	90	2	60	.....	6	.....	.....	.....	376
25	20	20	5	30	15	20	10	20	16	8	6	.....	...	50	25	6	12	11	15	377
60	30	20	3	35	15	40	10	10	30	.....	.....	.....	...	60	60	6	12	43	35	378
15	5	4	3	.....	.....	5	1	5	3	11	4	.....	...	.....	.....	.....	.....	0	0	379
71	8	.....	.....	75	.....	71	8	0	0	0	0	0	0	50	.....	6	.....	.....	.....	380
25	25	0	0	50	0	0	0	25	25	0	0	0	0	100	.....	12	.....	.....	.....	381
20	10	8	0	25	4	25	3	4	6	0	0	0	0	30	18	6	.....	2	2	382
20	14	0	0	30	20	50	10	10	30	4	0	10	0	40	20	4	4	38	25	383
300	150	75	25	200	100	200	100	100	50	150	100	.....	...	50	20	12	.....	90	30	384
137	88	76	9	.....	.....	169	34	44	63	.....	.....	0	0	50	.....	6	.....	.....	.....	385
15	10	5	7	14	10	15	5	5	6	0	0	0	0	50	50	6	10	0	3	386
39	15	5	1	40	5	37	9	4	10	0	0	0	0	100	45	6	12	.....	.....	387
76	37	.....	.....	38	.....	41	12	16	19	25	5	1	...	75–100	.....	6–12	.....	16	14	388
10	40	.....	.....	25	.....	.....	.....	50	.....	.....	.....	.....	...	50	.....	6	.....	.....	36	389
157	80	50	15	100	15	100	20	20	50	37	10	0	0	78	48	8	12	85	....	390
85	75	25	24	.....	.....	112	97	28	29	.....	.....	4	1	40	10	*a* 6	.....	44	57	391
34	52	9	8	64	16	21	24	9	15	14	12	7	3	*a* 25	*a* 15	6–8	10–12	23	11	392
334	110	.....	.....	250	.....	310	45	24	65	60	25	0	0	60	.....	6–9	.....	100	.....	393
100	100	25	25	150	30	75	25	20	75	20	40	.....	...	50	50	10	20	9	12	394
64	21	10	1	.....	.....	55	12	9	9	1	.....	0	0	60	40	7–12	12–15	14	5	395
34	5	20	4	20	12	.....	.....	.....	.....	.....	.....	.....	...	50	25	6–12	.....	.....	.....	396
246	67	38	31	110	40	176	12	61	33	14	3	11	0	65	40	12	24	20	3	397
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	50	40	4	8	.....	.....	398
165	137	36	71	42	23	37	12	48	36	25	19	.....	...	75	60	.....	.....	37	84	399
78	60	50	25	45	30	60	30	45	60	0	0	0	0	70	50	6	12	65	74	400
90	60	40	10	140	45	60	15	50	25	.....	.....	.....	...	100	80	7	12	180	....	401
55	68	31	7	28	15	39	10	14	16	28	45	.....	...	50	40	6	9	11	5	402
63	23	28	19	20	17	.....	.....	.....	.....	0	0	0	0	94	48	8–12	.....	.....	.....	403
32	21	35	11	35	15	55	19	2	13	10	.....	.....	...	40	15	5–8	10–16	3	2	404
40	20	20	10	40	25	50	20	10	25	0	0	0	0	50	20	.....	.....	.....	.....	405
450	225	60	30	200	35	400	170	180	200	60	25	0	0	.....	.....	.....	.....	80	....	406
325	160	42	23	175	25	266	83	83	117	49	13	.....	...	90	35	7	.....	71	28	407
42	30	19	5	67	15	57	30	15	25	0	0	0	0	70	25	6–12	12	15	17	408
20	9	10	3	12	7	8	3	5	3	6	2	0	0	50	30	5–6	8	8	5	409
26	16	40	19	35	48	25	5	21	15	0	0	0	0	.....	.....	.....	.....	3	7	410
35	10	0	0	32	35	31	17	7	10	26	0	.....	...	60	40	8	8	15	7	411
23	11	15	5	10	9	23	6	1	4	.....	.....	.....	...	.....	.....	6	12	9	2	412
91	40	.....	.....	85	36	75	31	16	9	.....	.....	.....	...	50	25	.....	.....	21	9	413
54	27	15	14	40	30	60	10	7	15	.....	.....	.....	...	.....	.....	3–9	5–12	30	14	414
25	18	30	20	35	40	40	20	10	15	5	3	.....	...	25	25	4	6	22	9	415
65	53	34	2	75	18	44	5	13	12	22	22	.....	...	50	50	7–10	7–10	16	11	416
116	97	45	30	145	60	50	30	40	20	30	23	0	0	50	15	6–12	.....	.....	.....	417
28	32	.....	.....	.....	.....	8	4	.....	.....	28	32	.....	...	30	.....	12	.....	.....	6	418

a Per quarter.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
419	Norristown	Schissler College of Business	L. D. Maltbie	1891	8	3
420	Oil City	Tubbs Business College	Delavan C. Tubbs	1890	2	1
421	Germantown, Phila.	Germantown Business College	Charles Magnus Abrahamson.	1887	2	1
422	Philadelphia	Pierce School of Business and Shorthand.	Thomas May Pierce, A. M., Ph. D.	1865	24	3
423	Pittsburg	Actual Business College*	Matt J. Conner	1881	5	....
424	.....do	Martin's Shorthand School	A. M. Martin	1883	4	2
425	.....do	Curry Business College of Curry University.	J. C. Hoch, A. M., Ph. D.	1860	3	....
426	.....do	Duff's Mercantile College	Wm. H. Duff	1840	8	....
427	Pottsville	Commercial School	.....	1890	1	1
428	Reading	Interstate Commercial College*	H. Y. Stoner	1885	8	0
429	.....do	Reading Business College and Scientific Academy.	D. B Brunner	1876	3	1
430	Scranton	Wood's College of Business and Shorthand.	T. E. Wood	1886	5	3
431	Shamokin	Shamokin Business College	W. F. Magee	1888	5	1
432	Shenandoah	Shenandoah Business College	James F. Waldron	1887	2	0
433	Sunbury	Sunbury Business College	John L. Miller	1893	3	....
434	Towanda	Towanda Business and Shorthand College.	U. S. Crouk	1892	1	0
435	Washington	Washington Business College and School of Shorthand, Typewriting, and Penmanship.	W. J. Musser	1889	3	2
436	Waynesburg	Waynesburg College	Dr. A. B. Miller	.....	7	2
437	Wilkesbarre	Wilkesbarre Business College	G. W. Williams	1887	3	1
438	Williamsport	Pott's Shorthand School	John G. Henderson	1882	3	....
439	York	Patrick's Business College	W. H. Patrick	1893	2	1
	RHODE ISLAND.					
440	East Greenwich	Greenwich Business College	Francis D. Blakeslee, D. D.	.....	1	1
441	Pawtucket	Pawtucket Business College	Geo. W. Milkman	1894	1	2
442	Providence	Providence, Bryant, and Stratton Business College.	Theodore B. Stowell	1863	8	3
443	.....do	Scholfield's Commercial College	Albert G. Scholfield	1846	4	2
444	.....do	Spencerian Business College	G. W. Spencer, jr	1885	2	1
	SOUTH CAROLINA.					
445	Charleston	German School	C. W. Bergmann	1868	1	2
446	Clinton	Thornwell Orphanage School of Shorthand.	W. P. Jacobs	1894	1	....
	SOUTH DAKOTA.					
447	Aberdeen	Aberdeen Business College	Harry A. Way	1888	2	1
448	Sioux Falls	Sioux Falls Business University	G. C. Christopherson	1884	5	0
	TENNESSEE.					
449	Chattanooga	Mountain City Business College	Wiley Bros	1885	2	2
450	Knoxville	Knoxville Business College*	J. T. Johnson	1885	3	....
451	.....do	McAllen's Business College	John A. McAllen	1893	1	1
452	.....do	Young's College of Shorthand and Typewriting.	J. F. Edington	1886	2	0
453	Nashville	Draughon's Practical Business College and School of Shorthand and Telegraphy.	J. F. Draughon	1892	9	2
454	.....do	Jennings Business College	R. W. Jennings	1884	3	0

* From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
110	98	19	24	150	25	129	122	129	122	.....	.....	.....	.....	*a* $8	*a* $4	6	12	99	99	419
40	45	20	7	50	15	40	40	4	10	10	10	4	2	50	25–50	6–12	12	23	10	420
.....	.....	17	23	.....	15	9	8	11	2	0	0	0	0	.....	.....	.....	.....	7	4	421
545	243	420	92	432	310	856	200	125	155	0	0	0	0	140	30	10	14	92	51	422
110	80	38	25	70	40	75	40	20	55	38	2	15	10	50	50	4–6	8–12	65	....	423
40	200	40	27	125	30	0	0	80	225	.....	.....	.....	.....	*a* 7	*a* 6	6	.....	.....	.....	424
150	100	35	15	200	50	185	115	.....	.....	40	20	.....	.....	50	30	12	24	40	16	425
500	100	150	20	250	100	400	50	60	75	.....	.....	0	0	50	25	.....	.....	237	....	426
15	18	31	46	25	37	43	52	33	40	.....	.....	.....	.....	Free.	Free.	10	.....	19	9	427
51	25	32	14	25	18	50	17	13	18	23	3	0	0	87	36	6½	.....	10	....	428
134	23	48	10	70	24	58	14	8	5	124	19	.....	.....	44	27	.....	.....	22	0	429
415	192	203	18	360	300	636	180	54	78	90	30	.....	.....	50	30	10	8	123	78	430
103	35	99	39	40	62	61	9	35	14	97	49	9	2	65	36	5–10	10–18	20	19	431
20	30	56	0	50	56	45	20	15	10	16	0	0	0	100	100	6	9	65	25	432
18	13	15	10	28	20	10	5	.....	.....	3	7	2	.....	.....	.....	6	8	14	....	433
12	7	6	0	15	5	6	0	6	9	2	0	0	0	.....	.....	.....	.....	3	8	434
75	25	75	25	.....	.....	.....	.....	15	25	.....	.....	.....	.....	40	25	6	10	23	30	435
157	123	.....	.....	.....	.....	24	21	20	14	157	125	0	0	53	.....	6	0	30	22	436
75	25	50	3	60	40	60	6	25	20	12	.....	.....	.....	70	20	6–4	12–36	3	2	437
277	255	33	41	55	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	8	.....	.....	438
53	17	34	5	40	30	57	8	12	10	0	0	0	0	80	15	6–8	12–18	15	12	439
47	22	0	0	40	0	30	8	10	2	200	100	0	0	35	.....	10	.....	9	0	440
3	4	37	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	40	6	8	.....	.....	441
207	139	.....	.....	220	.....	203	66	7	75	.....	.....	.....	.....	100	.....	10	.....	53	48	442
109	45	26	12	140	30	110	38	1	19	22	0	0	0	.....	.....	.....	.....	52	20	443
23	18	25	16	28	24	35	29	2	16	.....	.....	0	0	50	50	8–10	10–20	17	10	444
53	25	12	0	.....	.....	5	0	0	0	0	0	0	0	30	36	.....	12	1	0	445
.....	8	.....	.....	8	.....	.....	.....	4	0	.....	.....	6	.....	.....	.....	.....	.....	.....	1	446
43	37	8	7	.....	.....	13	6	4	12	27	25	0	0	50	25	.....	.....	0	0	447
150	100	20	5	75	15	100	25	25	50	75	75	0	0	50	25	6	12	20	35	448
59	36	27	4	.....	.....	39	12	20	24	.....	.....	.....	.....	.....	.....	6–7	12	11	8	449
125	25	.....	.....	50	.....	125	25	.....	.....	.....	.....	.....	.....	100	.....	6	.....	20	....	450
33	6	18	0	6	4	73	5	5	6	9	0	0	0	35	45	.....	.....	0	0	451
10	12	0	0	12	0	0	0	12	12	0	0	0	0	*a* 5	.....	3–6	0	0	22	452
450	120	.....	.....	200	.....	450	120	.....	.....	.....	.....	20	0	125	75	4–6	6–12	.....	.....	453
125	4	.....	.....	30	0	121	4	.....	.....	.....	.....	.....	.....	50	.....	3	.....	94	.....	454

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	TEXAS.					
455	Austin	Griffitts' College of Commerce	D. A. Griffitts	1893	1	3
456	.....do	Walden's Texas Business College	L. R. Walker	1887	3	1
457	Belton	Belton Business College	W. L. Wilson	1892	2	0
458	Corsicana	Chambers' Business College	W. R. Chambers	1888	1	0
459	Dallas	King's Business College	J. H. King	1892	3	2
460	.....do	Metropolitan Business College	J. H. Gillespie	1887	5	....
461	Denison	National Commercial College of Denison.*	J. D. Hassell	1891	4	2
462	Graham	Graham Business College	H. Fowler	1893	2	3
463	Fort Worth	Fort Worth Business College	F. P. Preuitt	1879	6	2
464	Gainesville	Gainesville Commercial or Business School.	J. R. McFarren	1884	1	1
465	Galveston	Galveston Business University	J. S. Smith	1892	3	3
466	Houston	Houston Commercial College	J. B. Barnes	1891	3	2
467	Omen	Summer Business College	A. W. Orr	.....	1	....
468	Paris	Texas Business College*	J. A. Baker	1888	2	0
469	San Marcos	Lone Star Business College	M. C. McGee	1887	1	1
470	Temple	Beeman's Business College	C. A. Beeman	1892	1	....
471	Thorp Spring	Commercial Department of Add-Ran University.	A. C. Easley, L. B.	1890	2	1
472	Waco	Edward Toby, jr.'s, Practical Business College.	Edward Toby, jr.	1893	4	1
473	Weatherford	North Central Business College	J. T. Martin	1889	4	....
	UTAH.					
474	Ogden	Inter-Mountain Business College and Shorthand School.	James A. Smith	1891	2	2
475	Provo City	Provo Business College	G. W. Dix	1891	1	1
476	Salt Lake City	McGurrin Shorthand College	Emily C. Curtiss	1890	0	1
477	.....do	Salt Lake Business College	N. B. Johnston	1889	3	1
478	.....do	Stiehl's Business College*	Leon P. Stiehl	1889	4	9
	VERMONT.					
479	Burlington	Burlington Business College	E. G. Evans	1878	2	1
480	Lyndon Center	Lyndon Commercial College	Walter E. Ranger	1885	2	2
481	Rutland	Rutland English and Classical Institute and Business College.	Geo. W. and O. H. Perry.	1889	3	1
482	Waterbury Center	Minard Commercial School	C. H. Stone	.....	2	0
	VIRGINIA.					
483	Lynchburg	Southern Business University	.....	1892	6	2
484	Norfolk	Norfolk Business College	J. W. Patton	1889	1	1
485	Richmond	Smithdeal Practical Business College.	G. M. Smithdeal	1867	3	1
486	Roanoke	National Business College	J. W. Cline	1893	2	1
487	Staunton	Dunsmore Commercial and Business College.	J. G. Dunsmore	1872	3	0
488	.....do	Staunton Business College	Maj. Jed. Hotchkiss	1893	3	0
489	Stuart	Stuart Normal College*	E. C. McCants	1887	3	2
	WASHINGTON.					
490	Lynden	Lynden Business College	Aug. Wilson	1891	....	....
491	Spokane	Spokane Business College	Jno. R. Cassin	1887	3	....
492	Tacoma	Tacoma Business College	John W. Tait	1888	4	1
493	Walla Walla	Empire Business College	Merwin Pugh	1887	3	1
	WEST VIRGINIA.					
494	Wheeling	Wheeling Business College, School of Phonography, and School of English.	J. M. Frasher	1860	4	1

* From 1892-93.

business colleges, 1893–94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.				
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Graduates in commercial course.	In amanuensis course.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
40	20	17	5	60	20	57	18	15	25	14	10	0	0	$60	$60	5–6	6–8	29	30	455
200	30	....	....	65	10	200	30	10	20	15	0	10	0	50	40	6–10	12	13	11	456
35	4	10	0	38	9	30	5	....	....	5	5	0	0	50	30	8–10	12	....	....	457
122	2	0	0	25	0	100	2	2	0	124	....	0	0	40	.....	8	.....	4	2	458
175	50	75	....	60	15	170	15	15	20	8	....	0	0	.....	.....	.....	.....	45	18	459
270	42	....	....	137	0	225	25	75	102	0	0	0	0	50	....	4	.....	65	65	460
103	40	14	6	125	12	43	3	12	24	36	25	7	4	50	50	4–8	.....	15	....	461
10	12	0	0	21	0	10	12	0	0	0	0	0	0	25	0	4	0	8	0	462
504	66	120	50	125	35	620	112	85	82	25	18	18	3	50	50	6	14	79	47	463
20	5	4	0	16	2	4	0	0	0	0	0	0	0	.....	.....	5	8	4	0	464
140	70	76	10	57	21	150	11	65	80	210	96	0	0	*a* 10	*a* 6–8	6–12	.....	1	7	465
116	116	24	23	....	....	.....	.....	.....	.....	.....	.....	.....	.....	120	50	.....	.....	.....	....	466
40	....	....	....	15	....	15	....	20	....	10	....	....	....	40	.....	4	.....	.....	....	467
40	5	....	....	20	5	40	5	2	1	5	0	0	0	100	40	6	12	20	....	468
54	17	0	0	23	0	54	17	0	0	49	12	0	0	25	.....	6	.....	4	0	469
20	10	12	....	20	....	20	10	....	....	.....	.....	.....	.....	50	25	.....	.....	18	0	470
77	41	0	0	95	....	35	2	6	2	.....	.....	.....	.....	.....	.....	6–18	.....	12	4	471
73	4	102	2	26	28	108	2	14	4	51	2	0	0	65	40	4–10	4–10	.....	7	472
258	50	....	....	60	20	178	44	16	20	0	0	0	0	50	30	6–12	12–24	27	12	473
46	45	17	9	50	20	50	9	8	8	5	30	0	0	50	25	9	18	20	8	474
60	25	22	10	80	27	40	13	1	4	19	8	0	0	60	40	8	12	33	3	475
36	48	18	14	.....	.....	.....	.....	84	32	.....	.....	.....	.....	*a* 10	*a* 5	4–8	.....	....	41	476
180	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	477
958	664	958	664	....	....	623	405	552	519	318	182	0	0	100	50	10	20	86	....	478
59	43	18	4	50	15	45	23	6	20	6	2	0	0	50–60	10–15	6–10	.....	17	2	479
41	11	.....	.....	.....	.....	41	11	.....	.....	.....	.....	.....	.....	30	.....	10	.....	15	....	480
35	45	8	5	50	8	24	25	16	16	3	5	0	0	75	38	.....	.....	8	7	481
20	5	0	0	....	....	20	....	2	3	0	0	0	0	18	0	6	0	5	0	482
150	100	28	22	91	82	118	22	60	100	178	110	0	0	35	35	5	10	90	113	483
100	20	3	0	40	10	.....	.....	.....	.....	0	0	0	0	50	10	6	12	.....	....	484
50	37	41	2	40	26	56	7	18	31	17	1	0	0	.....	.....	5	9–12	12	12	485
22	20	25	0	30	0	30	3	15	20	.....	.....	.....	.....	40	25	6	.....	.....	....	486
73	8	0	0	75	0	72	3	1	5	0	0	0	0	50	0	8	0	12	3	487
39	3	5	0	30	....	39	2	2	2	0	0	0	0	50	.....	5–8	.....	5	0	488
100	140	10	3	35	8	20	5	6	10	85	112	0	0	60	40	5	.....	7	....	489
11	10	....	....	12	....	10	1	.....	.....	1	1	.....	.....	50	.....	6	.....	1	....	490
297	95	1	6	....	....	288	29	19	66	307	105	.....	.....	50	50	.....	.....	.....	....	491
100	50	25	15	50	15	75	12	20	20	17	36	.....	.....	60	60	.....	.....	.....	....	492
60	25	15	10	65	15	60	30	10	8	15	15	.....	.....	.....	.....	.....	.....	4	6	493
225	98	120	60	202	90	298	104	48	98	115	49	0	0	.....	.....	6	12	70	54	494

a Per month.

TABLE 23.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	WISCONSIN.					
495	Appleton	De Land's Business College	O. P. De Land	1883	1	1
496	Ashland	Gordon Business College	E. D Gordon	1894	2	0
497	Chippewa Falls	Chippewa Falls Business College and School of Shorthand and Typewriting.	C. H. Howieson	1887	1	1
498	Eau Claire	Stenographic School	Mrs. M. J. Lanphear	1888	....	2
499	Green Bay	Green Bay Business College	J. N. McCunn	1893	4	2
500	Janesville	Janesville Business College and Shorthand Institute.	Harlin E. Cary	1892	1	2
501	Kenosha	Kenosha College of Commerce	Otis L. Trenary	1893	3	1
502	La Crosse	Wisconsin Business University	F. J. Toland	1867	4	....
503	Madison	Northwestern Business College	R. G. Deming and J. C. Procter.	1856	4	0
504	Marinette	Marinette Business College *	M. M. Higley	1891	2	1
505	Menominee	Menominee Business College	B. Edward Halpin	1893	1	1
506	Merrill	Northwestern College of Commerce.*	Chas. B. Browning	1892	2	1
507	Milwaukee	Commercial College	Charles Mayer	1876	5	3
508	.....do	Spencerian Business College	Robert C. Spencer	.....	5	4
509	.....do	Wisconsin Business University	H. Mitchell Wilmot	1881	4	2
510	Neenah	Twin City College of Commerce	E. A. Williams	1892	5	1
511	Platteville	Platteville Business College	J. Alcock	1893	1	0
512	Portage	College of Commerce and School of Shorthand.	H. A. Story	1892	7	2
513	Racine	Guest and Patterson Commercial Institute.	Guest and Patterson	1894	4	1
514	Sheboygan	Sheboygan Business College	Melville C. Patten	1887	4	1
515	Waukesha	Waukesha Business College	W. A. Pierce	1891	1	1
516	Wausau	Wausau Business and Normal Institute.	W. S. Williams	1886	3	....
517	West Superior	Burnett Business College	O. Burnett	1889	2	1

* From 1892-93.

business colleges, 1893-94—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in commercial course.	In amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
32	13	....	....	25	....	26	10	....	....	4	3	0	0	$50	.....	12	.....	.....	....	495
2	7	3	2	9	4	1	2	4	7	0	0	0	0	45	$45	6	6	0	0	496
45	35	10	8	50	16	.....	.....	.....	.....	.....	.....	.....	...	50	24	6	12	.....	....	497
18	40	5	4	35	8	6	10	12	30	3	2	....	...	30	30	6	12	.....	10	498
101	35	21	3	100	16	92	9	7	15	13	0	0	0	60	25	12	.....	4	17	499
28	56	12	10	....	....	26	31	14	35	....	....	0	0	40	40	4-6	6-8	30	...	500
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	501
167	67	....	....	180	....	152	13	50	5	....	....	....	...	50	25	6-10	.....	55	42	502
90	27	40	10	100	30	50	15	10	25	16	4	0	0	55	20	6	12	22	12	503
93	52	....	....	....	....	74	13	20	38	....	....	....	...	100	.....	6	....	.....	....	504
21	12	14	4	26	16	19	6	9	9	8	3	0	0	75	50	5-7	6-8	7	8	505
65	20	40	8	35	25	40	5	15	10	10	5	0	0	75	40	6	12	0	....	506
147	33	65	14	....	....	.....	.....	.....	.....	.....	.....	.....	...	100	60	24	.....	.....	...	507
205	82	65	14	....	....	180	18	18	64	0	0	0	0	100	30	10	.....	.....	23	508
42	48	61	13	38	22	51	13	46	48	.....	....	6	...	75	50	4-6	6-12	59	86	509
75	25	25	15	....	....	50	15	15	10	.....	.....	.....	...	45	25	.....	.....	15	....	510
16	10	9	5	....	....	21	6	7	14	1	....	0	0	65	.....	6	.....	9	5	511
24	26	0	0	....	....	18	6	6	22	6	2	0	0	100	.....	5-7	.....	8	7	512
28	31	34	37	35	43	29	23	13	35	13	17	0	0	40	40	6	12	16	5	513
57	19	67	4	37	35	69	7	10	11	45	5	0	0	40	40	6	12	74	21	514
2	9	2	5	10	6	.....	....	4	14	.....	.....	.....	...	*a* 7	*a* 6	5	7	.....	16	515
150	75	60	40	50	35	60	40	....	....	.....	.....	.....	...	72	36	.....	.....	11	....	516
40	60	30	40	30	20	28	18	12	48	8	4	1	0	.....	.....	.....	.....	0	0	517

a Per month.

X.—SCHOOLS OF ART, MUSIC, AND ELOCUTION.

TABLE 24.—*Schools of fine arts.*

	Post-office.	Name of institution.	Name of principal.	Year established.	Years in course.	Instructors.			Students.			Graduates.		
						Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Boston, Mass	School of Drawing and Painting in the Museum of Fine Arts.	Elizabeth Lombard	1876	4	5	1	6	33	164	197	1	13	14
2	Detroit, Mich	Detroit Museum Art School	Hon. Jas. McMillan	.....	....	2	2	4	72	97	169	....	....	....
3	Cincinnati, Ohio	Art Academy of Cincinnati	A. T. Goshorn	1869	....	6	3	9	137	248	385	....	....	....
4	Columbus, Ohio	Columbus Art School	Jno. E. Hussey	1879	3	2	5	7	12	162	174	....	4	4
5	Philadelphia, Pa	Philadelphia School of Design for Women	Redwood F. Warner	1844	4	6	8	14	0	181	181	0	8	8
6	.....do	School of Industrial Art of the Pennsylvania Museum	Leslie W. Miller	1876	....	9	5	14	301	160	461	....	....	....
7	Providence, R. I	School of Design	Warren S. Locke	1877	4	5	2	7	154	97	251	5	4	9

TABLE 25.—*Schools of music.*

	Post-office.	Name of institution.	Name of principal or director.	Year established.	Years in course of study.	Instructors.			Students.			Graduates.		
						Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Fort Smith, Ark	Fort Smith Conservatory of Music	W. D. C. Botefisher	1889	....	1	1	2	7	38	45	....	....	....
2	Chicago, Ill	American Conservatory of Music	John J. Hattstaedt	1886	....	22	12	34	80	294	383	2	17	19
3	.....do	Chicago Conservatory	Samuel Kayzer	1886	....	16	11	27	50	400	450	....	....	....
4	.....do	Chicago Musical College	Dr. I. Ziegfeld	1867	....	....	....	....	....	....	....	....	....	....
5	Boston, Mass	Boston Training School of Music	George H. Howard	1891	6	6	4	10	57	59	116	1	1	2
6	Ann Arbor, Mich	University School of Music	F. W. Kelsey	1891	1	2	1	3	21	78	99	....	....	....
7	Columbia, Mo	Columbia College of Music and Oratory	O. H. Tiedo	1883	4	2	....	2	16	54	70	....	3	3
8	Kansas City, Mo	The Western Conservatory of Music	E. H. Scott	1886	6	6	4	10	15	40	55	....	3	3
9	St. Louis, Mo	Goldbeck College of Music	Annie L. Palmer	1892	6	1	3	4	2	100	102	....	....	....
10	New York, N. Y	Grand Conservatory of Music	Dr. E. G. Eberharol	1874	....	15	10	25	34	169	203	....	....	....
11	.....do	Metropolitan College of Music	Dudley Buck	1886	4	8	4	12	74	148	222	....	23	23
12	.....do	New York College of Music	Alexander Lambert	1878	8	25	3	28	54	376	430	....	1	1
13	.....do	New York Vocal Institute	Frank H. Tubbs	1891	3	5	2	7	23	80	103	....	1	1
14	.....do	Scharwenka Conservatory of Music	Emil Gramm	1891	....	15	9	24	20	185	205	....	9	9
15	Warren, Ohio	Dana's Musical Institute	William H. Dana	1869	7	7	2	9	(132)		132	....	1	1
16	Erie, Pa	Erie Conservatory of Music	G. W. Hunt	1893	5	2	4	6	29	143	172	....	....	....
17	Meadville, Pa	Beethoven School of Music	George W. Dixson	1890	4	1	1	2	25	80	105	1	5	6
18	Philadelphia, Pa	Broad Street Conservatory of Music	Gilbert Reynolds Combs	1885	....	33	....	33	125	971	1,096	....	5	5
19	.....do	Northwestern Musical Institute	Alexander Bachmann	1892	....	....	....	....	10	20	30	....	....	....
20	.....do	Philadelphia Musical Academy	Rich Zerkwer	1870	....	14	12	26	(1,129)		1,129	2	6	8
21	.....do	Philadelphia School of Music	Kate H. Chandler	1888	8	7	6	13	36	180	216	....	3	3
22	Pittsburg, Pa	Duquesne Conservatory of Music	Chas. Davis Carter	1891	3	4	1	5	42	43	85	....	....	....
23	.....do	Pittsburg Conservatory of Music	Beveridge Webster	1894	....	5	5	10	25	147	172	....	....	....
24	Lynchburg, Va	Berg School of Music	Mrs. Amelius Christian	1872	5	....	1	1	1	14	15	....	....	....

TABLE 26.—*Schools of elocution and oratory.*

	Post-office.	Name of institution.	Name of principal.	Year established.	Years in course.	Instructors.			Students.			Graduates.		
						Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	Indianapolis, Ind.	Indiana Boston School of Elocution and Expression	Harriet Augusta Prunk	1879	3	2	2	4	19	33	52	2	5	7
2	Wichita, Kans	The Western School of Elocution and Oratory	Geo. W. Hoss	1890	2	1	1	2	(101)		101			
3	Boston, Mass.	Boston College of Oratory	Clara Power Edgerly	1892	3	5	5	10	6	48	54		17	17
4	do	Boston School of Oratory	Moses True Brown	1872	2	2	4	6	5	39	44	1	8	9
5	do	Emerson College of Oratory	Charles Wesley Emerson	1880	3	11	7	18	88	452	540	1	16	17
6	do	School of Expression	S. S. Curry, Ph. D	1885	3	2	7	9	13	34	47		5	5
7	Minneapolis, Minn	Manning College of Oratory	Louise Jewell Manning	1891	3	1	5	6	20	100	120	2	11	13
8	Brooklyn, N. Y	American School of Elocution and Oratory	Walter Vincent Holt	1891	2	2	6	8	10	25	35		3	3
9	New York, N. Y	American Academy of the Dramatic Sets	Franklin Haven Sayent	1884	2	18	3	21	60	20	80	7	9	16
10	do	Alberti Delsarte School of Expression	Evangel Allen Alberti	1889	2	1	3	4	(56)		56	6		6
11	do	Empire Theater Dramatic School	Nelson Wheatcroft	1893	1	4	1	5	9	21	30	9	20	29
12	do	New York School of Expression	F. Townsend Southwick	1894	2	4	2	6					3	3
13	do	New York School of Oratory	George R. Phillips	1887					(58)		58			
14	Philadelphia, Pa	Mount Vernon Institute of Elocution	Frances E. Peirce	1880	2	2	2	4	48	96	144	4	12	16
15	do	National School of Elocution and Oratory	George B. Hinson	1873	2	3	2	5	30	90	120	6	20	26

XI.—SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.

TABLE 27.—*Summary of statistics of State institutions for the deaf, 1893–94.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1893–94.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	52	276	412	688	221	52	205	4,425	3,623	8,048	3,621	270	544	3,102	236	73,362	$11,630	$10,025,296	$1,512,286	$2,050,281
North Atlantic division	14	63	171	234	133	45	71	1,422	1,174	2,596	1,873	232	457	1,230	106	21,584	1,400	3,476,426	351,005	744,938
Massachusetts	1	3	3	6	1	.....	2	19	8	27	16	.....	.....	.....	.....	.....	.....	15,000	.....	3,168
Connecticut	1	6	10	16	4	0	4	88	66	154	97	.....	.....	41	10	2,000	.....	250,000	.....	.....
New York	7	35	93	128	81	41	45	830	632	1,462	1,306	269	457	605	50	11,245	850	1,709,189	192,014	434,805
New Jersey	1	5	7	12	4	0	4	61	59	120	52	6	0	104	0	700	500	100,000	42,256	42,256
Pennsylvania	4	14	58	72	43	4	16	424	409	833	402	17	0	480	46	7,639	50	1,402,237	116,735	264,709
South Atlantic division	10	54	42	96	21	0	29	435	350	785	309	4	28	355	21	11,605	4,330	1,227,500	231,691	234,692
Maryland	2	9	10	19	3	0	6	66	50	116	66	0	15	141	3	2,475	780	290,000	34,803	36,826
District of Columbia	1	17	4	21	8	.....	1	63	40	103	99	4	.....	10	10	4,000	3,000	500,000	68,795	68,630
Virginia	1	6	2	8	1	0	5	42	40	82	29	0	0	24	0	500	50	125,000	22,500	22,500
West Virginia	1	4	7	11	1	0	5	53	41	94	15	0	0	40	3	830	0	110,000	40,000	38,000
North Carolina	2	10	6	16	4	0	6	66	67	133	18	.....	.....	14	.....	1,800	.....	75,000	20,000	25,000
South Carolina	1	2	5	7	2	0	3	52	34	86	26	0	0	19	5	800	.....	27,500	11,093	11,343
Georgia	1	4	3	7	1	0	.....	72	58	130	15	.....	.....	99	.....	1,200	500	80,000	24,500	24,355
Florida	1	2	5	7	1	0	3	21	20	41	41	0	13	8	0	.....	.....	20,000	10,000	8,038
South Central division	9	48	43	91	15	2	40	582	511	1,093	279	4	8	318	21	4,636	1,800	1,091,400	238,582	236,589
Kentucky	1	7	8	15	4	0	4	114	92	206	115	0	0	71	5	1,650	1,000	172,400	40,300	47,377
Tennessee	1	6	5	11	1	.....	3	100	76	176	110	.....	.....	26	.....	850	.....	150,000	66,000	37,500
Alabama	2	8	5	13	2	0	8	58	55	113	0	0	0	38	0	300	.....	112,000	25,660	27,660
Mississippi	1	5	3	8	2	1	7	41	51	92	.....	.....	.....	.....	.....	.....	.....	75,000	.....	15,280
Louisiana	1	2	3	5	1	.....	4	38	37	75	15	.....	0	22	2	200	.....	250,000	14,800	16,200
Texas	2	13	10	23	4	0	7	143	126	269	5	0	8	78	5	850	200	257,000	56,822	44,563
Arkansas	1	7	9	16	1	1	7	88	74	162	34	4	.....	83	9	786	600	75,000	35,000	48,000

TABLE 27.—*Summary of statistics of State institutions for the deaf, 1893-94*—Continued.

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1893-94.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
North Central division	12	88	136	224	42	2	52	1,747	1,414	3,161	932	12	36	1,106	70	31,632	$2,950	$3,764,570	$543,456	$646,113
Ohio	1	9	18	27	4	1	6	221	235	456	168	12	0	67	9	3,000	.....	850,000	.....	87,951
Indiana	1	15	12	27	4	.....	4	176	144	320	110	.....	12	95	9	4,000	500	524,640	66,000	67,358
Illinois	1	11	30	41	9	.....	7	300	204	504	185	0	0	149	16	10,671	1,000	420,000	108,000	109,000
Michigan	1	6	15	21	3	0	6	168	156	324	101	0	0	159	0	2,746	250	420,255	58,717	60,562
Wisconsin	1	10	8	18	5	.....	3	110	82	192	45	.....	24	68	15	2,200	100	110,000	40,000	38,000
Minnesota	1	5	9	14	2	1	5	136	93	229	70	.....	.....	143	5	1,350	100	275,000	60,036	60,036
Iowa	1	8	10	18	2	.....	7	182	148	330	56	.....	.....	115	14	2,500	.....	500,000	59,000	59,000
Missouri	1	8	10	18	2	0	7	210	141	351	68	0	0	256	2	1,420	900	262,000	67,362	67,362
North Dakota	1	2	2	4	1	.....	.....	19	15	34	15	.....	.....	.....	.....	150	.....	20,000	.....	9,500
South Dakota	1	2	2	4	1	0	3	28	19	47	15	.....	.....	19	.....	175	.....	81,675	12,350	14,410
Nebraska	1	8	4	12	5	.....	4	80	62	142	.....	.....	.....	35	.....	1,400	100	95,000	27,870	28,813
Kansas	1	4	16	20	4	.....	.....	117	115	232	99	.....	.....	.....	.....	2,020	.....	206,000	44,121	44,121
Western division	7	23	20	43	10	3	13	239	174	413	228	18	15	93	18	3,905	1,150	483,400	153,552	187,958
Montana	1	.....	1	1	1	.....	.....	3	4	7	1	.....	.....	.....	.....	.....	.....	.....	.....	7,500
Colorado	1	6	4	10	2	2	3	41	42	83	53	18	15	20	0	600	150	100,000	25,000	37,500
New Mexico	1	1	1	2	1	.....	.....	11	1	12	10	.....	.....	.....	.....	200	.....	5,500	5,000	3,000
Utah	1	2	3	5	1	.....	4	35	15	50	39	.....	.....	34	3	25	.....	100,000	12,500	12,500
Washington	1	2	3	5	1	1	3	30	23	53	23	.....	.....	10	0	830	0	42,900	21,052	21,052
Oregon	1	1	3	4	2	.....	1	24	28	52	18	.....	.....	4	.....	225	.....	10,000	35,000	35,000
California	1	11	5	16	2	0	2	95	61	156	84	.....	0	25	15	2,025	1,000	225,000	55,000	71,406

TABLE 28.—*Statistics of State institutions for the deaf, 1893–94.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1893–94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Alabama Institute for the Deaf	J. H. Johnson	7	5	2	0	6	48	48	30	0	0	0	Carpentry (12), printing (16).
2	....do	Alabama School for Negro Deaf-Mutes and Blind.	J. S. Graves	1	0	0	0	2	10	7	0	0	0	0	Gardening (10).
3	Little Rock, Ark	Arkansas Deaf-Mute Institution	Frank B. Yates	7	9	1	1	7	88	74	34	4	....	9	Wood carving (8), drawing (60), tailoring (15).
4	Berkeley, Cal	California Institution for the Education of the Deaf and Dumb and the Blind.	Warring Wilkinson	11	5	2	0	2	95	61	84	....	0	15	Carpentry (11), printing (14).
5	Colorado Springs, Colo.	Institute for the Education of the Mute and Blind of Colorado.	John E. Ray, A. M	6	4	2	2	3	41	42	53	18	15	0	Carpentry and joinery (10), printing (10).
6	Hartford, Conn	American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb.	Job Williams	6	10	4	0	4	88	66	97	....	....	10	Carpentry and joinery (13), shoemaking (23).
7	Washington, D. C	The Columbia Institution for the Deaf and Dumb.	Edward M. Gallaudet, Ph. D., LL. D.	17	4	8	....	1	63	40	99	4	....	10	Carpentry and joinery (10).
8	St. Augustine, Fla	The Florida Institute for the Blind and Deaf and Dumb.	Henry N. Felkel	2	5	1	0	3	21	20	41	0	13	0	Carpentry and joinery (2), printing (6).
9	Cave Spring, Ga	Georgia School for the Deaf	Wesley O. Connor	4	3	1	0	....	72	58	15	....	....	....	Carpentry and joinery (35), shoemaking (27), printing (37).
10	Jacksonville, Ill	The Illinois Institution for the Education of the Deaf and Dumb.	S. T. Walker, M. A	11	30	9	....	7	300	204	185	0	0	16	Carpentry and joinery (35), shoemaking (27), printing (37), bakery (22), wood carving (8), house painting and paperhanging (8), newspaper illustrating (8), stereotyping (4).
11	Indianapolis, Ind	The Indiana Institution for the Education of the Deaf and Dumb.	Richard Otto Johnson	15	12	4	....	4	176	144	110	....	12	9	Carpentry and joinery (30), shoemaking (20), printing (17), farming (10), floriculture (2), baking (3), cooking (2).
12	Council Bluffs, Iowa	Iowa School for the Deaf	Henry W. Rothert	8	10	2	....	7	182	148	56	....	....	14	Carpentry and joinery (18), shoemaking (31), printing (36), baking (3), broom making (5), sewing (61), dressmaking (16).
13	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	A. A. Stewart	4	16	4	....	....	117	115	99	....	....	....	

TABLE 28.—*Statistics of State institutions for the deaf, 1893-94*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department.—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1893-94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
14	Danville, Ky	Kentucky Institution for Deaf-Mutes.	Wm. K. Argo	7	8	4	0	4	114	92	115	0	0	5	Carpentry and joinery (12), shoemaking (15), printing (12), sewing (32).
15	Baton Rouge, La	Louisiana Institution for the Education of the Deaf and Dumb.	Dr. John Jastremiski	2	3	1	....	4	38	37	15	....	0	2	Carpentry and joinery (7), shoemaking (9), printing (6).
16	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Morrison	3	1	....	....	2	14	11	....	....	....	1	Shoemaking (5), caning (11), mattress making (2), sewing, knitting, etc. (11).
17	Frederick, Md	Maryland School for the Deaf and Dumb.	Charles W. Ely	6	9	3	0	4	52	39	66	0	15	3	Carpentry and joinery (12), shoemaking (21), printing (8), caning chairs (5), finishing (2), carving (3), dressmaking (11), fancy needle work (21), sewing (34).
18	Beverly, Mass	New England Industrial School for Deaf-Mutes.	Nellie H. Swett	3	3	1	....	2	19	8	16	....	....	....	Farming.
19	Flint, Mich	Michigan School for the Deaf	Francis D. Clarke	6	15	3	0	6	168	156	101	0	0	0	Carpentry and joinery (31), shoemaking (25), printing (21), tailoring (32), dressmaking (46), baking (4).
20	Faribault, Minn	Minnesota School for the Deaf	J. L. Noyes	5	9	2	1	5	136	93	70	....	....	5	Carpentry and joinery (10), shoemaking (23), printing (26), tailoring (38), sewing and dressmaking (46).
21	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	5	3	2	1	7	41	51	....	....	....	....	
22	Fulton, Mo	School for the Deaf and Dumb	James N. Tate	8	10	2	0	7	210	141	68	0	0	2	Carpentry and joinery (43), shoemaking (27), printing (18), tailoring (26), baking (4), sewing (91), dress cutting and fitting (47).
23	Boulder, Mont	Montana State School for the Deaf and Blind.	J. A. Tillinghast, M. A.	1	....	1	....	....	3	4	1	....	....	....	
24	Omaha, Nebr	The Nebraska Institute for the Deaf and Dumb.	J. A. Gillespie	8	4	5	....	4	80	62	....	....	....	....	Carpentry and joinery (19), printing (16).
25	Trenton, N. J	New Jersey School for Deaf-Mutes.	Weston Jenkins	5	7	4	0	4	61	59	52	6	0	....	Carpentry and joinery (16), shoemaking (9), printing (15), sewing (43), dressmaking (11).

26	Santa Fe, N. Mex...	New Mexico Asylum for the Deaf, Dumb, and Blind.	Lars M. Larson, B. A...	1	1	1	....	....	11	1	10	....	....	....	
27	Buffalo, N. Y.....	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	2	16	11	2	6	85	69	145	7	45	23	Carpentry and joinery (2), shoemaking (5), printing (14), tailoring (9), chair caning (12), cooking (16), dressmaking (6), sewing (45).
28	Fordham, N. Y.....	St. Joseph's Institution for Improved Instruction of Deaf-Mutes.	Ernestine Nardin	2	26	26	26	8	165	160	287	105	30	0	Carpentry and joinery (31), shoemaking (9), printing (17), dressmaking (39).
29	Malone, N. Y.....	Northern New York Institution for Deaf-Mutes.	Henry C. Rider	4	3	4	1	4	63	35	54	54	0	0	Shoemaking (13), printing (15), dressmaking (18), tailoring (3).
30	New York, N. Y....	Institution for the Improved Instruction of Deaf-Mutes.	D. Greene.....	9	13	18	....	5	103	94	197	....	74	....	Dressmaking (18), woodworking (54), metal work (53), clay modeling (14), oil painting (14).
31	New York (Station M), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier...	8	12	12	12	16	250	125	370	43	145	18	Carpentry and joinery (40), shoemaking (21), printing (30), tailoring (15), art (18), engineering (1), baking (2), dressmaking (16), shirt making (21), plain sewing (37), typewriting (1), cooking (24),
32	Rochester, N. Y.....	Western New York Institution for Deaf-Mutes.	Z. F. Westervelt.....	5	17	5	....	6	97	84	179	....	63	4	Farming and gardening (4).
33	Rome, N. Y	Central New York Institution for Deaf-Mutes.	Edward Beverly Nelson, M. A.	5	6	5	....	....	67	65	74	....	....	....	
34	Morganton, N. C	North Carolina School for the Deaf and Dumb.	E. McK. Goodwin	4	2	3	0	4	....	....	....	....	....	....	
35	Raleigh, N. C	North Carolina Institution for Deaf and Dumb and Blind.	W. J. Young.....	6	4	1	0	2	66	67	18	....	....	....	Shoemaking (4).
36	Devil's Lake, N. Dak.	School for the Deaf of North Dakota.	A. R. Spear	2	2	1	....	....	19	15	15	....	....	....	
37	Columbus, Ohio.....	The Ohio Institution for the Deaf and Dumb.	Rev. W. S. Eagleson, A. M.	9	18	4	1	6	221	235	168	12	0	9	Carpentry and joinery (23), shoemaking (40), bookbinding (4).
38	Salem, Oreg.....	Oregon School for Deaf-Mutes.....	Benj. Irving	1	3	2	....	1	24	24	18	....	....	....	Broommaking (4).
39	Edgewood Park, Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	William N. Burt.....	5	9	3	0	5	109	117	....	4	0	3	Carpentry and joinery (16), shoemaking (16), printing (14), dressmaking (15), housekeeping (50).
40	Philadelphia, Pa....	The Pennsylvania Institution for the Deaf and Dumb.	A. L. E. Crouter, M. A., LL. D.	8	37	31	....	8	274	248	318	....	....	43	Carpentry and joinery (20), shoemaking (60), printing (25), tailoring (65), dressmaking (160), painting and glazing (4).
41	.....do	Home for the Training in Speech of Deaf Children before they are of School Age.	Mary S. Garrett	0	5	4	4	0	16	17	32	4	0	0	
42	Scranton, Pa.....	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	1	7	5	0	3	25	27	52	9	0	0	Sloyd (23), sewing (12).
43	Cedar Springs, S. C .	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	2	5	2	0	3	52	34	26	0	0	5	Shoemaking (6), printing (13).
44	Sioux Falls, S. Dak .	South Dakota School for Deaf-Mutes.	James Simpson.....	2	2	1	0	3	28	19	15	0	0	0	Carpentry and joinery (2), printing (5), agriculture (7), dairying (5).
45	Knoxville, Tenn....	Tennessee Deaf and Dumb School..	Thomas L. Moses	6	5	1	....	3	100	76	110	....	....	....	Shoemaking (14), printing (12).

TABLE 28.—*Statistics of State institutions for the deaf, 1893-94*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department.—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1893-94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youth.	Wm. H. Holland	0	2	1	0	2	22	16	5	0	8	0	Shoemaking (15).
47	do	Texas Deaf and Dumb Asylum	W. A. Kendall	13	8	3	0	5	121	106	....	....	0	5	Carpentry and joinery (4), shoemaking (13), printing (16), art (30).
48	Salt Lake City, Utah	Utah School for the Deaf	Frank W. Metcalf, D. B.	2	3	1	....	4	35	15	39	....	....	3	Carpentry and joinery (9), shoemaking (4), printing (6), sewing (15).
49	Staunton, Va.	Virginia Institution for the Education of the Deaf and Dumb, and of the Blind.	Thomas S. Doyle	6	2	1	0	5	42	40	29	0	0	0	Carpentry and joinery (7), shoemaking (4), printing (10), tailoring (3).
50	Vancouver, Wash.	Washington School for Defective Youth.	James Watson	2	3	1	1	3	30	23	....	....	....	0	Shoemaking (5), printing (5).
51	Romney, W. Va.	West Virginia School for the Deaf and the Blind.	C. H. Hill	4	7	1	0	5	53	41	15	0	0	3	Carpentry and joinery (3), shoemaking (9), tailoring (28).
52	Delevan, Wis.	The Wisconsin School for the Deaf.	John W. Swiler	10	8	5	....	3	110	82	45	....	24	15	Carpentry and joinery (18), shoemaking (32), printing (16), baking (2).

TABLE 28.—*Statistics of State institutions for the deaf, 1893–94.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Institute for the Deaf	300	$218	.....	$100,000	$21,750	.....	$2,060	$21,750
2	Alabama School for Negro Deaf-Mutes and Blind	.....	230	.....	12,000	3,910	.....	.....	3,910
3	Arkansas Deaf-Mute Institution	780	200	$600	75,000	35,000	.....	18,000	30,000
4	California Institution for the Education of the Deaf and Dumb and the Blind	2,025	283	1,000	225,000	55,000	.....	30,000	41,406
5	Institute for the Education of the Mute and the Blind of Colorado	600	250	150	100,000	25,000	.....	12,500	25,000
6	American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb	2,000	.....	.....	250,000	.....	.....	.....	.....
7	The Columbia Institution for the Deaf and Dumb	4,000	.....	3,000	500,000	61,000	$4,795	4,000	61,630
8	The Florida Institute for the Blind and Deaf and Dumb	.....	196	.....	20,000	10,000	.....	300	7,738
9	Georgia School for the Deaf	1,200	.....	500	80,000	21,500	.....	5,500	18,855
10	The Illinois Institution for the Education of the Deaf and Dumb	10,671	200	1,000	420,000	108,000	0	9,000	100,000
11	The Indiana Institution for the Education of the Deaf and Dumb	4,000	217	500	524,640	66,000	.....	5,999	61,359
12	Iowa School for the Deaf	2,500	.....	.....	500,000	59,000	.....	.....	59,000
13	Kansas Institution for the Education of the Deaf and Dumb	2,020	.....	.....	206,000	41,121	.....	6,000	38,121
14	Kentucky Institution for Deaf-Mutes	1,650	206	1,000	172,400	40,300	.....	4,827	42,550
15	Louisiana Institution for the Education of the Deaf and Dumb	200	200	.....	250,000	14,800	.....	900	15,300
16	Maryland School for the Colored Blind and Deaf	.....	200	.....	35,000	7,500	1,500	.....	8,480
17	Maryland School for the Deaf and Dumb	2,475	311	780	255,000	25,000	803	0	28,316
18	New England Industrial School for Deaf-Mutes	.....	.....	.....	15,000	.....	.....	.....	3,168
19	Michigan School for the Deaf	2,746	189	250	420,255	54,750	3,967	1,117	59,445
20	Minnesota School for the Deaf	1,350	227	100	275,000	60,036	.....	8,000	52,036
21	Institution for the Education of the Deaf and Dumb	.....	.....	.....	75,000	.....	.....	750	14,530
22	School for the Deaf and Dumb	1,420	200	900	262,000	62,362	5,000	5,000	62,362
23	Montana State School for the Deaf and the Blind	.....	.....	.....	.....	.....	.....	.....	7,500
24	The Nebraska Institute for the Deaf and Dumb	1,400	205	100	95,000	27,870	.....	.....	28,013
25	The New Jersey School for Deaf-Mutes	700	304	500	100,000	42,256	.....	.....	42,256
26	New Mexico Asylum for the Deaf, Dumb, and Blind	200	No data.	0	5,500	5,000	.....	300	2,700
27	Le Couteulx St Mary's Institution for the Improved Instruction of Deaf-Mutes	692	254	.....	154,560	26,822	3,956	661	23,875
28	St. Joseph's Institute for Improved Instruction of Deaf-Mutes	1,020	230	.....	266,629	75,152	.....	12,755	65,816
29	Northern New York Institution for Deaf-Mutes	162	.....	350	80,000	34,961	.....	3,117	31,842
30	Institution for the Improved Instruction of Deaf-Mutes	900	.....	.....	360,000	.....	.....	3,204	48,814
31	New York Institution for the Instruction of the Deaf and Dumb	6,871	.....	.....	498,000	.....	.....	41,228	93,027
32	Western New York Institution for Deaf-Mutes	1,800	318	500	125,000	46,123	.....	1,109	50,974
33	Central New York Institution for Deaf-Mutes	1,800	.....	.....	125,000	.....	.....	1,109	50,974
34	North Carolina School for the Deaf and Dumb	.....	.....	.....	.....	.....	.....	.....	.....
35	North Carolina Institution for Deaf and Dumb and the Blind	1,800	175	.....	75,000	20,000	.....	5,000	20,000

TABLE 28.—*Statistics of State institutions for the deaf, 1893-94.*—PART II—Continued.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
36	School for the Deaf of North Dakota	150	.....	.....	$20,000	.....	.....	.....	$9,500
37	Ohio Institution for the Education of Deaf and Dumb	3,000	.....	.....	850,000	.....	.....	$8,000	79,951
38	Oregon School for Deaf-Mutes	225	$208	.....	10,000	$35,000	.....	25,000	10,000
39	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	1,614	246	$50	235,692	55,792	.....	1,950	46,689
40	The Pennsylvania Institution for the Deaf and Dumb	6,000	.....	.....	1,000,000	.....	.....	20,000	128,927
41	Home for the Training in Speech of Deaf Children before they are of School Age	.....	300	.....	30,000	6,785	.....	5,000	7,985
42	Pennsylvania Oral School for the Deaf	25	240	.....	136,545	54,158	.....	42,394	11,764
43	South Carolina Institution for the Education of the Deaf and the Blind	800	134	.....	27,500	11,093	.....	250	11,093
44	South Dakota School for Deaf-Mutes	175	263	.....	81,675	12,350	.....	512	13,898
45	Tennessee Deaf and Dumb School	850	165	.....	150,000	37,500	$28,500	9,000	28,500
46	Deaf, Dumb, and Blind Institute for Colored Youth	50	197	.....	37,000	7,502	0	0	7,502
47	Texas Deaf and Dumb Asylum	800	163	200	220,000	49,320	0	1,051	37,061
48	Utah School for the Deaf	25	250	.....	100,000	12,500	.....	.....	12,500
49	Virginia Institution for the Education of the Deaf and Dumb and of the Blind	500	.....	50	125,000	22,500	.....	.....	22,500
50	Washington School for Defective Youth	.....	.....	.....	100,000	.....	.....	.....	.....
51	West Virginia School for the Deaf and Blind	830	214	0	42,900	21,052	.....	1,102	20,050
52	The Wisconsin School for the Deaf	2,200	200	100	110,000	40,000	.....	.....	38,000

TABLE 29.—*Summary of statistics of public day schools for the deaf, 1893–94.*

Division and State.	Number of schools.	Instructors.						Pupils.								Expenditures.
		Male.	Female.	Total	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1893–94.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	15	9	48	57	32	0	26	245	209	454	386	36	27	44	0	$53,369
North Atlantic division	*3	1	26	27	15	0	23	102	103	205	205	27	8	24	0	35,089
Maine	1	0	7	7	7	0	0	24	17	41	41	0	0	0	0	4,500
Massachusetts	1	1	13	14	2	0	3	49	57	106	106	27	0	20	0	15.589
Rhode Island	1	0	6	6	6	.....	20	29	29	58	58	.....	8	4	.....	15,000
North Central division	12	8	22	30	17	0	3	143	106	249	181	9	19	20	0	18,280
Ohio	4	2	6	8	3	0	2	38	35	73	21	7	19	12	.....	3,265
Indiana	1	1	.....	1	.....	.....	.....	9	4	13	.....	.....	.....	0	.....	850
Illinois	1	3	5	8	4	.....	.....	33	28	61	59	0	.....	4	.....	6,675
Wisconsin	5	1	9	10	9	0	1	48	26	74	74	2	0	4	.....	7,490
Missouri	1	1	2	3	1	0	0	15	13	28	27	0	0	0	0	.....

TABLE 30.—*Statistics of public day schools for the deaf, 1893-94.*—PART I.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department. Trades taught and number pursuing.
				Male.	Female.	In articulation.	Aural development.	Industrial department.	Male.	Female.	In articulation.	Aural development.	Kindergarten.	Graduates in 1893-94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Chicago, Ill. (159 West Monroe st.).	Chicago Day Schools for the Deaf	Henry C. Hammond	3	5	4	....	....	33	28	59	0	....	0	Carpentry and joinery (4).
2	Evansville, Ind	Evansville Day School for the Deaf	Paul Lange	1	....	....	....	....	9	4	....	....	....	....	
3	Portland, Me. (79 Spring st.).	Portland School for the Deaf	Elizabeth R. Taylor	0	7	7	0	0	24	17	41	0	0	0	(0)
4	Boston, Mass. (178 Newberry st.).	The Horace Mann School for the Deaf	Miss Sarah Fuller	1	13	2	0	3	49	57	106	27	0	0	Typewriting (20); sewing (42).
5	St. Louis, Mo. (Ninth and Wash. sts.).	St. Louis Day School for the Deaf	James H. Cloud	1	2	1	0	0	15	13	27	0	0	0	(0)
6	Cincinnati, Ohio (97 West Ninth st.).	Oral School for the Deaf	Virginia A. Osborn	1	4	3	0	2	10	11	21	7	3	0	Sewing (12).
7	Cincinnati, Ohio	Public School for the Deaf	Caroline Fesenbeck	0	1	0	0	0	5	4	0	0	....	....	(0)
8	Cleveland, Ohio	Cleveland Day School for the Deaf	John H. Geary	1	....	....	....	....	18	12	0	0	16	....	
9	Toledo, Ohio (Jefferson School).	Toledo Day School for Deaf Children	R. Platt	0	1	0	0	0	5	8	0	0	0	....	
10	Providence, R I	Rhode Island Institute for the Deaf	Laura De L. Richards	....	6	6	....	20	29	29	58	....	8	....	Shoemaking (4).
11	La Crosse, Wis	Public School for the Deaf	Albert Hardy	....	1	1	1	....	2	4	6	2	....	....	
12	Milwaukee, Wis	Milwaukee Public Oral Day School for the Deaf.	Paul Binner	1	5	6	....	1	31	18	49	0	0	0	
13	Manitowoc, Wis	Manitowoc Day School for the Deaf	Miss Jennie E. Bright	0	1	....	....	....	6	1	7	....	....	....	
14	Sheboygan, Wis	Sheboygan Day School for the Deaf	Miss Ray Kibs	0	1	1	....	....	4	0	4	....	....	....	
15	Wausau, Wis	Wausau Oral School for the Deaf	W. R. Moss	0	1	1	0	0	5	3	8	0	0	0	

TABLE 30.—*Statistics of public day schools for the deaf, 1893–94.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Chicago Day Schools for the Deaf								$6,675
2	Evansville Day School for the Deaf	32	$65			$850			850
3	Portland School for the Deaf	450	110		$5,000	3,200			4,500
4	Horace Mann School for the Deaf	889	172		98,000	16,495	$12,225	$907	15,589
5	St. Louis Day School for the Deaf		75						
6	Oral School for the Deaf	60	115		50,000	2,450	25		2,465
7	Public School for the Deaf		88						800
8	Cleveland Day School for the Deaf	12							
9	Toledo Day School for the Deaf								
10	Rhode Island Institute for the Deaf	190			50,000	15,000			15,000
11	Public School for the Deaf	10	132			951			790
12	Milwaukee Public Oral Day School for the Deaf	85	106	$100	15,000	5,200	0		5,200
13	Manitowoc Day School for the Deaf					825			825
14	Sheboygan Day School for the Deaf								
15	Wausau Oral School for the Deaf	8	125			1,000	0		675

TABLE 31.—*Summary of private schools for the deaf, 1893-94.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1893-94.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	17	16	74	90	47	22	24	307	301	608	552	45	36	97	25	3,273	$825	$108,000	$34,613	$57,279
North Atlantic Division	7	6	36	42	28	13	10	118	116	234	234	21	19	.....	12	2,308	800	93,000	30,245	52,652
Massachusetts	2	1	20	21	17	2	3	83	77	160	160	0	4	.....	5	2,028	800	93,000	21,220	43,847
Connecticut	1	2	3	5	3	3	3	12	19	31	31	.....	7	.....	7	.....	.....	.....	5,425	5,425
New York	4	3	13	16	8	8	4	23	20	43	43	21	8	.....	.....	280	.....	.....	3,600	3,380
South Atlantic Division	1	2	3	5	....	.....	.....	18	12	30	30	.....	.....	.....	5	.....	.....	.....	.....	.....
Maryland	1	2	3	5	....	.....	.....	18	12	30	30	.....	.....	.....	5	.....	.....	.....	.....	.....
South Central Division	1	....	2	2	2	2	3	22	13	35	20	.....	.....	10	.....	.....	.....	.....	0	.....
Louisiana	1	....	2	2	2	2	3	22	13	35	20	.....	.....	10	.....	.....	.....	.....	0	.....
North Central Division	8	8	33	41	17	7	11	149	160	309	268	24	17	87	8	965	25	15,000	4,368	4,627
Ohio	1	0	3	3	3	.....	.....	9	4	13	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	2	0	17	17	6	6	2	77	76	153	153	17	17	56	.....	200	.....	.....	.....	.....
Michigan	1	3	0	3	3	0	0	16	25	41	41	0	0	.....	8	400	25	15,000	4,038	4,297
Wisconsin	1	4	3	7	2	1	5	24	13	37	23	2	0	15	.....	.....	.....	.....	.....	.....
Iowa	1	1	0	1	0	0	0	2	3	5	0	0	0	0	0	.....	.....	.....	330	330
Missouri	2	0	10	10	3	0	4	21	39	60	39	5	0	16	0	365	.....	.....	.....	.....

TABLE 32.—*Statistics of private schools for the deaf, 1893–94.*—PART I.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department. Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1893–94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Mystic, Conn.....	The Whipple Home School for the Deaf...	Mrs. Margaret W. Hammond.	1	2	3	3	3	12	19	31	.....	7	7	Boys, farming with gardening; girls, housework and dressmaking.
2	Chicago (409 S. May st.), Ill.	The Ephpheta School for the Deaf.....	Mary C. Hendrick....	...	9	.....	.....	.....	56	59	115	11	0	.....	
3	Chicago (6550 Yale ave.), Ill.	The McCowan Oral School for Young Deaf Children.	Mary McCowan.....	0	8	6	6	2	21	17	38	6	17	.....	Sewing (23), drawing, painting, modeling (28), designing (4), engraving (1).
4	Dubuque, Iowa.....	Eastern Iowa School for the Deaf.....	De Coursey French...	1	0	0	0	0	2	3	0	0	0	0	(0)
5	Chinchuba, La.....	Charitable Deaf-Mute Institution of Holy Rosary.	Very Rev. Canon H. Mignot.	...	2	2	2	3	22	13	20	.....	.....	.....	Farming (10).
6	Baltimore, Md.....	F. Knapp's Institute.....	Wm. A. Knapp.....	2	3	.....	.....	.....	18	12	30	.....	.....	5	
7	Northampton, Mass..	The Clarke Institution for Deaf-Mutes....	Caroline A. Yale.....	1	17	15	0	3	76	71	147	.....	0	1	Wood carving (40), sewing (23).
8	West Medford, Mass..	The Sarah Fuller Home for Little Children who can not Hear.	Eliza L. Clark.....	0	3	2	2	0	7	6	13	0	4	5	
9	North Detroit, Mich..	The German Lutheran Evangelical Deaf and Dumb Asylum.	Herman Uhlig.....	3	0	3	0	0	16	25	41	0	0	8	Boys, farm and garden work; girls, sewing and kitchen work.
10	St. Louis (Longwood place), Mo.	St. Joseph's Deaf-Mute Institute.....	Sister M. Alphonsus..	0	2	1	.....	.....	11	1	7	.....	.....	.....	
11	St. Louis (1849 Cass st.), Mo.	Maria Consilia Deaf-Mute Institute.....	Sr. Mary Adele.....	0	8	2	0	4	10	38	32	5	0	0	Printing (4), dressmaking (12).
12	Albany (Pine Hill), N. Y.	Albany Home School for the Oral Instruction of the Deaf.	Annie M. Black.....	0	4	4	4	4	8	6	14	14	8	.....	
13	New York (27 E. 46th st.), N. Y.	Keeler's Private Articulation Class for Deaf-Mutes.	Miss Sarah Warren Keeler.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
14	New York (243 W. 21st st.). N. Y.	Warren Articulation School.....	Lillie Eginton Warren	...	4	4	4	....	6	9	15	7	.....	.....	
15	New York (42 W. 76th st.), N. Y.	Wright-Humason School	Thos. Arthur Humason, Ph.D., John Dutton Wright, B. A.	3	5	.....	.....	.....	9	5	14	.....	.....	.....	
16	Cincinnati (E. 6th st.), Ohio.	Notre Dame School for the Deaf.....	Sister M. of the Sacred Heart, S. N. D.	0	3	3	.....	.....	9	4	12	.....	.....	.....	
17	St. Francis, Wis.....	St. John's Catholic Deaf-Mute Institute..	Rev. M. M. Gerend....	4	3	2	1	5	24	13	23	2	0	.....	Wood carving (15).

TABLE 32.—*Statistics of private schools for the deaf, 1893-94.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
	1	2	3	4	5	6	7
1	The Whipple Home School for the Deaf					$5,425	$5,425
2	The Ephpheta School for the Deaf	200					
3	The McCowan Oral School for Young Deaf Children						
4	Eastern Iowa School for the Deaf	0		$0	$0	330	330
5	Charitable Deaf Mute Institution of Holy Rosary					0	
6	F. Knapp's Institute						
7	The Clarke Institution for Deaf-Mutes	2,020	$287	800	87,000	19,335	41,962
8	The Sarah Fuller Home for Little Children who can not Hear	8	350	0	6.000	1,885	1,885
9	The German Lutheran Evangelical Deaf and Dumb Asylum	400		25	15,000	4,038	4,297
10	St. Joseph's Deaf-Mute Institute						
11	Maria Consilia Deaf-Mute Institute	365					
12	Albany Home School for the Oral Instruction of the Deaf	280	260			3,600	3,380
13	Keeler Private Articulation Class for Deaf-Mutes						
14	Warren Articulation School						
15	Wright-Humason School						
16	Notre Dame School for the Deaf						
17	St. John's Catholic Deaf-Mute Institute						

TABLE 33.—*Summary of statistics of State institutions for the blind, 1893–94.*

Division and State.	Number of institutions.	Instructors.					Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Industrial department.	Graduates in 1893–94.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	37	159	230	389	152	119	2,044	1,731	3,775	674	1,967	1,846	398	2,576	123	67,232	$20,056	$5,909,741	$1,078,962	$999,370
North Atlantic division	5	28	62	90	40	23	460	406	866	155	399	435	124	742	59	25,674	8,239	1,465,611	305,268	314,279
Massachusetts	1	13	22	35	17	7	121	94	215	82	127	70	2	133	7	13,942	.....	437,237	79,298	79,298
New York	2	11	24	35	13	9	230	192	422	47	156	248	110	249	20	5,431	6,239	763,568	119,960	165,219
Pennsylvania	2	4	16	20	10	7	109	120	229	26	116	117	12	360	32	6,301	2,000	264,806	46,010	69,762
South Atlantic division	8	35	39	74	25	20	321	256	577	97	374	312	67	342	19	6,407	500	735,400	101,955	105,268
Maryland	2	10	6	16	4	5	77	43	120	57	64	15	10	83	9	1,977	0	360,000	31,259	31,042
Virginia	1	6	2	8	3	3	27	21	48	0	13	35	.....	48	.....	500	.....	125,000	15,000	15,000
West Virginia	1	2	2	4	2	2	19	22	41	0	23	29	2	22	6	615	0	42,900	8,789	9,891
North Carolina	1	6	19	25	9	6	114	113	227	40	140	106	50	120	.....	1,800	.....	75,000	20,000	25,000
South Carolina	1	3	1	4	2	1	26	18	44	0	38	31	5	39	4	.....	.....	27,500	5,907	6,220
Georgia	1	6	4	10	5	.....	53	35	88	.....	88	88	0	30	.....	1,500	500	95,000	16,000	14,079
Florida	1	2	5	7	0	3	5	4	9	.....	8	8	.....	.....	0	15	.....	10,000	5,000	4,036
South Central division	9	48	49	97	43	43	400	367	767	132	396	360	69	481	20	10,955	2,250	774,000	196,560	199,299
Kentucky	1	4	5	9	3	2	60	64	124	24	124	68	8	55	4	2,000	1,500	100,000	34,934	26,311
Tennessee	1	3	9	12	5	4	49	53	102	22	102	90	6	40	2	1,500	.....	100,000	21,000	21,000
Alabama	2	7	4	11	3	4	52	43	95	0	95	58	7	72	0	975	250	87,000	21,160	21,160
Mississippi	1	24	15	39	21	20	39	.....	39	.....	.....	22	24	72	3	1,000	.....	75,000	16,000	16,600
Louisiana	1	2	4	6	2	6	18	16	34	25	22	0	0	24	4	800	.....	40,000	15,000	15,000
Texas	2	3	7	10	7	4	107	101	208	43	26	87	8	148	7	4,080	.....	172,000	69,770	63,532
Arkansas	1	5	5	10	2	3	75	90	165	18	27	35	16	70	.....	600	500	200,000	18,696	35,096
North Central division	10	41	68	109	38	28	795	639	1,434	278	718	662	135	965	25	20,546	7,767	2,604,730	397,779	301,831
Ohio	1	8	11	19	8	4	167	119	286	27	100	143	45	135	8	3,317	500	700,000	64,190	59,428
Indiana	1	6	7	13	3	3	71	79	150	84	41	12	14	68	0	2,500	4,100	469,638	34,724	33,889
Illinois	1	5	10	15	5	4	169	93	262	60	150	100	20	245	8	1,932	442	262,342	45,060	38,223
Michigan	1	3	6	9	3	2	48	29	77	18	22	44	10	120	4	1,848	200	169,900	21,000	16,453
Wisconsin	1	2	1	3	3	5	68	52	120	16	129	42	9	161	2	2,400	100	162,850	82,020	41,256

TABLE 33.—*Summary of statistics of State institutions for the blind, 1893-94*—Continued.

Division and State.	Number of institutions.	Instructors.					Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Industrial department.	Graduates in 1893-94.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
North Central division—cont'd.																				
Minnesota	1	2	3	5	3	2	36	27	63	20	.....	.....	.....	.....	3	1,500	$400	$65,000	$15,219	$15,219
Iowa	1	6	7	13	4	2	92	88	180	30	134	130	15	.....	.....	3,000	500	300,000	35,556	35,556
Missouri	1	5	8	13	4	2	55	66	121	23	58	49	8	71	0	2,500	625	200,000	29,500	28,200
Nebraska	1	3	7	10	3	1	48	40	88	.....	78	80	14	72	.....	1,349	400	75,000	50,000	17,000
Kansas	1	1	8	9	2	3	41	46	87	0	6	62	0	93	0	200	500	200,000	20,570	16,607
Western division	5	7	12	19	6	5	68	63	131	12	80	77	3	46	0	3,650	1,300	330,000	77,400	78,693
Montana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	2	5	7	2	2	30	23	53	12	50	25	3	41	0	1,200	0	100,000	15,900	28,400
Washington	1	0	1	1	1	2	4	6	10	0	5	4	0	0	0	.....	.....	.....	.....	.....
Oregon	1	1	3	4	1	1	7	13	20	.....	5	18	0	5	0	275	300	5,000	6,500	6,700
California	1	4	3	7	2	0	27	21	48	0	20	30	0	0	0	2,175	1,000	225,000	55,000	43,593

TABLE 34.—*Statistics of institutions for the blind, 1893-94.*—PART I.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Industrial department. Trades taught and number pursuing.
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Graduates in 1893-94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Alabama Academy for the Blind	Carleton Mitchell	4	3	2	7	32	31	....	63	48	7	0	Mattress making (6), chair caning (21), other trades (21).
2	.....do	Alabama School for Negro Deaf-Mutes and Blind.	J. S. Graves	3	1	1	2	20	12	0	32	10	....	0	Mattress making (12), chair caning (12).
3	Little Rock, Ark	Arkansas School for the Blind*	J. R. Harvey	5	5	2	3	75	90	18	27	35	16	....	Broom making (39), mattress making (16), chair caning (9), other trades (6).
4	Berkeley, Cal	California Institution for the Education of the Deaf and Dumb and the Blind.	Warring Wilkinson	4	3	2	0	27	21	0	20	30	0	0	
5	Colorado Springs, Colo.	Institution for the Education of the Mute and Blind of Colorado.	John E. Ray, A. M	2	5	2	2	30	23	12	50	25	3	0	Typewriting (10), broom making (20), mattress making (6), chair caning (5).
6	St. Augustine, Fla	The Florida Institute for the Blind and Deaf and Dumb.	Henry Felkel	2	5	0	3	5	4	....	8	8	0	0	
7	Macon, Ga	Georgia Academy for the Blind†	.....	6	4	5	....	53	35	....	88	88	0	....	Broom making (10), mattress making (10), chair caning (10).
8	Jacksonville, Ill	The Illinois Institution for the Education of the Blind.	William F. Short	5	10	5	4	169	93	60	150	100	20	8	Typewriting (100), mattress making (5), broom making (75), chair caning (40), other trades (25).
9	Indianapolis, Ind	Indiana Institute for the Education of the Blind.	E. E. Griffith	6	7	3	3	71	79	84	41	12	14	0	Typewriting (12), broom making (20), mattress making (8), chair caning (28).
10	Vinton, Iowa	Iowa College for the Blind	T. F. McCune	6	7	4	2	92	88	30	134	130	15	....	
11	Kansas City, Kans	Kansas Institution for the Education of the Blind.	Rev. W. G. Todd	1	8	2	3	41	46	0	6	62	0	0	Broom making (15), beadwork (27), fancy work (36), sewing (15).
12	Louisville, Ky	Kentucky Institution for the Education of the Blind.	Benj. B. Huntoon	4	5	3	2	60	64	24	124	68	8	4	Broom making (20), mattress making (5), chair caning (30).
13	Baton Rouge, La	Louisiana Institution for Education of the Blind and Industrial Home for the Blind.	M. C. Aldrich	2	4	2	6	18	16	25	22	0	0	4	Typewriting (15), broom making (3), mattress making (1), chair caning (5).
14	Baltimore, Md	Maryland School for the Blind	Frederick D. Morrison.	6	5	3	3	60	36	37	51	15	10	8	Typewriting (10), chair caning (23), other trades (19).
15	.....do	Maryland School for Colored Blind and Deaf.	Frederick D. Morrison.	4	1	1	2	17	7	20	13	....	....	1	Mattress making (3), chair caning (21), sewing, knitting, etc. (7).

* From 1891-92.

† From 1889-90.

TABLE 31.—*Statistics of institutions for the blind, 1893-94.*—PART I—Continued.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Industrial department. Trades taught and number pursuing.
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Graduates in 1893-94.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	South Boston, Mass.	Perkins's Institution and Massachusetts School for the Blind.	M. Anagnos	13	22	17	7	121	94	82	127	70	21	7	Typewriting (31), mattress making (8), chair caning (50), sloyd (44).
17	Lansing, Mich.	Michigan School for the Blind*	Edward P. Church	3	6	3	2	48	29	18	22	44	10	4	Typewriting (50), mattress making (10), chair caning (60).
18	Faribault, Minn.	Minnesota School for the Blind	James J. Dow	1	2	3	2	36	27	20	....	....	....	3	
19	Jackson, Miss.	Institution for Blind of Mississippi.	Dr. P. Fairly	24	15	21	20	39	....	....	22	24	....	3	Typewriting (30), broom making (21), chair caning (21).
20	St. Louis, Mo.	Missouri School for the Blind	Jno. T. Sibley, A. M., M. D.	5	8	4	2	55	66	23	58	49	8	0	Typewriting (16), broom making (41), chair caning (6), other trades (20).
21	Boulder, Mont.	Montana State School for the Deaf and Blind.	J. A. Tillinghast, M, A.	....	....	....	....	....	....	....	....	....	....	....	
22	Nebraska City, Nebr.	Nebraska Institute for the Blind	William Ebright	3	7	3	1	48	40	....	78	80	14	....	Typewriting (40), broom making (18), chair caning (4), other trades (10).
23	Batavia, N. Y.	New York State Institution for the Blind.	Frederick R. Place	6	8	6	2	92	55	12	6	100	30	20	Broom making (15), mattress making (12), chair caning (30), other trades (15).
24	New York, N. Y.	The New York Institution for the Blind.†	W. B. Wait	5	10	7	7	138	137	31	150	148	80	....	Typewriting (60), mattress making (12), chair caning (105).
25	Raleigh, N. C.	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young	6	6	6	1	48	52	0	8	59	5	2	Broom making (24), mattress making (26), chair caning (26).
26	Columbus, Ohio	The Ohio Institution for the Education of the Blind.	S. S. Burrows, M. D	8	11	8	4	167	119	27	100	143	45	8	Typewriting (50), broom making (45), chair caning (35), crocheting and knitting.
27	Salem, Oreg.	Oregon Institute for the Blind	E. S. Bollinger	1	3	1	1	7	13	....	5	18	0	0	Typewriting (5).
28	Philadelphia, Pa.	The Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen	3	12	9	6	93	108	26	95	98	12	32	Broom making (33), mattress making (3), chair caning (50), manual occupations (274).
29	Pittsburg, Pa.	Western Pennsylvania Institution for the Blind.†	H. B. Jacobs	1	4	1	1	16	12	....	21	19	0	0	
30	Cedar Springs, S. C.	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	3	1	2	1	26	18	0	38	31	5	4	Broom making (13), mattress making (6), chair caning (10).

31	Nashville, Tenn.....	Tennessee School for the Blind.....	David Lipscomb, jr...	3	9	5	4	49	53	22	102	90	6	2	Broom making (24), mattress making (16), chair caning, sewing, knitting, etc.
32	Austin, Tex.....	Deaf, Dumb, and Blind Institute for Colored Youth.	Wm. H. Holland.....	1	2	1	0	26	21	10	16	12	0	0	
33	.....do	Texas Institution for the Blind.....	Frank Rainey.....	2	5	6	4	81	80	33	10	75	8	7	Typewriting (12), broom making (41), mattress making (9), chair caning (31), crocheting (25).
34	Staunton, Va.....	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	Thomas S. Doyle.....	6	2	3	3	27	21	0	13	35	.....	.....	Broom making (16), mattress making (16), chair caning (16).
35	Vancouver, Wash...	Washington School for Defective Youth.	James Watson.....	0	1	1	2	4	6	0	5	4	0	0	
36	Romney, W. Va.....	West Virginia Schools for the Deaf and Blind.	C. H. Hill.....	2	2	2	2	19	22	0	23	29	2	6	Broom making (9), mattress making (10), chair caning (3).
37	Janesville, Wis.....	Wisconsin School for the Blind	Lynn S. Pease.....	2	1	3	5	68	52	16	129	42	9	2	Typewriting (6), broom making (14), chair caning (25), weaving (13), cooking (19), sewing (52), hammock making (32).

* From 1892–93.

† From 1889–90.

TABLE 34.—*Statistics of institutions for the blind, 1893-94.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Academy for the Blind	900	$230	$250	$75,000	$13,800	.....	$500	$13,300
2	Alabama School for Negro Deaf-Mutes and Blind	75	230	.....	12,000	7,360	.....	.....	7,360
3	Arkansas School for the Blind†	600	.....	500	200,000	13,196	$3,500	.....	35,696
4	California Institution for the Education of the Deaf and Dumb and the Blind	2,175	283	1,000	225,000	55,000	.....	30,000	13,593
5	Institute for the Education of the Mute and Blind of Colorado	1,200	300	0	100,000	15,900	.....	12,500	15,900
6	Florida Institute for the Blind and Deaf and Dumb	15	196	.....	10,000	5,000	.....	150	3,886
7	Georgia Academy for the Blind‡	1,500	168	500	95,000	16,000	.....	.....	14,079
8	Illinois Institution for the Education of the Blind	1,932	87	442	262,342	45,000	.....	14,250	23,973
9	Indiana Institute for the Education of the Blind	2,500	226	4,100	469,638	34,724	.....	2,999	30,890
10	Iowa College for the Blind	3,000	185	500	300,000	35,556	.....	2,500	33,056
11	Kansas Institution for the Education of the Blind	200	215	500	200,000	20,570	.....	1,600	15,007
12	Kentucky Institution for the Education of the Blind	2,000	196	1,500	100,000	34,934	.....	2,026	24,285
13	Louisiana Institution for Education of the Blind and Industrial Home of the Blind	800	60	.....	40,000	15,000	.....	2,000	13,000
14	Maryland School for the Blind	1,702	.....	0	325,000	22,259	.....	1,471	21,091
15	Maryland School for the Colored Blind and Deaf	275	213	.....	35,000	7,500	1,500	0	8,480
16	Perkins Institution and Massachusetts School for the Blind	13,942	.....	.....	437,237	30,000	.....	.....	.....
17	Michigan School for the Blind*	1,848	225	200	169,900	21,000	.....	.....	16,453
18	Minnesota School for the Blind	1,500	278	400	65,000	15,219	.....	.....	15,219
19	Institution for the Blind of Mississippi	1,000	175	.....	75,000	16,000	.....	600	16,000
20	Missouri School for the Blind	2,500	240	625	200,000	.....	29,500	.....	28,200
21	Montana State School for the Deaf and Blind *a*	.....	.....	.....	.....	.....	.....	.....	.....
22	Nebraska Institute for the Blind	1,349	.....	400	75,000	50,000	.....	3,500	13,500
23	New York State Institution for the Blind	2,431	200	500	378,611	43,961	2,556	958	40,563
24	The New York Institution for the Blind	3,000	264	5,739	384,957	133,443	.....	.....	123,695
25	North Carolina Institution for the Deaf and Dumb and the Blind	1,800	175	.....	75,000	20,000	.....	5,000	20,000
26	Ohio Institution for the Education of the Blind	3,317	227	500	700,006	64,190	0	10,798	48,630
27	Oregon Institute for the Blind	275	310	300	5,000	6,500	.....	500	6,200
28	Pennsylvania Institution for the Instruction of the Blind	5,811	388	2,000	164,806	.....	33,600	7,902	54,542
29	Western Pennsylvania Institution for the Blind†	490	244	.....	100,000	6,155	6,155	488	6,830
30	South Carolina Institution for the Education of the Deaf and the Blind	.....	134	.....	27,500	5,907	.....	250	5,970
31	Tennessee School for the Blind	1,500	200	.....	100,000	21,000	.....	2,000	19,000
32	Deaf, Dumb, and Blind Institute for Colored Youth	100	195	.....	37,000	9,169	.....	.....	9,169
33	Texas Institution for the Blind	3,980	264	.....	135,000	54,770	0	2,000	48,532
34	Virginia Institution for the Education of the Deaf and Dumb and of the Blind	500	.....	.....	125,000	15,000	.....	.....	15,000
35	Washington School for Defective Youth	.....	.....	.....	.....	.....	.....	.....	.....
36	West Virginia Schools for the Deaf and Blind	615	214	0	42,900	8,789	.....	1,102	8,789
37	Wisconsin School for the Blind	2,400	347	100	162,850	82,020	.....	8,292	32,964

*From 1892-93. †From 1891-92. ‡From 1890-91 *a* Just organized; no report.

XII.—SCHOOLS FOR THE FEEBLE-MINDED.

TABLE 35.—*Summary of statistics of State institutions for the feeble-minded, 1893–94.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	18	30	142	172	116	484	3,703	3,234	6,937	1,758	982	1,331	$4,136,363	$1,226,385	$1,211,520
North Atlantic division	8	11	64	75	50	241	1,456	1,519	2,975	359	491	509	1,515,808	507,737	514,967
Massachusetts	1	3	8	11	6	62	266	188	454	146	100	.....	319,727	71,184	66,036
Connecticut	1	2	3	5	2	12	85	55	140	39	40	7	.....	28,054	28,054
New York	3	1	16	17	21	82	410	762	1,172	57	227	273	419,827	120,610	113,987
New Jersey	2	4	16	20	7	8	154	132	286	12	95	78	219,000	68,393	87,394
Pennsylvania	1	1	21	22	14	77	541	382	923	105	29	151	557,254	219,496	219,496
South Atlantic division	1	3	4	7	4	6	94	88	182	0	.....	.....	65,000	23,624	23,624
Kentucky	1	3	4	7	4	6	94	88	182	0	.....	.....	65,000	23,624	23,624
North Central division	7	12	69	81	55	224	1,983	1,497	3,480	1,368	454	789	2,155,555	592,595	572,989
Ohio	1	2	21	23	13	40	593	375	968	968	251	152	685,555	209,348	129,266
Indiana	1	3	8	11	7	27	306	231	537	290	29	64	300,000	84,500	84,500
Illinois	1	2	10	12	3	38	370	320	690	50	60	206	300,000	102,314	90,877
Minnesota	1	3	10	13	3	88	239	217	456	29	60	283	200,000	60,120	134,977
Iowa	1	1	12	13	1	16	319	212	531	10	20	58	200,000	79,000	79,000
Nebraska	1	1	5	6	2	9	97	98	195	.....	.....	.....	120,000	36,038	36,038
Kansas	1	....	3	3	26	6	59	44	103	21	34	26	350,000	21,275	18,331
Western division	2	4	5	9	7	13	170	130	300	31	37	33	400,000	102,429	99,940
California	1	4	5	9	7	13	170	130	300	31	37	33	400,000	102,429	99,940
Washington	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 36.—*Statistics of State institutions for the feeble-minded, 1893-94.*—PART I.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Industrial department.—Trades taught and number pursuing.
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Glen Ellen, Cal.	The California Home for the Care and Training of Feeble-Minded Children.*	A. E. Osborne, M. D.	4	5	7	13	170	130	31	37	Shoemaking (4), engine room (2), laundry (8), carpenter (1), on grounds (8), curing fruit (10).
2	Lakeville, Conn.	Connecticut School for Imbeciles.	Geo. W. Knight, M. D.	2	3	2	12	85	55	39	40	Farming (3), hammock making (4).
3	Lincoln, Ill.	Illinois Asylum for Feeble-Minded Children.	Ambrose M. Miller	2	10	3	38	370	320	50	60	Shoe shop (7), laundry (36), tailor shop (9), sewing room (30), lace making (9), domestic department (63), farm and garden (52).
4	Fort Wayne, Ind.	Indiana School for Feeble-Minded Youth.	Alexander Johnson	3	8	7	27	306	231	290	29	Shoe shop (14), tailor shop (9), carpenters (4), mattress making (9), dressmaking (12), mending (16).
5	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell	1	12	1	16	319	212	10	20	Shoe shop (30), carpenter shop (8), farm (20).
6	Winfield, Kans.	State School for Idiotic and Imbecile Youth.†	C. R. Wiles	....	3	26	6	59	44	21	34	Shoemaking (14), sewing (12).
7	Frankfort, Ky.	Kentucky Institution for Feeble-Minded Children.	I. T. Berry	3	4	4	6	94	88	0	.....	Needlework, mattress and broom making, shoemaking, and gardening.
8	Waverley, Mass.	Massachusetts School for the Feeble-Minded.	Walter E. Fernald, M. D.	3	8	6	62	266	188	146	100	Domestic work, farming, carpentry, painting, sewing, laundry work, etc.
9	Faribault, Minn.	Minnesota School for Feeble-Minded.	A. C. Rogers, M. D.	3	10	3	88	239	217	29	60	Brushmaking (45), brass work (4), scroll work (3), sewing (125), knitting (15), crocheting (40), machine (36), hammock making (15).
10	Beatrice, Nebr.	Nebraska Institution for Feeble-Minded Youth.	J. T. Armstrong, M. D	1	5	2	9	97	98	.....	.....	
11	Vineland, N. J.	New Jersey Home for the Education and Care of Feeble-Minded Children.	S. Olin Garrison	4	11	7	3	154	58	.....	90	Wood carving (8), dressmaking (6), tailoring (3), shoemaking (10), knitting (2), laundry, farming.
12	.....do	New Jersey State Institution for Feeble-Minded Women.*	Mary J. Dunlop	....	5	.....	5	0	74	12	5	Sewing (10), washing and ironing (30), cooking (6), general housework (8).
13	Newark, N. J.	Newark State Custodial Asylum for Feeble-Minded Women.*	C. W. Winspear	0	1	5	34	0	395	0	.....	Sewing (100). Other inmates are engaged in crocheting, mending, laundry, and household employment.

14	New York, N. Y.....	School for Feeble Minded.....	M. C. Dunphy	0	3	6	9	115	89	40	200	Sewing (23), washing (6), ironing (6), tailoring (4), tinware making (1), mat making (2), basket making (2), gardening (11).
15	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D	1	12	10	39	295	278	17	27	Carpenter shop (1), shoe shop (6), bakery (4), tailor shop (7), sewing (27), mat making (4), farm garden (20), painter (1), engineering (2), ironing (15), knitting (8), laundry (15), miscellaneous (16).
16	Columbus, Ohio	Ohio Institution for Feeble-Minded Youth.*	G. A. Doren.....	2	21	13	40	593	375	968	251	Wood working (4), farming and gardening (40), shoemaking (11), tailoring (15), sewing (18), housework (46), other trades (18).
17	Elwyn, Pa	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.	1	21	14	77	541	382	105	29	Carpenters (9), shoemakers (10), tailors (19), painters (5), mattress makers (24), hammock netters (15), bakers (6), laundry (61), sewing (12).
18	Vancouver, Wash	Washington School for Defective Youth.	James Watson	0	2	1	4	28	15	32	0	

* From 1892–93.

† From 1890–91.

TABLE 36.—*Statistics of State institutions for the feeble-minded, 1893–94.*—PART II.

	Name.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
					State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8
1	California Home for the Care and Training of Feeble-Minded Children	60	.....	$400,000	$96,676	$5,753	$45,692	$54,218
2	Connecticut School for Imbeciles*	.....	.....	.....	28,054	.....	.....	28,054
3	Illinois Asylum for Feeble-Minded Children	575	$300	300,000	92,909	9,405	7,831	83,046
4	Indiana School for Feeble Minded Youth	400	0	300,000	84,500	0	6,500	78,000
5	Iowa Institution for Feeble-Minded Children	200	.....	200,000	79,000	.....	.....	79,000
6	State School for Idiots and Imbecile Youth†	400	.....	350,000	21,275	.....	.....	18,331
7	Kentucky Institution for Feeble-Minded Children	.....	.....	65,000	.....	23,624	.....	23,624
8	Massachusetts School for the Feeble-Minded	500	850	319,727	25,000	46,184	.....	66,036
9	Minnesota School for Feeble-Minded	.....	1,000	200,000	60,120	.....	74,857	60,120
10	Nebraska Institution for Feeble-Minded Youth	20	200	120,000	36,038	.....	.....	36,038
11	The New Jersey Home for the Education and Care of Feeble-Minded Children	500	.....	100,000	.....	44,393	25,000	45,374
12	New Jersey State Institution for Feeble-Minded Women*	300	.....	119,000	25,000	.....	.....	17,020
13	Newark State Custodial Asylum for Feeble-Minded Women	.....	.....	.....	.....	.....	.....	.....
14	School for Feeble-Minded	0	0	.....	.....	.....	.....	.....
15	Syracuse State Institution for Feeble-Minded Children	350	.....	419,827	120,610	.....	20,683	93,295
16	Ohio Institution for Feeble-Minded Youth*	1,051	.....	685,555	200,127	9,221	.....	129,266
17	Pennsylvania Training School for Feeble-Minded Children	1,500	(‡)	557,254	219,496	.....	.....	219,496
18	Washington School for Defective Youth	.....	.....	.....	.....	.....	.....	.....

* From 1892–93. † From 1890–91. ‡ No data.

TABLE 37.—*Summary of statistics of private schools for the feeble-minded, 1893–94.*

Division and State.	Number of institutions.	Instructors.					Pupils.					
		Male.	Female.	Total.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	9	8	34	42	27	48	147	88	235	87	139	136
North Atlantic division	7	3	27	30	22	39	98	68	166	38	84	87
Massachusetts	3	1	10	11	18	27	62	20	82	15	45	46
New York	1	.....	1	1	.....	2	12	18	30	0	30	0
New Jersey	3	2	16	18	4	10	24	30	54	23	9	41
South Atlantic division	1	3	5	8	3	0	26	6	32	12	18	12
Maryland	1	3	5	8	3	0	26	6	32	12	18	12
North Central division	1	2	2	4	2	9	23	14	37	37	37	37
Michigan	1	2	2	4	2	9	23	14	37	37	37	37

TABLE 38.—*Statistics of private schools for the feeble-minded, 1893-94.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Industrial department. Trades taught and number pursuing.
				Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Kindergarten.	Music.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Ellicott City, Md	Font Hill Private Institution for Feeble-Minded and Epileptic Children.	Samuel J. Fort, M. D	3	5	3	0	26	6	12	18	Housework (10), light farm work (2).
2	Amherst, Mass	Home School for Delicate and Nervous Children and Youth.	Mrs. W. D. Herrick	0	3	2	5	15	3	4	4	
3	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	Catharine W. Brown, G. W. Brown, M. D.	1	5	16	20	44	15	11	41	30 boys and 15 girls. Garden, farm, shop, laundry, housework, sewing, general helpfulness.
4	Fayville, Mass	Hillside School	Madames Knight and Green.	0	2	....	2	3	2	....	....	Farm (1).
5	Kalamazoo, Mich	Wilbur Home and School for Feeble-Minded	C. T. Wilbur, M. D	2	2	2	9	23	14	37	37	37 in domestic employments, sewing, embroidery, gardening, and farming.
6	Cranbury, N. J	Private Home and School for Enfeebled and Undeveloped Minds.	C. F. Garrison	2	2	4	3	9	11	6	4	General housework (4), farming (2), carpentry (1).
7	Haddonfield, N. J	Haddonfield Training School	Margaret Bancroft, Jean W. Cox.	0	4	....	5	5	8	7	5	Manual work (13), lace making (1), basket work (12), sewing, plain and fancy (8).
8	Orange (370 Center st.) N. J.	The Sequin Physiological School for Children of Arrested Development.	Mrs. Elsie M. Sequin	0	8	0	2	10	11	10	0	
9	Amityville, N. Y	Brunswick Home for Idiotic, Epileptic, and Feeble-Minded Children.*	S. R. Williams	....	1	....	2	12	18	0	30	

* From 1892-93.

XIII.—REFORM SCHOOLS.

TABLE 39.—*Summary of statistics of reform schools for 1893–94.*

Division and State.	Number of institutions.	Number of assistants.	Inmates.													Number taught trades.	Value of grounds and buildings.	Expenditures.	
			Sex.			Race.		Nativity.		Illiteracy.		During year.		School.				Buildings and improvements.	For support.
			Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could read only.	Could neither read nor write.	Committed.	Discharged.	Teachers.	Pupils.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States	82	1,450	16,096	4,005	20,201	16,973	2,410	8,069	8,281	4,573	2,591	11,297	9,568	475	18,572	7,032	$11,209,775	$544,092	$2,562,411
North Atlantic division	34	480	8,293	1,581	9,974	8,652	873	3,220	5,724	2,719	1,371	6,019	5,023	232	9,091	3,789	4,685,194	132,236	995,941
Maine	2	26	122	60	182	121	1	45	15	50	10	66	33	6	182	.....	145,000	7,611	31,160
New Hampshire	1	11	112	15	227	119	6	60	64	100	25	60	25	6	100	60	100,000	4,000	16,000
Vermont	1	15	95	15	110	102	8	74	36	20	20	46	30	3	100	40	50,000	900	13,950
Massachusetts	12	93	566	120	686	613	52	223	395	151	42	573	480	28	646	49	262,656	36,383	114,555
Rhode Island	2	34	256	26	282	250	32	42	239	.....	3	196	171	10	278	.....	400,000	376	42,843
Connecticut	2	70	470	223	693	636	57	217	206	489	43	262	327	13	693	470	500,000	10,714	117,186
New York	8	151	4,947	427	5,374	5,338	352	1,804	3,854	1,671	999	3,891	3,153	133	5,156	2,213	1,465,000	36,470	371,503
New Jersey	3	60	567	452	1,019	353	84	125	353	10	5	139	153	9	487	204	239,897	21,834	73,475
Pennsylvania	3	20	1,158	243	1,401	1,120	281	630	562	228	224	776	651	24	1,449	753	1,522,641	13,948	215,269
South Atlantic division	10	117	1,382	88	1,470	994	476	961	301	675	324	589	583	38	1,377	730	1,180,039	17,348	212,245
Maryland	4	59	898	67	965	683	282	721	264	547	254	385	398	22	947	585	840,639	11,209	85,817
Delaware	2	8	50	21	71	49	22	58	13	.....	1	15	25	2	71	0	40,400	2,689	4,724
District of Columbia	1	36	204	0	204	78	126	60	21	50	26	81	85	6	204	60	250,000	.....	42,200
Georgia	1	3	28	0	28	8	20	25	3	4	20	14	5	1	28	0	8,000	0	30,000
Virginia	1	4	97	0	97	97	0	97	0	74	23	46	33	4	97	45	21,000	450	7,884
West Virginia	1	7	105	0	105	79	26	.....	.....	.....	.....	48	37	3	30	40	20,000	3,000	41,620
South Atlantic division	3	46	330	169	499	133	200	193	217	43	28	399	380	7	448	12	75,000	.....	42,461
Kentucky	1	22	0	169	169	.....	.....	159	10	.....	.....	20	14	4	169	.....	.....	.....	.....
Louisiana	1	1	89	0	89	20	69	.....	.....	.....	.....	260	278	1	89	0	.....	.....	9,761
Texas	1	23	241	0	241	113	131	34	207	43	28	119	88	2	190	12	75,000	.....	32,700

TABLE 39.—*Summary of statistics of reform schools for 1893-94*—Continued.

Division and State.	Number of institutions.	Number of assistants.	Inmates.													Number taught trades.	Value of grounds and buildings.	Expenditures.	
			Sex.			Race.		Nativity.		Illiteracy.		During year.		School.				Buildings and improvements.	For support.
			Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could read only.	Could neither read nor write.	Committed.	Discharged.	Teachers.	Pupils.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
North Central division	28	686	5,292	2,066	7,352	6,348	826	3,625	2,034	1,128	862	3,951	3,412	179	6,802	1,907	$4,329,300	$266,538	$1,012,239
Ohio	3	133	1,008	447	1,455	1,221	234	961	495	33	128	1,033	987	40	1,442	314	729,552	28,357	174,858
Indiana	2	59	472	155	627	544	81	136	14	132	77	192	234	7	627	100	200,000	8,154	61,846
Illinois	4	92	1,229	228	1,457	1,141	168	1,104	196	.....	156	1,023	870	22	1,443	630	776,000	131,925	165,650
Michigan	4	94	675	484	1,159	1,087	72	171	213	134	44	694	443	31	927	364	546,842	6,056	133,100
Wisconsin	3	73	202	228	430	413	15	24	48	33	10	192	284	13	410	.....	458,409	21,092	128,305
Minnesota	2	63	355	24	379	365	16	242	240	211	42	217	197	11	441	100	559,845	30,163	103,125
Iowa	2	49	430	140	570	503	67	217	349	400	250	177	149	26	570	140	234,950	21,000	76,767
Missouri	3	35	415	168	583	460	111	303	268	29	41	96	62	14	244	179	317,500	7,642	70,688
South Dakota	1	14	65	22	87	63	2	60	17	.....	4	32	1	3	87	22	50,000	4,000	14,250
Nebraska	2	38	221	76	297	279	18	190	107	58	91	103	114	6	297	58	206,202	8,149	56,356
Kansas	2	36	220	94	314	272	42	217	87	98	19	192	71	6	314	.....	250,000	.....	27,294
Western division	7	121	799	107	906	846	35	70	5	8	6	349	170	19	854	594	940,242	127,970	299,525
Montana	1	9	36	0	36	30	6	36	0	.....	3	36	0	2	36	0	27,000	.....	.....
Colorado	1	18	125	0	125	119	6	.....	.....	.....	.....	30	39	3	125	30	45,000	.....	37,500
Utah	1	6	33	6	39	37	2	34	5	7	3	42	45	3	39	12	200,000	30,888	14,502
Washington	1	12	127	25	152	123	4	.....	.....	.....	.....	.....	.....	3	152	152	38,000	15,000	62,000
Oregon	1	12	92	0	92	91	1	.....	.....	.....	.....	.....	.....	2	92	.....	180,000	78,000	36,000
California	2	64	386	76	462	446	16	.....	.....	1	0	241	86	6	410	400	450,242	4,082	149,523

TABLE 40.—*Statistics of*

	Post-office.	Name.	Executive officer.
	1	2	3
1	Ione, Cal	Preston School of Industry	E. Carl Bank
2	Whittier, Cal	Whittier State School	Walter Lindley
3	Golden, Colo	State Industrial School of Colorado	G. A. Garrard
4	Middletown, Conn	Connecticut Industrial School for Girls*	William G. Fairbank
5	Meriden, Conn	Connecticut State School for Boys	Samuel Thatcher
6	Wilmington, Del	Delaware Industrial School for Girls	Mrs. Sprague
7	....do	Ferris Industrial School*	H. E. Haines
8	Washington, D. C	Reform School of the District of Columbia.	Geo. A. Shallenberger
9	Augusta, Ga	Richmond County Reformatory Institute.	Daniel C. Stelling
10	Chicago, Ill	Erring Women's Refuge for Reform	Helen M. Woods
11	Glenwood, Ill	Illinois School of Agriculture and Manual Training.	Mrs. Ursula L. Harrison
12	Pontiac, Ill	Illinois State Reformatory	R. W. McClaughry
13	South Evanston, Ill	Illinois Industrial School for Girls	Miss Fannie Morgan
14	Indianapolis, Ind	Indiana Reform School and Woman's Prison.	Sarah F. Keely
15	Plainfield, Ind	Indiana Reform School for Boys	T. J. Charlton
16	Eldora, Iowa	Iowa Industrial School	B. J. Miles
17	Mitchellville, Iowa	.....do	C. C. Cory
18	Beloit, Kans	Industrial School for Girls	Miss Fannie Hahn
19	North Topeka, Kans	State Reform School	E. C. Hitchcock
20	Newport, Ky	House of the Good Shepherd	Mother M. of St. Scholastic
21	New Orleans, La	Boys' House of Refuge	W. C. Staunton
22	Hallowell, Me	Maine Industrial School	E. Rowell
23	Portland, Me	State Reform School	J. R. Farrington
24	Baltimore, Md	House of Refuge	Robert Jabez Kirkwood
25	.....do	Female House of Refuge	W. K. Bibb
26	Carroll Station, Md	St. Mary's Industrial School for Boys of the City of Baltimore.	Brother Dominic
27	Cheltenham, Md	House of Reformation	John W. Horn
28	Boston, Mass	House of Reformation for Boys	Jas. R. Gerrish
29	Deer Island, Boston, Mass.	Truant School	.....do
30	Goshen, Mass	Hampshire and Franklin County Truant School.	W. A. Barrus
31	Lancaster, Mass	State Industrial School for Girls	S. L. Brackett
32	Lawrence, Mass	Essex County Truant School	Henry E. Swan
33	Lowell, Mass	Lowell Reform School	Cornelius E. Collins
34	North Cambridge, Mass	Cambridge Truant School*	Martin L. Eldridge
35	Oakdale, Mass	Worcester County Truant School*	F. L. Johnson
36	Salem, Mass	Plummer Farm School	Charles A. Johnson
37	Springfield, Mass	Hampden County Truant School	Frank H. King
38	Walpole, Mass	Norfolk, Bristol, and Plymouth Union Truant School.	Aaron R. Morse
39	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin
40	Adrian, Mich	State Industrial Home for Girls	Lucy M. Sickles
41	Detroit, Mich	House of the Good Shepherd	Mother M. of St. Stanislaus.
42	Ionia, Mich	State House of Correction and Reformatory.	J. L. Gillis
43	Lansing, Mich	Industrial School for Boys	J. E. St. John
44	Red Wing, Minn	Minnesota Reform School	J. W. Brown
45	St. Cloud, Minn	Minnesota State Reformatory	W. E. Lee
46	Booneville, Mo	Missouri State Reform School	L. D. Drake
47	Chillicothe, Mo	State Industrial Home for Girls	Edward M. Gilberts
48	St. Louis, Mo	House of Refuge	Henry Guibor
49	Miles City, Mont	Montana State Reform School	A. J. Hylton

* From 1892–93.

reform schools, 1893–94

Number of assistants.	Inmates.															Value of grounds and buildings.	Expenditures.		
	Sex.		Race.		Nativity.		Illiteracy.			During year.		School.							
	Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could read only.	Can neither read nor write.	Average age.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily session.	Number taught manufacturing or mechanical trade.		Buildings and improvements.	For support.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
14	7	0	7	0	....	....	....	....	....	....	....	....	....	....	....	$250,000	....	....	1
59	379	76	439	16	....	....	1	0	15	241	86	6	410	3	400	202,242	$4,082	$149,523	2
18	125	0	119	6	....	....	....	....	15	30	39	3	125	6	30	45,000	....	37,500	3
27	....	223	183	40	133	90	19	43	16	45	59	5	223	4	....	200,000	3,464	40,648	4
43	470	0	453	17	84	116	470	0	14	217	268	8	470	4	470	300,000	7,250	76,538	5
1	0	21	21	0	13	8	....	1	16	....	2	1	21	2	0	....	....	1,812	6
7	50	0	28	22	45	5	....	....	16	15	23	1	50	6	0	40,400	2,689	2,912	7
36	204	0	78	126	60	21	50	26	13	81	85	6	204	4	60	250,000	....	42,200	8
3	28	0	8	20	25	3	4	20	14	14	5	1	28	4	0	8,000	0	30,000	9
6	0	80	64	16	41	39	....	....	....	141	119	2	75	4	....	85,000	805	12,667	10
28	467	0	445	22	400	58	....	156	12	247	232	8	467	5½	180	190,000	35,500	25,000	11
54	762	0	632	130	663	99	....	....	13	635	419	8	756	3	450	405,000	95,620	112,958	12
4	0	145	....	....	....	....	....	....	....	....	....	4	145	2	....	96,000	....	15,025	13
21	0	155	153	2	136	14	36	7	13	45	48	2	155	3	....	200,000	....	....	14
38	472	0	391	79	....	....	94	71	16	147	186	5	472	9	100	....	8,154	61,846	15
33	430	0	377	53	199	236	295	215	14½	132	117	10	430	4	140	160,800	21,600	36,200	16
16	0	140	126	14	27	113	105	35	13	45	32	16	140	6	0	74,150	....	40,567	17
7	0	94	87	7	67	27	38	0	....	28	28	2	94	5	....	....	....	....	18
29	220	0	185	35	150	60	60	19	....	164	143	4	220	4½	0	250,000	....	27,294	19
22	0	169	....	....	159	10	....	....	....	20	14	4	169	5	....	....	....	....	20
1	89	0	20	69	(a)	(a)	(a)	(a)	....	260	278	1	89	5½	0	....	....	9,761	21
6	0	60	60	....	45	15	50	10	....	16	5	2	60	3	....	30,000	877	8,934	22
20	122	0	121	1	....	....	....	....	....	50	28	4	122	4	....	115,000	6,734	22,226	23
22	188	0	188	0	150	38	53	25	16	61	85	6	188	4	170	280,639	5,725	35,918	24
5	0	67	67	0	37	50	0	13	14	21	18	1	49	7	60	60,000	1,313	12,667	25
15	428	0	428	0	252	176	400	28	12	184	174	10	428	3½	325	360,000	4,171	37,232	26
17	282	....	....	282	282	....	94	188	12½	119	121	5	282	4½	30	200,000	....	....	27
6	62	0	59	3	7	55	4	13	14½	72	52	2	50	4½	12	....	....	....	28
5	84	0	82	2	17	72	17	12	12	105	100	2	84	4¼	....	....	....	....	29
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	30
15	0	112	82	30	42	70	83	5	15	77	....	4	112	3½	....	59,723	12,500	19,857	31
8	28	0	26	2	3	25	10	2	12	10	28	1	28	4	28	19,433	3,583	8,850	32
2	60	2	60	2	52	10	0	0	12	61	45	2	62	5	0	....	....	....	33
2	15	0	15	0	4	11	3	1	12	18	18	1	....	4	....	....	....	1,235	34
1	34	5	39	0	4	25	....	9	....	38	20	1	39	5	....	....	....	7,987	35
4	30	0	30	0	15	3	4	3	13	....	....	1	30	4	9	20,000	500	5,200	36
1	11	0	10	1	2	8	3	0	12½	15	19	1	11	4½	....	16,500	0	5,570	37
3	27	1	27	1	4	24	25	3	12½	29	32	1	28	5	0	18,000	800	8,712	38
45	215	0	203	11	73	112	2	3	15	160	175	12	212	4½	....	129,300	19,000	57,135	39
26	0	304	292	12	166	138	4	2	16	101	91	6	207	4	....	127,672	1,556	36,734	40
22	0	180	180	0	5	175	100	30	20	112	57	2	45	3	100	50,000	2,000	12,219	41
0	160	0	150	10	....	....	30	12	20	115	6	12	160	2	64	155,000	....	34,147	42
46	515	0	465	50	....	....	....	0	14	366	289	11	515	4½	200	214,170	2,500	50,000	43
35	309	24	322	11	148	185	201	32	14	120	100	6	333	4	....	350,000	10,000	50,009	44
28	146	0	141	5	94	52	10	10	21	97	97	5	108	1½	100	209,845	20,163	53,125	45
1	182	0	150	32	141	41	20	30	14	88	61	4	182	6	59	75,000	4,000	36,000	46
4	0	74	58	4	53	9	9	11	13	8	1	2	62	7	0	42,500	0	3,776	47
30	233	94	252	75	109	218	....	....	13	....	....	8	....	....	120	200,000	3,642	30,912	48
9	36	0	30	6	36	0	....	3	15½	36	0	2	36	7½	0	2,700	....	....	49

a No data.

TABLE 40.—*Statistics of*

	Post-office.	Name.	Executive officer.
	1	2	3
50	Geneva, Nebr	Girls' Industrial School for Juvenile Delinquents. *	James D. McKelvey
51	Kearney, Nebr	State Industrial School	John T. Mallalieu
52	Manchester, N. H	House of Reformation	John C. Ray
53	Jamesburg, N. J	State Reform for Juvenile Delinquents *	Ira Otterson
54	Trenton, N. J	State Industrial School for Girls	Mrs. Mary A. McFadden
55	Verona, N. J	Newark City Home *	C. M. Hamson
56	Brooklyn, N. Y	Brooklyn Truant School	Patrick H. Carrogan
57	Canaan Four Corners, N. Y.	Burnham Industrial School	Rev. J. Dooly
58	Elmira, N. Y	New York State Reformatory	Z. R. Brockway
59	New York (Station M), N. Y.	New York Juvenile Asylum	Elisha M. Carpenter
60	New York (Station L), N. Y.	Society for the Reformation of Juvenile Delinquents of the City of New York.	Carl W. Jungen, lieutenant, U.S.N.
61	New York (50 Washington square), N. Y.	The Wetmore Home	Mrs. Lane
62	Rochester, N. Y	State Industrial School	Franklin H. Briggs
63	Westchester, N. Y	The New York Catholic Protectory	Brother Leontine
64	Cincinnati, Ohio	The Cincinnati House of Refuge	Levi S. Fulton
65	Delaware, Ohio	Girls' Industrial Home	Albert W. Stiles
66	Lancaster, Ohio	Boys' Industrial School *	David M. Barrett
67	Salem, Oreg	Oregon State Reform School	R. J. Hendricks
68	Glenn Mills, Pa	House of Refuge (Boys' Department)	F. H. Nibecker
69	Morganza, Pa	Pennsylvania Reform School	J. A. Quay
70	Philadelphia, (900 North 22d st.), Pa.	House of Refuge (Girls Department)	Mary A. Campbell
71	Howard, R. I	Oaklawn School for Girls	Mrs. R. S. Butterworth
72	.....do	Sockanosset School for Boys	William W. Murray
73	Plankinton, S. Dak	South Dakota State Industrial School for Boys and Girls.	C. W. Ainsworth
74	Gatesville, Tex	Texas House of Correction and Reformatory.	J. F. McGuire
75	Ogden, Utah	The Territorial Reform School of Utah Territory.	J. D. Haines
76	Vergennes, Vt	Vermont Reform School	S. A. Andrews
77	Glen Allen, Va	Industrial School of the Prison Association of Virginia.	William C. Sampson
78	Chehalis, Wash	Washington State Reform School	Thomas P. Westerndorf
79	Pruntytown, W. Va	The West Virginia Reform School	D. W. Shaw
80	Milwaukee, Wis	Wisconsin Industrial School	S. E. Pierce
81	Sparta, Wis	State Public School	F. L. Sanborn
82	Waukesha, Wis	Wisconsin Industrial School for Boys	M. J. Regan

* From 1892-93.

reform schools, 1893-94—Continued.

Number of assistants.	Inmates.															Value of grounds and buildings.	Expenditures.		
	Sex.		Race.		Nativity.		Illiteracy.		Average age.	During year.		School.							
	Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Can neither read nor write.		Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily session.	Number taught manufacturing or mechanical trade.		Buildings and improvements.	For support.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
10	0	76	69	7	30	46	8	10	14	33	32	2	76	4	.....	$46,202	$8,149	$16,756	50
28	221	0	210	11	160	61	50	81	14	70	82	4	221	6	58	160,000	.....	39,600	51
11	112	15	119	6	60	64	100	25	14	60	25	6	100	4	60	100,000	4,000	16,000	52
40	373	319	54	56	75	298	(a)	(a)	16	118	136	7	373	3½	204	170,000	17,834	56,020	53
7	0	105	85	20	50	55	10	5	15	21	17	2	105	3	.....	69,897	.....	17,455	54
13	194	28	214	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55
9	351	0	310	41	105	246	210	141	13	351	265	3	.....	5	0	120,000	1,900	21,576	56
14	64	0	63	1	37	30	4	0	14	.....	.....	2	64	6	13	75,000	5,750	10,750	57
...	1,317	.....	1,257	60	525	817	632	250	20	559	620	20	1,235	1½	1,000	200,000	11,305	215,224	58
70	794	182	861	115	481	495	175	45	118.9	976	548	18	976	5	180	500,000	.....	.....	59
2	478	65	453	90	73	470	43	141	13.9	356	219	17	543	4	.....	535,000	8,047	113,054	60
3	0	60	60	0	(a)	(a)	.....	.....	16.2	346	286	1	25	2	45	35,000	9,468	10,900	61
...	614	120	694	40	499	235	.....	.....	.....	479	490	19	734	.....	.....	.....	.....	.....	62
53	1,645	.....	1,640	5	84	1,561	607	422	12	824	725	63	1,570	4¾	975	.....	.....	.....	63
41	297	106	302	101	163	240	31	120	12	416	367	15	403	2⅚6½	114	365,000	6,889	49,200	64
32	0	341	286	55	137	204	2	8	14	90	78	10	328	5	.....	364,552	3,468	39,253	65
60	711	0	633	78	661	50	.....	.....	14	527	542	15	711	8	200	.....	18,000	93,405	66
12	92	0	91	1	.....	.....	.....	.....	14	.....	.....	2	92	8	.....	180,000	78,000	36,000	67
...	695	0	544	151	386	309	180	122	13½	314	310	10	695	3½	453	750,000	.....	127,443	68
0	463	141	522	82	154	141	....	93	13½	392	261	10	604	5	300	607,641	13,948	87,826	69
20	0	102	54	48	90	12	48	9	14½	70	80	4	150	3	.....	165,000	.....	.....	70
4	0	26	21	5	13	12	....	3	15	.....	.....	4	26	.....	.....	200,000	.....	.....	71
30	256	0	229	27	29	227	....	....	14	196	171	6	256	3½	.....	200,000	376	42,843	72
14	65	22	63	2	60	17	....	4	14	32	1	3	87	3	22	50,000	4,000	14,250	73
23	241	0	113	131	34	207	43	28	14	119	88	2	190	8	12	75,000	.....	32,700	74
6	33	6	37	2	34	5	7	3	15	42	45	3	39	5	12	200,000	30,888	14,502	75
15	95	15	102	8	74	36	20	20	13	46	30	3	100	4	40	50,000	900	13,950	76
4	97	0	97	0	97	0	74	23	14⅔	46	33	4	97	4	45	21,000	450	7,884	77
12	127	25	123	4	.....	.....	.....	.....	.....	.....	.....	3	152	3½	152	38,000	15,000	62,000	78
7	105	0	79	26	(a)	(a)	(a)	(a)	13	48	37	3	30	3½	40	20,000	3,000	41,620	79
25	34	176	205	5	24	48	....	....	12½	.....	.....	7	210	6	0	74,800	2,500	32,282	80
0	166	52	208	10	....	.....	33	10	.....	192	284	6	200	6	0	107,587	592	47,024	81
48	...	.....	.....	.....	.....	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	276,022	18,000	48,999	82

a No data.

XIV.—BENE

TABLE 41.—*Benefactions to educational institutions since 1871, compiled*

Year.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Colleges for women.
1871.....	$8,435,990.00	$4,736,175.00	$285,000.00	$652,265.00	.....	$2,000.00	$1,600,000.00
1872.....	9,957,494.28	6,282,461.63	482,000.00	1,155,856.63	$10,000.00	10,422.00	689,993.00
1873.....	11,226,977.00	8,238,141.00	780,658.00	619,801.00	.....	78,600.00	252,005.00
1874.....	6,053,304.00	1,845,354.00	481,894.00	1,111,629.00	.....	44,531.00	241,420.00
1875.....	4,126,562.00	2,703,650.00	147,112.00	404,356.00	.....	72,395.00	217,887.00
1876.....	4,691,845.00	2,743,248.00	48,634.00	254,524.00	2,500.00	36,750.00	79,950.00
1877.....	3,015,256.00	1,273,991.00	201,205.00	415,979.00	10,350.00	22,374.00	163,976.00
1878.....	3,103,289.00	1,389,633.00	49,280.00	397,852.00	100,000.00	18,562.00	241,820.00
1879.....	5,249,810.00	3,878,648.00	59,778.00	379,880.00	2,175.00	4,362.00	543,909.00
1880.....	5,513,501.00	2,666,571.00	1,371,445.00	827,856.00	425.00	11,400.00	92,372.00
1881.....	7,440,224.00	4,601,069.00	177,058.00	962,535.00	425.00	9,750.00	334,688.00
1882.....	7,141,363.00	3,522,467.00	639,655.00	637,471.00	175.00	125,125.00	373,412.00
1883–84*a* .	11,270,236.00	5,688,043.00	520,723.00	1,147,261.00	200.00	159,955.00	310,506.00
1884–85...	9,314,081.00	5,134,460.00	562,371.00	681,855.00	150.00	94,250.00	322,813.00
1885–86...	5,976,168.00	2,530,948.00	188,699.00	593,586.00	40,150.00	223,360.00	266,285.00
1886–87...	12,482,088.00	8,199,855.00	464,770.00	1,139,253.00	82,480.00	718,337.00	154,600.00
1887–88...	8,261,276.00	5,705,987.00	80,345.00	742,284.00	775.00	29,290.00	415,742.00
1888–89...	3,510,300.00	778,859.00	110,950.00	630,402.00	.....	138,011.00	447,677.00
1889–90...	7,884,414.00	6,680,424.00	.....	.....	.....	1,500.00	403,257.00
1890–91...	8,342,828.00	6,849,208.00	205,295.86	923,831.37	14,663.99	249,287.83	.....
1891–92...	6,884,585.00	6,464,438.00	.....	.....	.....	.....	220,147.00
1892–93...	8,155,158.00	6,532,157.00	.....	1,134,707.00	.....	.....	182,981.00
1893–94...	10,602,623.00	9,025,240.00	.....	1,152,116.00	.....	.....	369,183.00

a This date includes the eighteen months ending June 30, 1884.

FACTIONS.

from the reports of the United States Commissioner of Education.

Private secondary schools.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.	Other institutions.	Summaries in Commissioner's report on pages—	Detailed statistics on pages—	Year.
$719,000.00	.....	.....	$441,550.00	57,58	684-687	1871.
306,040.00	.....	.....	1,020,721.00	lxi-lxii	894-909	1872.
575,241.00	$19,000.00	.....	663,531.00	cxi, cxii-cxiii	806-823	1873.
995,321.00	7,323.00	.....	1,325,922.00	cxxii-cxxiii	.....	1874.
547,193.00	24,969.00	.....	9,000.00	cxxi-cxxiv	960-981	1875.
520,463.00	33,751.00	.....	972,025.00	cliii-cliv	876-895	1876.
603,675.00	54,767.00	.....	268,939.00	cl-cliii	592-617	1877.
857,098.00	49,134.00	.....	.....	cxxxvii-cxxxviii	678-701	1878.
370,031.00	11,036.00	.....	.....	clxxx-clxxxi	698-721	1879.
479,964.00	22,583.00	$40,885.00	.....	clxxxviii-clxxxix	848-875	1880.
930,679.00	394,239.00	29,281.00	500.00	ccxxxi-ccxxxiii	756-791	1881.
795,953.00	21,184.00	25,299.00	662.00	ccix-ccxi	790-821	1882.
1,210,066.00	94,293.00	20,028.00	2,119,221.00	cxcv-cxcvii	834-883	1883-84.
1,996,129.00	49,667.00	24,754.00	546,632.00	ccxlvii-ccxlix	800-837	1884-85.
2,067,489.00	41,827.00	23,833.00	.....	662-663	664-676	1885-86.
1,673,276.00	.....	22,346.00	27,171.00	.....	496-507, 645-655, 658-661, 664, 708, 728, 737, 749, 757-759, 215-817, 882-887.	1886-87.
664,641.00	425,535.00	.....	196,677.00	.....	464-471, 476, 478, 518-524, 536-542, 568-582, 595, 614-621, 624, 627, 630, 777, 787, 960, 971, 977, 986, 912.	1887-88.
886,157.00	b361,424.00	.....	b156,820 00	.....	1071-1073, 978, 982, 980, 1160, 1182, 1142, 1154, 1091, 1093, 1401, 1395, 1396, 1407.	1888-89.
794,133.00	.....	.....	5,100.00	747, 762, 782, 1487	795-798, 1084	1889-90.
.....	.....	27,221.00	73,320.00	828, 871	.....	1890-91.
.....	.....	.....	200,000.00	721, 733, 740, 1197	.....	1891-92.
.....	.....	.....	305,313.00	86, 89, 91, 103, 108	1982-87	1892-93.
.....	.....	.....	56,084.00	123, 128, 133, 139, 141	.....	1893-94.

b Includes some funds from sources other than benefactions.

XV.—FOREIGN

TABLE 42.—*Statistics of elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	Austria-Hungary.	1891	.....	.....	5,348,027	13	.....	87.5	.....	.....	90,034
2	Austria.....	1891	.....	.....	3,156,618	13.2	.....	90	.....	.....	63,159
3	Hungary	1891	1,171,467	989,942	2,191,409	12.6	.....	85	.....	.....	26,875
4	Belgium	1890	335,039	281,002	616,041	10.24	.....	.....	6,627	5,168	11,795
5	Bulgaria.....	1890-91	196,615	72,659	269,384	8.14	.....	.....	.....	.....	.....
6	Denmark	.....	.....	.....	231,940	10.61	.....	.....	.....	.....	.....
7	France	1892	2,805,849	2,750,621	a5,556,470	14.58	.....	.....	66,363	80,311	146,674
8	Germany c.....	1891	.....	.....	9,177,025	18.6	.....	(d)	.....	.....	146,317
9	Alsace-Lorraine.	1891	.....	.....	229,628	14	.....	(d)	2,703	2,303	5,006
10	Anhalt	1891	22,673	22,549	45,222	16.6	.....	(d)	897	93	980
11	Baden	1891	160,222	160,422	320,644	19.2	.....	(d)	.....	.....	5,503
12	Bavaria (kingdom).	1891	544,493	598,167	1,142,660	20.4	.....	(d)	17,684	6,006	23,690
13	Bremen (free city).	1891	15,317	15,400	30,717	17	.....	(d)	572	249	821
14	Brunswick ...	1891	34,671	34,329	69,000	17	.....	(d)	1,049	.....	1,049
15	Hamburg (free city).	1891	45,482	48,339	93,821	15	.....	(d)	1,671	1,319	2,990
16	Hessia.....	1891	94,572	98,240	192,812	19.4	.....	(d)	2,467	324	2,791
17	Lippe.....	1891	12,061	11,474	23,535	18.3	.....	(d)	.....	.....	473
18	Lubeck (free city).	1891	5,471	5,803	11,274	15	.....	(d)	170	114	284
19	Mecklenburg-Schwerin.	1891	43,692	41,142	84,834	14.6	.....	(d)	1,912	145	2,057
20	Mecklenburg-Strelitz.	1891	7,726	7,583	15,309	16	.....	(d)	355	.....	355
21	Oldenburg....	1891	30,556	29,851	60,407	17	.....	(d)	960	.....	960
22	Prussia (kingdom).	1891	2,900,311	2,700,310	5,600,621	18.8	.....	(d)	70,334	10,342	80,676
23	Reuss Jr. Line	1891	9,702	9,801	19,503	17	.....	(d)	290	18	308
24	Reuss Sen. Line.	1891	5,417	5,571	10,988	17.5	.....	(d)	215	7	222
25	Saxe-Altenburg.	1891	14,439	15,186	29,625	17.3	.....	(d)	500	.....	500
26	Saxe-Coburg-Gotha.	1891	16,581	16,922	33,503	16.2	.....	(d)	.....	.....	580
27	Saxe-Meiningen.	1891	.....	.....	39,592	17.7	.....	(d)	589	.....	589
28	Saxe-Weimar.	1891	29,464	29,463	58,927	18.4	.....	(d)	863	9	872
29	Saxony (kingdom).	1891	361,614	299,986	661,600	19	.....	(d)	7,689	2,413	10,102
30	Schaumburg-Lippe.	1891	3,389	3,369	6,758	17.3	.....	(d)	.....	.....	126
31	Schwarzburg-Rudolstadt.	1891	7,380	7,187	14,567	17	.....	(d)	.....	.....	263

* From State only.
a Public schools, 4,281,183; private schools, 1,275,287.
b Public schools only.

COUNTRIES.

education in foreign countries.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	.....	.....	.....	41,231,342	1890	No imperial office.....	1
.....	.....	.....	.....	*$0.22	23,895,413	1890	Ritter v. Madeysky, minister of public instruction.	2
$4,057,883	$1,338,896	$5,396,779	$2.48	.45	17,335,929	1890	Count A. Csáky, minister of worship and instruction.	3
.....	.....	3,961,383	6.42	.65	6,069,321	1890	M. J. de Burlet, minister of the interior and of public instruction.	4
.....	.....	.....	.....	.....	3,305,458	1893	Dr. U. Radoslavow, minister of public instruction.	5
.....	.....	.....	.....	.....	2,185,335	1890	W. de Bardenfleth, minister of ecclesiastical affairs and public instruction; A. F. Asmussen, chief of department of public instruction and fine arts.	6
.....	.....	b37,261,215	6.70	.97	38,095,156	1891	M. Charles Dupuy, minister of public instruction, of fine arts, and of worship (December 6, 1892–April 4, 1893).	7
.....	.....	.....	.....	.....	49,428,470	1890	No imperial office. Each of the 26 States has its own school system.	8
.....	.....	*624,000	2.66	.39	1,603,506	1890	Dr. v. Köller, minister of the interior.	9
.....	.....	332,457	7.13	1.22	271,963	1890	Dir. Teichmüller, superintendent-general.	10
.....	.....	*869,842	2.71	.52	1,657,867	1890	Dr. H. Nokk, minister of justice, worship, and instruction.	11
.....	.....	5,869,573	5.14	1.05	5,594,982	1890	Dr. L. v. Müller, minister of worship and instruction.	12
.....	.....	257,131	8.30	1.43	180,443	1890	Dr. A. Pauli, senator, chief of school council.	13
.....	.....	*294,690	4.27	.73	403,773	1890	C.v. Schmidt-Phiseldeck, president of consistory.	14
.....	.....	974,273	10.80	1.57	622,530	1890	Dr. J. O. Stammann, senator, chief of school council.	15
.....	.....	1,940,826	10.06	1.95	992,883	1890	Dr. H. Knorr v. Rosenroth, president of department of schools.	16
.....	.....	*68,640	2.91	.54	128,495	1890	G. Steneberg, president of consistory.	17
.....	.....	100,249	8.88	1.31	76,485	1890	Dr. W. H. Brehmer, senator, chief of school council.	18
.....	.....	.....	.....	.....	578,342	1890	J. v. Amsberg, minister of justice, worship, and instruction.	19
.....	.....	.....	.....	.....	97,978	1890	Dr. Piper, president of consistory...	20
.....	.....	496,423	8.20	1.40	354,968	1890	Mutzenbecher, president of Protestant school council.	21
.....	.....	37,966,067	7.32	1.27	29,957,367	1890	Dr. Bosse, minister of worship, instruction, and medical affairs.	22
.....	.....	*68,497	2.91	.57	119,811	1890	Dr. v. Vollert, chief of section of church and school affairs.	23
.....	.....	72,000	6.55	1.15	62,754	1890	H. Gerold, inspector-general of schools.	24
.....	.....	.....	.....	.....	170,864	1890	C. L. Vogel, president of consistory .	25
.....	.....	208,724	6.27	1.01	206,513	1890	E. Anacker, ministerial counselor ..	26
246,712	.....	.....	6.23	1.10	223,832	1890	F. Heim, minister of worship and instruction.	27
.....	.....	388,893	6.60	1.20	326,091	1890	Dr. v. Boxberg, counselor of state ..	28
3,326,531	1,030,538	4,357,069	6.59	1.24	3,502,684	1890	P.v. Seydewitz, minister of worship and instruction,	29
.....	.....	*29,640	4.37	.78	39,163	1890	Langerfeldt, counselor of state	30
.....	.....	*71,584	4.91	.83	85,863	1890	Hanthal, counselor of state.....	31

c Duplication of names eliminated.

d No exact records of this are kept in central school offices of German States, but the ratio is said to be not less than 90 per cent.

TABLE 42.—*Statistics of elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	Germany—Cont'd.										
32	Schwarzburg-Sondershausen.	1891	6,479	6,484	12,963	17.1	.....	(a)	.....	.....	264
33	Waldeck-Pyrmont.	1891	5,625	4,815	10,440	18.2	.....	(a)	.....	.....	247
34	Würtemberg (kingdom).	1891	179,932	178,143	358,075	17.5	.....	(a)	.....	.....	4,609
	Great Britain:										
35	England and Wales.	1893	.....	.....	5,126,373	17.24	.....	.....	.....	.....	110,285
36	Scotland	1893	.....	.....	664,838	16.23	.....	.....	.....	.....	14,103
37	Ireland	1893	.....	.....	832,445	18.03	.....	.....	.....	.....	11,586
38	Greece	1889	78,815	18,986	97,801	4.47	.....	.....	.....	.....	1,641
39	Italy	1892-93	1,246,234	1,045,732	2,291,966	7.63	.....	.....	20,433	30,952	51,385
40	Netherlands	1892-93	*d* 348,873	*d* 323,415	*d* 672,288	14.31	.....	.....	12,019	4,571	16,590
41	Norway	1890	.....	.....	287,399	14.31	.....	.....	3,941	1,187	5,128
42	Portugal	1890	123,693	58,045	181,738	3.85	.....	.....	.....	.....	.....
43	Roumania	1891	.....	.....	220,683	3.80	.....	.....	.....	.....	.....
44	Russia	1887	(408,721) 1,451,609	383,236	2,243,566	1.94	.....	.....	.....	.....	.....
45	Finland	1891-92	31,407	26,256	*g* 177,886 / 57,663	7.47 / 2.41	.....	.....	753	875	1,628
46	Servia	1892-93	65,275	11,204	76,479	3.34	.....	.....	920	576	1,496
47	Spain	1885	886,850	665,584	1,552,434	8.83	1,057,277	68.10	.....	.....	25,271
48	Sweden	1891	.....	.....	694,218	14.39	.....	.....	.....	.....	14,135
49	Switzerland	1891	281,032	263,035	549,067	18.7	.....	87	7,559	3,490	11,049
	British India:										
50	Bengal	1888-89	.....	.....	1,156,327	3.03	.....	.....	.....	.....	.....
51	Bombay Presidency.	1893-94	.....	.....	542,590	2.87	.....	.....	.....	.....	.....
52	Burmah (upper and lower).	1893-94	.....	.....	116,921	1.53	.....	.....	.....	.....	.....
53	Northwest Provinces and Oudh.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Mysore	1892-93	46,770	5,551	*h* 52,321	1.06	.....	.....	.....	.....	.....

a No exact records of this are kept in central school offices of German States, but the ratio is said to be not less than 90 per cent.
b From State only.
c In 1892.
d Includes private schools not aided by Government subsidies.
e Total expenditures for all grades, $1,190,465.
f Excluding Finland.

education in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$60,864	$2,496	*b* $63,360	$4.90	$0.84	75,510	1890	H. Petersen, minister of state	32
.....	.....	55,794	5.34	.98	57,281	1890	V. Saldern, counselor of state	33
b 1,400,964	.....	.....	3.90	.60	2,036,522	1890	Dr. v. Sarwey, minister of worship and instruction.	34
.....	.....	42,046,420	8.20	1.41	29,731,100	1893	Committee of council on education: Vice-president for England, Right Hon. A. H. Dyke Acland; for Scotland, Right Hon. Sir G. O. Trevelyan.	35, 36
.....	.....	6,229,886	9.37	1.52	4,093,959	1893		
.....	.....	5,700,222	6.84	1.23	4,615,190	1893	Commissioners of national education in Ireland.	37
.....	.....	*c* 653,274	6.46	.29	2,187,208	1889	M. Kalliphronas, minister of ecclesiastical affairs and public instruction.	38
.....	.....	11,921,405	5.20	.39	30,535,848	1892	G. Baccelli, minister of public instruction.	39
3,965,584	.....	6,386,197	9.49	1.36	4,669,576	1892	Dr. S. Van Houten, minister of interior; A. P. Huber, chief of division of education.	40
.....	.....	1,484,711	5.16	.74	2,000,117	1891	M. K. Norby, minister of ecclesiastical affairs and public instruction; J. C. Johanssen, chief of division of public instruction.	41
.....	.....	(*e*)	.....	.....	4,708,178	1881	Sr. Castello Branco, minister of interior; F. d'Abreu Gouvera, director-general of public instruction and fine arts.	42
.....	.....	.....	.....	.....	5,800,000	1893	Tasche Jonescu, minister of public instruction and ecclesiastical affairs.	43
.....	.....	.....	.....	.....	*f* 115,181,734	1893	Count Delianow, minister of public instruction.	44
.....	.....	*h* 326,259	5.65	.13	2,380,140	1890	Dr. L. Lindelöf, director in charge of schools.	45
.....	.....	.....	.....	.....	2,256,084	1894	L. Kleritch, minister of public instruction and ecclesiastical affairs.	46
.....	.....	(*i*)	.....	.....	17,565,632	1887	Sr. Groizard, minister of "Fomento;" Dom Vincenti, director-general of public instruction.	47
.....	.....	3,660,979	5.27	.75	4,824,150	1893	G. F. Gilljam, minister of ecclesiastical affairs and public instruction; C. W. Kastman, director of primary education; Dr. E. F. Gustrin, director of superior education.	48
.....	.....	4,821,324	8.78	1.65	2,933,612	1888	No federal office	49
.....	.....	733,140	.68	.02	38,114,280	1891	.....	50
.....	.....	1,052,888	1.94	.05	18,901,123	1891	K. M. Chatfield, director of public instruction.	51
.....	.....	*j* 62,897	.53	.008	7,605,560	1891	John Vansomeren Pope, director of public instruction.	52
.....	.....	.....	.....	.....	46,905,085	1891	.....	53
.....	.....	*j* 63,471	5	.013	4,943,604	1891	H. J. Bhabha, education secretary	54

g In ambulatory schools.
h For public elementary and normal schools.
i The Statesman's Yearbook (1894) reports only $360,649 for education of all grades in 1887.
j Primary schools only. In previous reports the total expenditure for all classes of institutions has been used. For Burmah this amounted the present year to $414,165 and for Mysore to $261,940.
k Also 26,586 pupils in elementary private schools.

TABLE 42.—*Statistics of elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
55	Japan	1892	2,197,438	976,972	*a* 3,165,410	7.34	2,386,880	75.40	56,395	3,401	59,796
56	Cape of Good Hope.	1893	.....	.....	93,395	6.11	67,796	72.59	.....	.....	1,421
57	Egypt	1887	.....	.....	*c* 200,000	2.90	.....	.....	.....	.....	7,764
	Canada:										
58	British Columbia.	1894	.....	.....	12,613	12.84	.....	.....	.....	.....	295
59	Manitoba	1892	.....	.....	23,244	15.24	12,976	55.82	390	512	902
60	New Brunswick.	1893	.....	.....	69,470	21.62	.....	.....	.....	.....	1,702
61	Nova Scotia	1894	.....	.....	97,920	21.74	50,000	51.06	.....	.....	2,351
62	Ontario	1893	.....	.....	481,068	22.75	259,426	53.92	2,785	5,862	8,647
63	Prince Edward Island.	1892	11,995	10,174	22,169	20.32	12,986	58.57	271	267	531
64	Quebec	1893–94	.....	.....	*d* 191,333	12.85	.....	.....	.....	.....	*e* 4,954
65	Newfoundland	1892	.....	.....	25,185	13	.....	.....	.....	.....	.....
66	Mexico	1893	.....	.....	442,975	3.80	.....	.....	.....	.....	.....
67	Bermuda	1892	.....	.....	1,480	9.78	.....	.....	.....	.....	.....
68	Jamaica	1893–94	.....	.....	97,465	14.86	64,695	66.37	.....	.....	948
69	Trinidad	1893	.....	.....	18,483	8.39	.....	.....	.....	.....	.....
70	Cuba	1889–90	.....	.....	30,994	2.02	.....	.....	.....	.....	.....
71	Costa Rica	1892–93	9,394	7,421	16,815	6.91	12,204	72.57	.....	.....	482
72	Guatemala	1891	43,919	21,403	65,322	4.47	.....	.....	907	613	1,829
73	Nicaragua	1887	.....	.....	11,914	4.21	.....	.....	.....	.....	.....
74	Salvador	1893	16,663	12,764	29,427	3.77	.....	.....	453	340	793
75	Argentine Republic.	1893	.....	.....	249,808	5.86	194,067	77.68	2,776	4,965	7,241
76	Bolivia	1890	17,404	6,840	24,244	1.50	.....	.....	.....	.....	649
77	Brazil	1889	.....	.....	300,000	2.60	.....	.....	.....	.....	.....
78	Chile	1893	57,674	55,573	113,247	3.41	72,899	64.37	.....	.....	.....
79	Colombia	1893	.....	.....	114,331	2.94	.....	.....	.....	.....	.....
80	Ecuador	1890	.....	.....	52,830	4.07	.....	.....	.....	.....	1,137
81	Paraguay	1891	.....	.....	18,944	3.94	.....	.....	.....	.....	448
82	Peru	1889–90	.....	.....	53,276	2.03	.....	.....	552	258	810
83	Uruguay	1893	25,317	20,807	46,124	6.33	33,764	73.20	251	666	917
84	Venezuela	1890	.....	.....	100,026	4.39	.....	.....	.....	.....	.....

a Includes 56,543 pupils and 1,109 teachers in private schools.
b The yen is reckoned at 99.7 cents; hence the amount is considered equal to the dollar.
c Includes pupils in schools established by the Government, by religious denominations, and by foreigners.

education in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$6,010,159	$2,252,766	*b* $8,262,925	$2.61	$0.20	40,718,677	1891	Mr. Inouye Ki, minister of state for education.	55
.....	.....	608,001	6.50	.39	1,527,224	1891	Thomas Muir, superintendent general of education.	56
.....	.....	.....	.....	.....	6,817,265	1882	Fakry Pacha, minister of public works and public instruction.	57
150,826	7,061	169,050	13.40	1.72	98,173	1891	S. D. Pope, LL. D., superintendent of education.	58
.....	.....	236,955	10.19	1.55	152,506	1891	.....	59
.....	.....	421,383	6.06	1.31	321,263	1891	James R. Inch, chief superintendent of education.	60
.....	.....	795,144	8.12	1.76	450,396	1891	A. H. Mackay, superintendent of education.	61
.....	.....	3,700,518	7.69	1.75	2,114,321	1891	G. W. Ross, minister of education...	62
.....	.....	142,468	6.41	1.30	109,078	1891	D. J. Macleod, chief superintendent of education.	63
.....	.....	*f* 2,582,822	13.49	1.73	1,488,535	1891	Gédéon Ouimet, superintendent of public instruction.	64
.....	.....	.....	.....	.....	197,934	1891	.....	65
.....	.....	2,337,307	5.04	.20	11,642,720	1891	J. Baranda, minister of justice and public instruction.	66
.....	.....	6,857	4.63	.45	15,519	1893	.....	67
.....	.....	235,881	2.42	.35	655,595	1893	Hon. Thos. Capper, superintending inspector of schools.	68
.....	.....	131,686	7.12	.59	220.285	1893	Hon. Gervase Bushe, inspector of schools.	69
.....	.....	553,335	17.85	.36	1,531,684	1877	.....	70
104,913	.....	.....	.....	.....	243,205	1892	Ricardo Montealegre, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.	71
.....	.....	.....	.....	.....	1,460,017	1890	Lic. M. Cabral, minister of public instruction.	72
.....	.....	.....	.....	.....	282,845	1889	Dr. M. C. Matus, minister of justice, foreign affairs, and public instruction.	73
.....	.....	.....	.....	.....	780,426	1892	Dr. Jacinto Castellanos, minister of foreign affairs, justice, and public instruction.	74
.....	.....	10,051,236	44.28	2.36	4,257,000	1892	J. V. Zapata, minister of justice, ecclesiastical affairs, and public instruction.	75
.....	.....	.....	.....	.....	2,300,000	1888	L. Paz, minister of interior.....	76
.....	.....	.....	.....	.....	14,002,335	1888	Goncalves Ferreira, minister of justice and interior.	77
.....	.....	*g* 1,336,806	11.84	2.48	3,317,264	1892	Federigo Errazuriz, minister of justice and public instruction.	78
.....	.....	.....	.....	.....	3,878,600	1881	L. Zerda, minister of public instruction.	79
.....	.....	176,325	3.33	.13	1,271,861	.....	R. Espinoso, minister of justice and public instruction.	80
.....	.....	.....	.....	.....	480,000	1893	M. A. Maciel, minister of justice, ecclesiastical affairs, and public instruction.	81
.....	.....	.....	.....	.....	2,621,844	1876	Dr. J. S. Cavero, minister of justice and ecclesiastical affairs.	82
350,416	.....	549,891	11.92	.13	728,447	1892	J. J. Castro, minister of agriculture, industries, instruction, and public works.	83
.....	.....	.....	.....	.....	2,323,527	1891	Dr. Luis Ezpelosin, minister of public instruction.	84

d Also about 70,000 elementary pupils in model schools.
e Does not include teachers belonging to religious orders, about 3,000.
f Of this $1,073,048 from private funds.
g In 1892.

TABLE 42.—*Statistics of elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
85	Hawaii	1894	6,238	5,069	11,307	12.56	.....	.....	199	206	405
86	Mauritius	1893	.....	.....	16,659	4.49	10,177	61.08	.....	.....	287
87	New South Wales	1892	.....	.....	210,641	18.6	132,580	62.94	2,332	2,304	4,636
88	Queensland	1893	.....	.....	70,445	17.88	44,432	63.07	1,442	702	2,144
89	South Australia	1891	.....	.....	47,094	14.69	29,801	63.27	406	700	1,106
90	Victoria	1893	121,265	114,204	235,469	20.64	129,388	54.95	1,911	3,057	4,968
91	West Australia	1892	3,025	2,948	5,973	12	.....	.....	46	96	142
92	New Zealand	1893	.....	.....	124,686	18.54	93,615	71.07	.....	.....	2,201
93	Tasmania	1892	11,150	9,509	20,659	14.08	10,654	51.56	209	300	509

education in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$120,028	$10.61	$13.35	89,990	1890	William R. Castle, president of the board of education.	85
.....	.....	81,224	4.87	.22	370,588	1891	E. Mainty, inspector of schools	86
.....	.....	2,693,746	12.78	2.37	1,132,234	1891	.....	87
.....	.....	948,394	13.46	2.40	393,718	1893	W. Horatio Wilson, secretary for public instruction.	88
.....	.....	.....	.....	.....	.....	.....	.....	89
.....	.....	3,144,290	13.35	2.75	1,140,405	1891	Owen P. Staples, secretary of central board of education.	90
.....	.....	70,503	11.80	1.41	49,782	1891	.....	91
.....	.....	1,804,056	14.46	2.68	672,265	1893	W. P. Reeves, minister of education.	92
.....	.....	133,046	6.44	.90	146,666	1891	Adye Douglas, minister of education.	93

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